Pioneers 2011 Marking Rubric for Assessment – ONLINE COMMUNITIES OF PRACTICE

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Focus Area: ND: Radiography – Radiographic Pathology II (level 2 subject)

In this online community space there is evidence that:

Assessment Criteria	Your mark	Your motivation	Facilitator's mark	Facilitator's comments
1. The facilitator disseminated course information through communication tools	2	**Calendar** – useful for important dates – tasks, tests, etc. **Announcement**s – very useful for reminders, tips, etc. especially when they @ WIL/off-campus. The WOW factor – motivational quotes to inspire them. In the **learning modules**, **lesson plans** direct learning. **Collaboration tools** also provide instructions for activities.	2	
2. Content is accessible to participants	2	All links are tested in student view for accessibility. In **learning modules**, navigation through the learning event is critical for effective learning. **The TOC** directs the learning path. **Lesson Plans** provide structure. All **content links** related to module are included in TOC for easy navigation (WOW) – lesson plan, discussion tools, weblinks, media library links and finally the quiz. This set up promotes self-paced, self directed learning. Even students who miss lectures can continue with work. The recent strikes did not impact on my class negatively, as learning could continue. In addition to content in classroom, students have access to other relevant course materials – weblinks. (independent learning)	2	
3. Participants have been involved actively	2	**Lesson plans – assigned tasks.** **Collaboration tools** used for interactive learning. Students struggle with content and volume of the subject. It is a very didactic subject and they don't come adequately prepared. Work is broken into smaller chunks for each group to work on. Compilation of work – benefit the whole (social learning is addressed). **WOW** – students add to the **glossary,** medical terminology every week.	2	
4. Appropriate online assessment has been designed.	2	Most assessments are formative and intended only for student support. 10% of overall mark is form online tasks. **Quizzes** – expansive database categorized for ease of use – support, repetition and immediate feedback without additional workload. Some need to be improved. These also flag at risk students. I discontinued the self tests, as students could not see the results, once completed. **Assignments + collaboration activities** – use of grading forms & scales encourages peer review & interrogation with content, discourages "cut & paste" **WOW – safe assign** to monitor extent of plagiarism. The reports guide them for	2	

		summative work.		
5. Wow factor	2	**Announcements** – motivational quotes **Lesson plans** – designed to encourage social learning, but provides opportunities for individualism **Learning module design** – provides framework & boundaries, while allowing freedom – promotes independent learning and encourages them to trust themselves with new knowledge. **Weblinks & media library** sources support this. Lecturer created **podcasts** (see media library chest pattern recognition) are available for replay of some learning events. Integrating **web 2.0 applications in learning** – puzzlemaker, wikis, blogs, mashups (see lesson plan on genitourinary system) enhances soft skills in ICT. **Glossary** building helps them learn new related medical terms.	2	
TOTAL	10		10	

1.   Why am I doing this?

Student support – volume, didactic knowledge, it is a new language, encourage self assessment & monitoring
Student resources – all in one place
Encourage independent learning – through structured activities.

2.   What's the big picture?

Students of the 21st century need to become 21st century learners – embracing the technologies, independent thinking/learning, interrogating newly acquired knowledge, encourage trust in themselves with this new knowledge, lifelong learning. From my experience, my stu⬛ are embracing the technologies for social engagement, but they are not maximizing it for learning, in fact they seem to show a reluctance to it.

3.   What's worked for me so far - how has t⬛dded value to my teaching and the students' learning?

Quizzes provided continuous support without burdening me with marking. There is an initial cost of time.
Podcasts – allows replay of learning event. I am going to develop this area, because it was the most positively received.
Structure – caters for different learning styles, allows for both sequential and global learning method⬛

4.   What has not yet worked?

My students are not ready to be independent thinkers and learners. They seem to oppose any form of work on their part. They want lectures and handouts. And when to engage with the learning in this way, they shortcut the system, but cutting and pasting of the net. ⬛
Current contact time – 4hrs @ a stretch. Need to break this in smaller contact sessions.

5. What's the next step?

<u>Lessons learnt:</u>

- Content - assigned tasks in groups to reduce volume. I found that I also could not cope with individual input, owing to student numbers. They struggled with the volume of work in restricted time. Owing to huge WIL component, they spent less time @ DUT – 20 weeks.

- Most of my students seem lazy and do not want to take ownership of their learning. They want the lecturer to do the work, they want lectures and notes instead of interactive learning – don't know how to address this. I will persevere…..continue to engage them and motivate them to take ownership of their learning. Perhaps the new curriculum will address some of the concerns with the subject.

- It is a very theory driven subject that can bore the student, trying to incorporate some fun activities. Tried puzzlemaking and other web 2.0 applications – students seem to like being entertained while learning. Just started this , will have to see impact. Next lecture – try photostory (using adobe) .

- Created podcasts for a certain aspect of learning in the subjects – students (last year) asked for it to be extended into other areas. Mobile learning strategies will be explored future. The use of more visual interfaces versus text based will probably make content less threatening.

- Students cannot see self tests in grade book, once completed. Discontinued its use, as all tests are formative.

- Language is a barrier (esp. 2nd language students) – as a medium and the language of the content – future practice to address this.

- Grading forms – use more to help students to develop self and peer assessment. Mostly incomplete, as they are "struggling" with activities itself. Concern over "cut & paste" mentality, so grading form designed to discourage this behaviour. IT will also help them interrogate the material.

- Students seems to be uncomfortable with this learning strategy, but when its gone they see the value and "demand" it.