Creating Knowledge

VCUG2001
Semester 2, 2015

Assessment Guide

In this guide

Assessment Task Summary

Item	Mark	Marker	Due	Marks returned
Learning Portfolio (35%)		*Understand an area of knowledge and reflect on course themes*		
Camera-Ready Portfolio	Req	Peers	Tues wk11	N/A
Peer review x 2	5%	Peers & Louise	Available Wed wk11 Due Tues wk12	Peer marks due Friday Available on Saturday
3-min Presentation	5%	Chris & Louise	Tues wk12 panel	Fri wk 12
Portfolio artefact	25%	Chris or Louise	Fri wk13	as exams
Group Research Project (30%)		*Investigate a piece of popular knowledge in an outside discipline*		
5-min presentation + Q&A	10%	Chris & Louise	Wk 8 Tutorial	by wk 9 tutorial
Visual representation + rationale	20%	Chris & Louise	Fri wk 8	by wk 9 tutorial
Tutorial Co-Facilitation (35%)		*Run a tutorial on knowledge topics for your peers*		
Tutorial co-facilitation (1x only)	10%	Louise & peers	1x, in weeks 4-6, 9-10	at following tutorial
Secret plan (1x only)	10%	Louise	midnight, night before	at end of tutorials
Weekly focus questions + comments	15%	Chris & Louise	FQ: midnight Tues Comments: midnight Wed peer facilitated weeks only	each week

Detailed Assessment Calendar

This calendar includes the due dates and suggested timelines for all activities in the course (assessable and non-assessable).

Date	Weekly Focus Questions (all submissions are midnight)	Tutorial Facilitations (regular class times)	Learning Portfolio (all submissions are midnight)	Group Project
Wk2				
Wk3	Groups formed	Framing Wshop A Tue 10-11am	Declare your portfolio topic as the FQ for the Week 4 tutorial	Groups formed
Wk4	Framing FQ due Tuesday Comments due Wednesday	Framing Wshop B Tue 1-2pm Framing Tutorial+SP Thursday		
Wk5	Culture FQ due Tuesday Comments due Wednesday	Narratives Wshop A Tue 10-11am Culture Wshop B Tue 1-2pm Culture Tutorial+SP Thursday		Declare your project topic at the tutorial
Wk6	Narratives FQ due Tuesday Comments due Wednesday	MM Wshop A Tue 10-11am Narratives Wshop B Tue 1-2pm Narratives Tutorial+SP Thursday		
Wk7	Mental Models FQ due Tuesday Comments due Wednesday	MM Wshop B Tue 1-2pm MM Tutorial+SP Thursday		
B1				
B2				
Wk8		Systems Wshop A Tue 10-11am		Pres. Thursday tutorial Final due Friday
Wk9	Systems FQ due Tuesday Comments due Wednesday	Ignorance Wshop A Tue 10-11am Systems Wshop B Tue 1-2pm Systems Tutorial+SP Thursday		
Wk10	Ignorance FQ due Tuesday Comments due Wednesday	Ignorance Wshop B Tue 1-2pm Ignorance Tutorial+SP Thursday		
Wk11			CR Portfolio due Tues Peer review available Wed	
Wk12			3-min presentation Tuesday Peer review due Tues Peer review marks due Fri	
Wk13			Final Portfolio due	

Learning Portfolio

Investigate an gap in the knowledge in a discipline or disciplines of interest - *for example, what knowledge is required to find a cure for cancer?* This knowledge gap can be in any field, but it should be in an academic area of interest for you. You will use this research project to explore the course themes, and present an understanding of how knowledge could be developed over a medium- to long-term time horizon to fill the gap.

Camera-Ready Portfolio

[Required]

Submit a camera-ready version of your portfolio. This should be a complete and final draft, ready for review. Reviewers of incomplete drafts will be able to ask to review a different paper, meaning that incomplete drafts will unlikely get feedback.

Peer Review x 2

[5%]

Complete a constructive Peer Review of 2 portfolios. You will be asked to provide at least 500 words (total) of constructive feedback against the marking criteria for the Portfolio.

Marking Criteria

- your peers will evaluate your review comments on a scale of 1-5 for how 'useful' and how 'constructive' your comments are via Wattle
- you may appeal this mark if you think it not justified, and the final mark will be determined by Chris or your tutor

3-Minute Talk

[5%]

Present the key aspects of your portfolio topic.

Task Requirements

- a 3-minute presentation, with time for Q&A
- 1 slide is a suggested format, but there is no requirement for or limitation on visual aids

Marking Criteria

- effective articulation of the portfolio topic and gap in the knowledge to an educated audience
- description of the different perspectives required to fill the knowledge gap
- ability to engage the audience and respond to questions raised

Portfolio artefact

[25%]

Produce a major work that connects the course themes to your portfolio knowledge topic.

