|  |
| --- |
|  |

|  |  |
| --- | --- |
|  | 🞂Learning Technology Case Study  Assessment through proposal and feedback  **Tim Curtis, School of Health**  Modules: SWK0151 / SWK3025 |

|  |  |
| --- | --- |
|  | Context  The core purpose of the Changemaker Certificate initiative is to equip students and University staff to identify a social problem and do something about it. The University awards Changemaker certificates at Bronze, Silver and Gold levels, which are outside the normal A-F grading criteria. In addition, a version of the course was to be used in a first year undergraduate module using the University’s existing grading schema.  Intended outcomes  Both modules   * To complete a Social Venture Canvas, including self and peer assessment, that would be capable of attracting financial support and start-up assistance. * This is an authentic assessment in that the assessment process would support the implementation of the proposal in the real world.   The process  SWK3025 (Changemaker Certificate)   * To achieve the intended outcomes, preparing a draft proposal for peer and external evaluation, students are provided with an outline and course work contributes to the completion of each section. This is submitted as a Blackboard assignment, marked using a rubric to assess if each component has achieved the Bronze, Silver or Gold Standard using rubrics based on 21st Century skills. * Elicit feedback from external crowdsourcing sites or own social networks, reflect on this feedback and propose any adjustments. This is submitted as a Blackboard assignment, which would support submission in multiple formats – written or multi-media. It is marked using a rubric to assess if each component has achieved the Bronze, Silver or Gold Standard. * Students can see their feedback via the rubrics and general comments, with the overall grade being decided by the marking tutors.   SWK1051 (Changemakers)   * To achieve this, preparing a draft Social Venture Canvas for peer evaluation. Students are provided with an outline and course work contributes to the completion of each section. This is submitted as a Blackboard assignment, marked using a rubric to assess if each component has achieved the Bronze, Silver or Gold Standard, though the marking schema is adjusted to generate a numeric value which is converted to a letter grade. * Elicit feedback from external crowdsourcing sites or own social networks, reflect on this feedback and propose any adjustments. This is submitted as a Blackboard assignment, which would support submission in multiple formats – written or multi-media. It is marked using a rubric to assess if each component has achieved the Bronze, Silver or Gold Standard, though the marking schema is adjusted to generate a numeric value which is converted to a letter grade. * Students can see their feedback though general comments against a calculated column, with the overall grade calculated as a 60/40 weighted score.   The benefits & challenges   * The assessment is a cumulative piece of work, so students do not face a mountain of work before submitting each component. * Both assessment items include a reflective element. * Marking by rubric is very suitable for larger cohorts and maintains consistency. * Can be adapted for group, rather than individual, submissions. * Two modules with slightly different objectives can re-use much of the same materials and marking procedures. * Encouraging students to work throughout the course rather that cramming for deadlines is difficult and progress needs to be monitored closely during the module – in this case, submissions to journal entries are regularly checked. * For SWK1051, the calculated value is subject to grade boundary problems, A careful check is needed before releasing results.   Key points   * An authentic assessment which is capable of producing a tangible benefit to Society, * A scalable assessment that can be implemented in very large cohorts. * Adaptable for Distance / Blended Learning. * Has potential for group assignments. |

|  |
| --- |
|  |