Australian National University

Mobilising Research

ANU1 / VCUG3002
Global Summer Program 2017

Assessment Guide

This guide is intended to act as the starting point for assessment,
and further negotiation is possible around tasks if and as required.

In this guide

Assessment Task Summary

Item	Mark	Marker	Due	Feedback returned
Tutorial Activity (25%)		*Create a shareable resource for your peers about research*		
1 x Tutorial Activity including a Secret Plan	25%	Peers / Tutors	During week 2	End week 2
Plan to Mobilise Research (30%)		*Address research for a public good 50 years into the future*		
Collaborate on a plan, including providing a peer review and short presentation	30%	Peers / Tutors	Wed Week 3	End Week 3
Individual Portfolio (45%)		*Create a critical or creative piece that synthesises course themes*		
Home Institution research	Req	Peers / Tutors	Tues Week 1	In situ
Portfolio reflections (presentation)	Req	Peers / Tutors	Wed Week 3	In situ
Critical or creative piece	45%	Tutors / Chris	Fri 21 Jul	Fri 28 Jul

General Marking Guide

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

Credit to former ANU Deputy Vice Chancellor Lawrence Cram for developing these notes on the framework.

As a guiding principle, assessment will be graded on a 5-point scale against each criteria. In some instances, half-marks may be used.

Consistent with ideas that assessment in a university course should be aligned and applied to students' best work, Mobilising Research will be assessed using concepts in a framework known as Bloom's Taxonomy. This taxonomy of learning is similar to John Bigg's SOLO taxonomy.

The following summary draws on a range of work that has been indexed and arranged by NZ teacher Andrew Churches. Bloom's Taxonomy is an enduring summary of the proximal objectives of education, expressed in terms of a taxonomy of performance in domains with levels. It was developed in the years around 1950 by committees of experts in school education, and is readily applied to adult education.

The three domains of the taxonomy are: *Psychomotor*, *Affective* and *Cognitive*.

An emphasis is placed on the Cognitive domain in traditional university settings. Note, however, that when you offer a live presentation to an high-power scholarly audience, your impact can be as much shaped by your use of space (Psychomotor) and your audience empathy (Affective). You can see these domains at work in top presentations that have received TED talk awards.

The Cognitive domain has sub-domains reflecting ordered relationships between categories of thinking skills. Lower-order thinking skills put students as generally passive in their construction of knowledge, whereas higher-order thinking skills are typically carried by an active and engaged learner.

Cognitive domain (best for describing activities such as written assessment submissions)

Activity (low-high)	Example verbs	Mark
Remembering/Understanding	Recognising, listing, describing, identifying, retrieving, naming, locating, finding, interpreting, summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying	up to 60
Applying/Analysing	Implementing, carrying out, using, executing, comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating	up to 70
Analysing/Evaluating	Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring	up to 80
Synthesising/Creating	Designing, constructing, planning, producing, inventing, devising, making	up to 90
Integration across levels	above 90	

Psychomotor domain (best for describing activities involving physical spaces)

Activity (low-high)	Example verbs	Mark
Imitating	copy, follow, replicate, repeat	up to 60
Manipulating	build, perform, execute, implement	up to 70
Precision	demonstrate, complete, perfect, control	up to 80
Articulating	construct, solve, integrate, adapt	up to 90
Combinations as sustained skills		above 90

Affective domain (best for describing activities involving interactions)

Activity (low-high)	Example verbs	Mark
Receiving	listen, notice, tolerate	up to 60
Responding	comply, enjoy, follow	up to 70
Valuing	express, conduct	up to 80
Organising	choose, consider, prefer, discriminate, depict, exemplify	up to 90
Combinations as sustained skills		above 90

Tutorial Co-Facilitation

Present an activity to your peers themed on a negotiated topic.

Tutorial Co-Facilitation (Groups)

[25%]

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

Task Requirements

Co-facilitate a 90-min tutorial that builds a shared understanding between members of the class around the nominated topics.

The tutorial should:

- engage in activities that make the tutorial awesome, such as engagement of peers, hands-on activities, lively discussion, inclusive debate, and scholarly learning.
- avoid activities that make the tutorial awful, such as closing up debate, avoiding discussion of controversial issues, encouraging single or dominant viewpoints
- be well prepared and building on the academic meetings, and give everyone someone to rave about as a take-home message

Moderation

Individuals in the group will be awarded the same mark, except where moderation is required in consultation with your tutors or Chris.

Secret Plan [required]

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, resources required or activity contingencies
- ideas for how to increase or decrease time, depending on the flow of the tutorial

We'll start working on your plan at Kioloa. Use the Secret Plan to help run the session, and give a copy to your tutor. It's important to note that you may deviate from the Secret Plan, though it should be clear as to why you are deviating (eg, you should be running off the plan, and not off the cuff).