Task Requirements

- Produce a physical or digital artefact that can be consumed in 15 minutes (equivalent of 2500-3000 words).
- Format can be—but is not limited to—an essay, paper, report poster, digital presentation, video, website, podcast, blog series, magazine article, scholarly work, travel guide, exhibition, teaching tool or demonstration
- The artefact should demonstrate scholarly activity, such as research and inquiry, as well as higher-order thinking about the portfolio knowledge topic

Themes

The portfolio can be as free-ranging as you like around the gap in the knowledge topic, but should contain at a minimum considerations of:
- connection to the themes from relevant tutorial and panel topics (more the better, but an appropriate balance)
- connection or reflections on a contemporary and continuous source of knowledge you have been following through semester, such as listening to the radio news (eg ABC Radio National) or reading a news source (eg The Conversation)
- connection to learning outside of the class, such as public lectures, personal development programs or other courses at ANU

Formative feedback

Formative feedback with come through both the weekly focus questions during semester, and the Peer Review process towards the end of semester.

Marking Criteria

- a defined scope of academic research and its relationship to broader concepts of knowledge and knowledge creation (LO1)
- demonstration of multiple perspectives in constructing knowledge (LO2)
- critical argument, reflection, or connections about the nature of knowledge and the learning process (LO3)
- demonstration of effective communication conveying meaning to an educated but not specialist audience (LO4)

Group Project

Your task is to explore in depth a piece of fundamental, popular or accepted knowledge – *for example, what is the chromatic scale, and why do we use it?*

The final submission should be accessible to the educated public, but with no knowledge of the topic.

Visual representation + rationale

[20%]

Produce a visual representation (physical or digital) of your group's knowledge topic. The visual representation can be in any format.

Task Requirements

- *visual representation* should highlight the knowledge, its importance and how this knowledge is used in the broader society
- *rationale* should justify the visual representation and demonstrate a deeper understanding of the topic
- demonstrated literature research on the topic, including at least two interviews of experts from different fields related to the topic. One expert should be from the ANU
- both aspects should be able to be understood by an educated adult in 15 minutes. As a rough guide, the visual representation should be consumed in 5 minutes, and the rationale in 10 minutes (max 1,000 words)

Formative Feedback

Draft Prepare a final draft visualisation as a group to present in the Week 8 seminar. You should use this session for feedback, and include, for example, an outline of research methods, visual medium, rationale and presentation ideas

Peer Feedback Provide constructive written feedback on the project's strengths, weaknesses and opportunities during this session

Group Formation and Topic Selection

Groups of 3-4 and require a gender and discipline balance. A topic should be decided by the week 5 tutorial for approval by your tutor.

Marking Criteria

- demonstrated awareness of academic research and its relationship to knowledge creation (L01)
- demonstrated understanding of alternative viewpoints or thinking about the knowledge (L02)
- evidence of critical thinking about the nature of knowledge and the learning process (L03)
- effective communication of ideas to an educated but not specialist audience (LO4)

Moderation

Individuals will be awarded the same mark, except if moderation is required in consultation with Chris.

5-minute presentation with Q&A

[10%]

Explain your group's project knowledge in no more than 5 minutes.

Task Requirements

- no more than 5 minutes
- any media can be used
- should focus on the central ideas from the project, rather than being a comprehensive overview

Marking Criteria

- demonstration of research and its relationship to knowledge creation
- demonstrated understanding of the importance of alternative viewpoints in the process of knowledge creation
- efficient articulation of the knowledge to an educated but not specialist audience

Formative Feedback

Prepare your talk to present at the Week 8 panel and get feedback then and there!

Adequate/Good projects will…

- have little or unclear justification of the relevance of this knowledge in relation to other knowledge
- serve as a basic way of understanding the topic
- be based primarily on others' ideas
- have simple conclusions or based in one discipline
- little evidence of research

Good/Excellent projects will…

- have clear justification of how this knowledge is situated within and around other knowledge
- helps the audience to understand the issue
- have original ideas, based on previous work
- consider alternative perspectives
- be based on scholarly research and evidence

Excellent/Outstanding projects will…

- have compelling relevance to local and global societal needs in the context of ongoing knowledge creation in new and novel ways
- helps the audience to see the issue in new ways
- connect disciplinary bodies of knowledge to gain new insight
- clear scholarly research through multiple lenses

Tutorial Co-facilitation

Present one tutorial to your peers themed on the weekly topic. In order to prepare for student-facilitated tutorials, you need to submit a Weekly Focus Question and respond to these before the tutorial. Your facilitation group will help finalise the Focus Question.

Tutorial Co-facilitation

[10%]

Facilitate the learning of your peers by running an interactive tutorial.

