Krisztian Hofstadter (2019)

Self and peer assessment tool and rationale

This patch links to my learning outcome 3: “Develop and critically evaluate procedures to help students become active participants in the process of self and peer assessment.” The narrative of this patch is based on a method/model outlined in the Rolfe Reflective Model (Rolfe et al. 2001).

What and so what?

I have been an associate lecturer in ARU since 2011. In the last three years of my teaching, I have asked students to keep a logbook for their projects. In seminars and workshops, we use these logbooks for self and peer assessment in order to recognise progress in reference to the Generic ARU Assessment Criteria. As these logbooks are accessible online, I can monitor individual progress outside class-hours as well. The use of this tool has helped improve students’ and my AL to a certain degree. The PG CERT module I am writing this patch for has not only given me a good rationale to further develop this tool but also information on how to improve my students’ and my own AL.

Now what? (K4)

From next semester onwards, teaching week one for all my modules is outlined in a GitHub repository (screenshots in appendices). This first workshop will thoroughly demonstrate the use of the revised tool. The tool itself can be found in the README.md file of the repository. To amend the chart and logbook example, students will need to edit this file in Markdown programming language, which is also demonstrated in this class.

With the addition of the Guntt chart, the tool now consists of two parts: Guntt chart and logbook. The logbook archives input in a more qualitative way, the Guntt chart illustrates progress in a quantitative way. The Guntt chart can also be thought of as a regularly updated summary of the logbook. As before, the tool will be used regularly for formative assessment and be an example of how summative assessment is done.

In more detail:

> *Guntt chart*
>
> Students are asked to measure their progress in the chart (Figure 1.) by using two documents in conjunction:
>
> > (a) ‘Level 6 ARU Generic Assessment Criteria and Marking Standards’;
> > (b) ‘Module Assessment Sheet’.

	<30	<40	<50	<60	<70	<80	<90	<100
1.1					o			
1.2				o				
1.3			o					
1.4			o					
2.1				o				
2.2			o					
2.3			o					
2.4			o					
2.5			o					

Figure 1. Guntt chart example.

(a) is extracted from the ARU 'Senate Code of Practice on The Assessment of Students' found on university's website (web.anglia.ac.uk). (b) is written by the module tutor based on the learning outcomes in the module guide. Both documents can be found in the appendices.

Logbook

Students are asked to keep a logbook for their portfolios. They are encouraged to choose or design a succinct and practical layout and syntax and to keep entries consistent and logical. The tutor demonstrates good and bad examples of layouts from previous submissions for the module and from professional GitHub repositories.

Students are encouraged to update their charts and logbooks weekly. These updates shall fuel discussions in the seminars and workshops as well as help understand assessment criteria.

Rationale for the design (A3/A4/K2/K3)

- the tool is versatile and flexible:
    - it facilities the use and development of self and peer assessment (Nicol and MacFarlane-Dick, 2006)

    - it can be used by the tutor to monitor individual progress (Nicol and MacFarlane-Dick, 2006);
    - by changing the hyperlink of the module assessment sheet in the README.md file, the tool can be used with any module;

- as the GitHub repository is public, the tutor can monitor students' progress outside class, anytime;

- its regular use helps (V3)

    - improve student feedback literacy (Carless and Boud, 2018, pp.1316) by encouraging teacher and peer dialogue (Nicol and MacFarlane-Dick, 2006);
    - students identify the gaps in their knowledge and practice (Sadler, 1989, p121; 2005; Nicol and MacFarlane-Dick, 2006);
    - students understand the process behind the final summative assessment i.e. the process of marking their portfolios, how they are awarded (QAA, 2018);
    - students become comfortable with a method and platform that they can utilise in the career as well as will help their employability (Knight and Yorke, 2003);
    - the tutor to identify obstacles in students' learning adjust teaching accordingly (Sadler, 2005; Nicol and MacFarlane-Dick, 2006);
    - adjusted/agile teaching will allow clear communication between students and the teacher.

