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

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|  | ContextThe 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 outcomesBoth 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 processSWK3025 (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.
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