Task Requirements

Co-facilitate a 70-min (+/- 5 min) that builds a shared understanding between members of the class around the nominated topics

Grading

- 5% will be allocated by your tutor and 5% will be allocated by your peers for the facilitation. The peer mark will be given to your tutor each week, and provided back to the class after all tutorials
- Individuals in the group will be awarded the same mark, except where moderation is required in consultation with your tutor or Chris.

Marking Criteria

- encourages high quality discussion/exchange of ideas
- effectively relating the tutorial to the course themes in a way that maximises student learning
- maintaining clarity and logical progressions of ideas to an effective conclusion
- clear instructions that assist in achieving above points
- ability to respond well to questions including the explanation of concepts

Formative Feedback

- You must attend a Workshop A, Tuesday the week before your topic between 10-11am. In preparation for Workshop A, please complete the reading and bring at least three ideas for running the tutorial
- Your group is welcome to attend a Workshop B, Tuesday the week of your topic 1-2pm. You should bring your draft secret plan for discussion

See also

Chris' secret plan template for running a tutorial in on the following page

Secret Plan

[10%]

Design a plan for running the tutorial. This plan should demonstrate your thinking and preparedness for the task.

Task Requirements

The plan should include:
- a one-sentence take-home message (ie what do you want the students to learn today)
- a one-sentence SMART+ Goal (specific, measurable, achievable, relevant, timely and positive - ie, we want everyone to participate)
- an overview of the plan, including timing and roles
- a logical and detailed plan, including prompts

Marking Criteria

The same marking criteria will be used as the Tutorial Co-Facilitation, except that the emphasis will be on the planning, rather than the delivery.

Weekly Focus Questions

[7%+6%+2%=15%]

Develop a discussion on Wattle to focus your thinking around your portfolio research topic.

Task Requirements

- Prepare a ~250-word blog entry that connects your chosen portfolio topic to the weekly themes
- Provide constructive feedback on another student's blog post (make sure everyone gets comments). Feedback can be as long or as little as you like, but needs to be constructive.

Focus Questions

The focus questions will be listed on Wattle, and link to the themes listing in the portfolio artefact.

Grading

Each week you will be given:
- 1 mark for submitting your blog entry on time
- 1 mark for submitting constructive feedback
- a bonus 2 marks will be given for completion of all thirteen items on time!
- no marks for late entries

What you said makes a tutorial awesome: interactive discussion, prepared students, food, visual aids, interactions between students, variety **What you said makes a tutorial awful:** no food, a tutorial is not a lecture,, silence, unprepared students, conversations dominated by one person

Example Secret Plan

This is a Generic 'Secret Plan' to help demonstrate the types of things you could incorporate into your Plan. A good group secret plan will probably extend to two pages with some details down to three levels

Take-home Message

A clear message about the content knowledge that all students should remember at the end of the tutorial.

SMART+ Goal

A goal in a single sentence that is Specific, Measurable, Assignable/(Achievable), Relevant(/Realistic), Time-based, and positively-framed.

Overview

Time	Item	Person Responsible	Resources
0-10m	Ice Breaker	John and Jane	Whiteboard and markers
10-15m	Build a shared understanding	Sally	Slides
15-25m	Small-Group Activity	Tom to run, others to help	Hand-outs and pencils
25-45m	Hands-on Activity	Jane to run, others to set-up/clean-up	Building materials
45-end	Discussion	John to wrap-up	Minute-papers

Detailed Plan

Start-10 - Ice breaker activity
- in the detailed plan, it would be good the have an idea of the main points
  - and then provide an extra layer of detail, such as the prompting questions
- …and then the next point

CONTINUE FOR EACH ACTIVITY

|

CLOSE

Activities to drop if over time

indicate which activities you might 'drop' if running over time

Activities to add if running under time

- indicate which activities you might extend/add if running over time

[end of plan]

YOU CAN GIVE YOUR TUTOR MORE INFORMATION

Such as the outline or worksheets. Just staple it to the back of the plan…

A model plan should be about 2 pages long (or as long as it needs to be to deliver a great tutorial!)

Adequate/Good tutorials will…
- identify issues and examples
- replicate facts or reproduce information
- have simple discussion of methodology
- link research to society in a straightforward way
- logical flow of plan unclear

Good/Excellent tutorials will…
- justify arguments and use of issues/examples
- interact with others' perspectives
- recognise disciplinary ways of thinking
- evaluate methods
- have a clear plan and delivery for the tutorial

Excellent/Outstanding tutorials will…
- make arguments supported by evidence
- compare, contrast and critically appraise topics
- integrate others' viewpoints with course themes and alternative perspectives
- provide insight into the future based on course themes and contemporary events and practice
- flexibly deliver a coherent tutorial and plan