Measuring the impact (K5)

A quantitative method to measure the impact of the new tool will be by comparing new and old data from previous years. The data to compare will be:

- students' final marks;
- MER response ratings;
- qualitative module comments in MER quantified by myself;

I will compare these data in the following years:

- years where no logbook was used;
- years where only the logbook was used;
- the new year where the logbook and Guntt chart will be used together.

Reference

Assessment Reform Group, 2002/ *Assessment for Learning: 10 principles research-based principles to guide classroom practice*, Assessment Reform Group, London, United Kingdom.

Carless, D. and Boud, D., 2018. The development of student feedback literacy: enabling uptake of feedback *Assessment and Evaluation in Higher Education,* 43(8), pp.1315-1325.

Knight, P. and Yorke, M., 2003. *Assessment, learning and employability,* Maidenhead: Open University Press.

Nicol, D. and Macfarlane-Dick, D., 2006. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, in K, Clegg and C. Bryan, eds., *Innovative assessments in Higher Education*, London: Routledge.

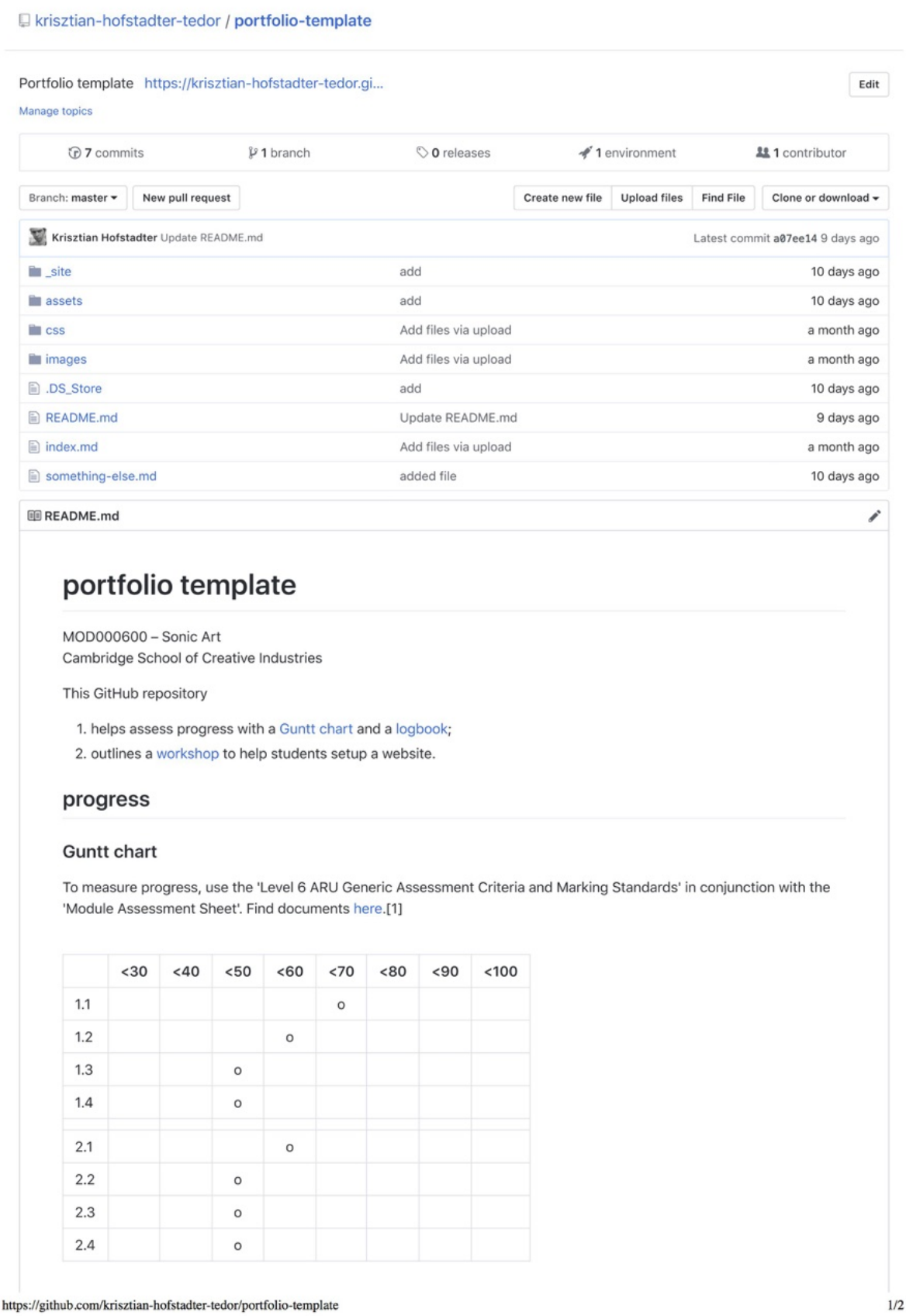
Sadler, D., 1989. Formative assessment and the design of instructional systems, *Instructional Science*, June 1989, Volume 18, Issue 2, pp 119–144.

