

Pioneers 2011 Marking Rubric for Assessment – ONLINE COMMUNITIES OF PRACTICE

Facilitator (your name): Rosh Sunder

Focus Area: B.Tech: Radiography – Radiographic Practice IV (level 4 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	<u>2</u>	Same as previous. Particularly useful as we only meet once a month. The roster is useful for this group, as they are part time students.	2	
2. Content is accessible to participants	<u>2</u>	Same as previous. In this class, a more constructivist approach is used, as they are students from different disciplines. So, the content is not the same throughout. The students are to determine the important theory links and make connections with what they are doing, as they are already practicing on equipment that they have had "no formal training" on. There are also no prescribed textbooks, so the WWW is the open library. The weblinks and content in media library are there to create a framework, within which they can work, but is not exclusive.	2	
3. Participants have been involved actively	<u>2</u>	Lesson plans – assigned tasks. Collaboration tools used for interactive learning. This group seem to value this teaching strategy and engage with the activities at a deeper level. Review most of the lesson plans and associated activities. Dynamic learning is encouraged (WOW, I think) Journalling is an important activity in this class – they need to link theory and practice. They also need to evaluate their learning processes and identify improvements and gaps in knowledge and their actual practice through reflection. They are required to make at least one journal entry per month (minimum). You may not be able to see these, as this activity is summative. It has not been published yet.	2	
4. Appropriate online assessment has been designed.	<u>2</u>	Most assessments are formative and intended only for student support. 10% of their overall marks will be from some of the online tasks. Assignments + collaboration activities – use of grading forms & scales encourages self & peer review & interrogation with content, discourages "cut & paste". This is an area for development. The journals have grading forms. WOW – safe assign to monitor extent of plagiarism. The reports guide them for summative work. This has benefited them extensively.	2	
5. Wow factor	<u>2</u>	Lesson plans – designed to encourage independent learning, and 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. Integrating web 2.0 applications in learning – this group liked the wiki spaces, but we decided to contain all tasks in Bb.	2	
TOTAL	<u>10</u>		10	

1. Why am I doing this?

We meet once a week. Different disciplines in one class, so content are different for each group with some common stuff.

They are already in the workplace, but have come back for theory upgrading.

Student support - resources – all in one place

Encourage independent lifelong learning – structured activities.

Enhancing reflective practice – critical for students to link theory and practice. They also need to evaluate their learning processes and identify improvements and gaps in knowledge and their actual practice through reflection.

2. What's the big picture? Same

3. What's worked for me so far - how has this added value to my teaching and the students' learning?

These students are more mature and appreciate this approach. Structured learning activities – students are engaged, responsible for their learning.

Journalling – promotes reflection.

4. What has not yet worked? Not visible yet.

5. What's the next step?

Lessons learnt:

- This group seem to appreciate blended learning approaches more. They see the value – see discussion board: orientation evaluation (uncategorised topics). This is probably because they are a mature group of students in age and EQ.
- Redesign the journaling feature to encourage them to journal more.
- Design more structured readings with explorative questioning, especially as they are away for a month – this will add support i.t.o. content. With the information overload on the net, students appreciate some direction with appropriate/relevant readings.
- Encourage more self and peer reviews. Mari, I like this method that you are using right here.....asking us to evaluate our work. This will “force” them to “look in the mirror”
- Design more summative tasks online, in the form of blogs, wikis, essays, etc.