Sadler, D., 2005. Interpretations of criteria based assessment and grading in Higher Education, *Assessment and Evaluation in Higher Education*, 30(2), pp.175-94.

Rolfe, G., Freshwater, D., Jasper, M., 2001. *Critical Reflection in Nursing and the Helping Professions: A User's Guide*. Basingstoke: Palgrave Macmillan.

The Quality Assurance Agency for Higher Education (QAA), 2018. *Advice and Guidance Assessment*. [online] Available at https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf [Accessed 25 April 2019].

Appendices



krisztian-hofstadter-tedor / portfolio-template

Portfolio template https://krisztian-hofstadter-tedor.gi... Edit

Manage topics

7 commits | 1 branch | 0 releases | 1 environment | 1 contributor

Branch: master | New pull request | Create new file | Upload files | Find File | Clone or download

Krisztian Hofstadter Update README.md — Latest commit a07ee14 9 days ago

_site	add	10 days ago
assets	add	10 days ago
css	Add files via upload	a month ago
images	Add files via upload	a month ago
.DS_Store	add	10 days ago
README.md	Update README.md	9 days ago
index.md	Add files via upload	a month ago
something-else.md	added file	10 days ago

README.md

portfolio template

MOD000600 – Sonic Art
Cambridge School of Creative Industries

This GitHub repository

1. helps assess progress with a Guntt chart and a logbook;
2. outlines a workshop to help students setup a website.

progress

Guntt chart

To measure progress, use the 'Level 6 ARU Generic Assessment Criteria and Marking Standards' in conjunction with the 'Module Assessment Sheet'. Find documents here.[1]

	<30	<40	<50	<60	<70	<80	<90	<100
1.1					o			
1.2				o				
1.3			o					
1.4			o					
2.1				o				
2.2			o					
2.3			o					
2.4			o					

	<30	<40	<50	<60	<70	<80	<90	<100
2.5			o					

logbook

A logbook is logical, consistent and useful. Logbook syntax ideas (1,2).

simple one pager website workshop

Baśic>GìṭHúḅ Pağèṡ«Hṭmḷ añḋ Maṛk̇dõẁñ Sẏñṭay

- Understand what a repository in GitHub is

  https://youtu.be/UmX4kyB2wfg

- Understand how to turn a repository into GitHub pages i.e. static website.

  https://pages.github.com;

  - note: you need an index.html or index.md to turn your repo into GitHub Pages;

- Understand the difference between forking, cloning and downloading a repository.

  - demo all (cloning only with localhost);

- Understand the basics of Markdown and how it relates to html.

  https://youtu.be/2JE66WFpaII

  https://guides.github.com/features/mastering-markdown/

  https://babelmark.github.io/

  - page source;

- Understand the relevance of a .css file for an aesthetic layout.

  - find the difference between the 'index' and the 'something-else' page;

- Customise the style and arrangement

resources

- https://learn.shayhowe.com/html-css/
- https://www.w3schools.com
- https://jgthms.com/web-design-in-4-minutes/
- https://www.codecademy.com

references

[1] Full document of the 'Senate Code of Practice on The Assessment of Students' can be found on web.anglia.ac.uk. The markdown table above examples the letter 'o' being used to indicate the degree of progress. This Guntt chart can be used for self and peer assessment as well as by the cohort leader to monitor students' progress. It acts as a visual representation, a summery of progress documented in the logbook.

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 6

Level 6 is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.

Mark Bands		Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)	
			Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills
Characteristics of Student Achievement by Marking Band	90-100%	*Achieves module outcome(s) related to GLO at this level*	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication within Anglia Ruskin University	Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication within Anglia Ruskin University
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills
	70-79%		Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality	Excellent management of learning resources, with degree of autonomy/research that may exceed the assessment brief. Structured and creative expression. Very good academic/ intellectual skills and practical/team/professional/problem-solving skills
	60-69%		Good knowledge base that supports analysis, evaluation and problem-solving in theory/ practice/ethics of discipline with some originality	Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/ intellectual skills and team/practical/ professional/problem solving skills
	50-59%		Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline	Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/ intellectual skills going beyond description at times. Satisfactory team/practical/professional/problem-solving skills
Characteristics of Student Achievement by Marking Band	40-49%	*A marginal pass in module outcome(s) related to GLO at this level*	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or or solve problems in discipline	Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/ accuracy in expression, but evidence of developing team/practical/ professional/problem-solving skills
	30-39%	*A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark*	Limited knowledge base. Limited understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline	Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/ intellectual skills. Still mainly descriptive. General difficulty with structure/accuracy in expression. Practical/professional/ problem-solving skills that are not yet secure
	20-29%	*Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available*	Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Significant difficulty with theory and problem solving in discipline	Little evidence of use of learning resources. Unable to work autonomously. Little input to teams. Very weak academic/ intellectual skills. Work significantly descriptive. Significant difficulty with structure/accuracy in expression. Little evidence of practical/ professional/problem-solving skills
	10-19%		Inadequate knowledge base. Inadequate understanding of discipline/ethical issues. Major difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Unable to work autonomously. Inadequate input to teams. Extremely weak academic/intellectual skills. Work significantly descriptive. Major difficulty with structure/ accuracy in expression. Inadequate practical/professional/problem-solving skills
	1-9%		No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline	No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills. Work wholly descriptive. Incoherent structure/accuracy and expression. No evidence of practical/ professional/ problem-solving skills
	0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	

Cambridge School of Creative Industries
MOD000600 – Sonic Art
Semester Two – 2018-2019
SID:
Portfolio:
Module assignment sheet.
Summary of assessment brief // https://khofstadter.info/sonic-art-2019/

Portfolio of Creative Work equivalent to 3000 words. To submit:

1. A project documented as a webpage on a GitHub repository.
2. The webpage needs to succinctly describe your project with some text (between 300 - 500 words) and one short video (between 4 - 5 min).
3. The repository needs to have a 'README.md' file acting as your logbook.
4. Other supporting material e.g. pictures, videos, sound files, programming code, etc. embedded in the website or hyperlinked from it, or uploaded to the repository.

Summary of assessment-specific criteria
[NB: some or all of the following will apply]

1. **Knowledge and Understanding** (LO 1,2)

	0-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1.1 Reference to technics/methodology e.g. signal processing.								
1.2 Reference to theory e.g. aesthetic issues concerning sonic art.								
1.3 Contextualisation of the work e.g. location/time specificity and objectives.								
1.4 Level of imagination and intelligence applied to a creative strategy/design.								

2. **Intellectual, Practical, Affective and Transferable Skills** (LO 3,4)

2.1 Creation and use of software/hardware for e.g. sonic manipulation, performance and/or exhibition.								
2.2 Utilisation of presentation skills, e.g. an awareness of audience characteristics and responses, reacting spontaneously, managing risk and coping with the unexpected as well as in the acquisition of performance/exhibition opportunities.								
2.3 Use of cohort and audience feedback for agile development.								
2.4 Organisation of portfolio.								
2.5 Depth of critical self-evaluation.								

Assignment	**%**

Moderator's comments	

FINAL (moderated)	**%**

Assessor: Krisztian Hofstadter **.....**
Moderator: Nick Ryall .....**Date: April 2019**