Take-home guide

[Required]

Give everyone a learning resource they can refer to and build their understanding about the topic

Task Requirements

Put together a 1-page reference/resource that others can use, supplementing the activity co-facilitation. This will be linked from Wattle available for everyone.

At a minimum, this should include:

- an outline/overview/summary/introduction
- key ideas about the topic
- a core resources or readings that students can read for more information
- further resources/readings for exploration
- any resources that you've developed for the co-facilitation

Marking Criteria for Activity Co-Facilitation

The activity co-facilitation will be marked by Chris / tutors and your peers on the following criteria:

- ***ideas*** encourages high-quality exchange of ideas
- ***connections*** effectively relating the activity to the course themes in a way that maximises learning
- ***timing*** maintaining clarity and logical progressions of ideas to an effective conclusion within the allocated time
- ***questions*** ability to respond well to questions including the explanation of concepts
- ***instructions*** clear instructions detailed in a Secret Plan that assists in achieving above points

Tutor Mentoring and Academic Meetings

Each group will be allocated a tutor to develop your plan with. You will also need to meet ~2 academics ahead of the session to develop your understanding of the topic.

Topic Selection

Topics for this session will be selected in the first week from a broad list of concepts for understanding research.

Peer feedback

Brief feedback will be collected from your peers at the end of each tutorial. Peers will use a 'Tag' report to provide brief feedback on the quality of the activity.

Plan to Mobilise Research

Collaborate on a plan, including providing a peer review and short presentation.

Group Synthesis Plan

[30%, informed by peer review comments]

Devise a plan to Mobilise Research.

The research topics will be determined by a group, and should address a major challenge for mobilising research for the public good over the next 50 years. Each paper will be prepared in appropriate groups with an academic facilitator.

The nature, format and deliverable should be academically relevant to the members of the group and build on the themes of the course. These issues should be navigated and negotiated as part of the activity.

Task requirements

The plan should:
- have a clear research question or relevance, addressing a major challenge for mobilising research for the public good over the next 50 years
- synthesise a number of perspectives around the issue, including the synthesis of knowledge within the group
- have a proposed outlet for dissemination, which could be an op-ed, social media production or a traditional research paper
- the length, style , structure and format of the paper should meet the requirements of the proposed outlet for dissemination. A loose indication would be ~1,000 words or 5 minutes to consume.

Formative feedback

An informal peer review session will be held on the Tuesday week 3 to provide reviews of Plans, where peers will take on the role of 'critical friends' with the goal of improving the overall quality of all work. The Wednesday Presentation will bring things together at the end of the project.

Milestones and Submission

An indication of the milestones are:
- formation of groups at Kioloa
- peer review session Tues Week 3
- presentation/showcase session Wed Week 3, ready for submission

Only one member per group is required to submit on Wattle.

Preparation for publication

If the paper is of suitable quality, we encourage members to put it forward for publication. This should be done in consultation with your facilitators and group.

Group dynamics

Each group should establish an understanding of processes for communication, including ensuring that group members are valued and contribute equally, and how facilitators/academics are utilised and included.

Marking criteria

All group members will be marked equally for the paper, unless there is a reason to value contributions differently as determined by the group. The mark will be determined by the tutors/facilitators and peer review based on the following criteria:
- *framing* - extent that the research issue/synthesis is suitable and relevant for the group
- *exploration* - the breadth and depth of intellectual exploration about the topic
- *insights* - quality of insights, engagement and argument put forward in the paper
- *collaboration* - extent to which the unique skill-sets of individual members come together to produce a high-quality resource (observed by your facilitator)
- *feedback* - extent to which feedback opportunities have been used to further develop the paper
- *presentation* - quality of explanation of the project to your peers

Presentation

[Required]

Present your ideas to your peers. Consider this as a 'formal' presentation, but it may take any format, but the format should be relevant to your project approach.

You'll have 10 minutes (maximum), and there'll be time for Question and Answer from the class. The presentation will form a part of your Plan mark.

Peer Review

[Required]

Take on the role of 'critical friend' by completing a constructive Peer Review of two other groups' papers. You will be asked to provide at least 500 words (each) of constructive feedback against the marking criteria for the Portfolio.

The Peer Review will be conducted at Kioloa, and you will be given about half a day to complete the task.

The Peer Review activity will be an individual task, and reviews will be anonymous (although, it should be clear to the reviewer who the authors are because of the small size of the class).

The peer review process will be completed through Wattle. Once the peer review process is over, a tutor will help each group go through the feedback from the peer review. As a group, we will assign a mark for each review.

Timeline

The peer review cannot start until all draft work is submitted, and we will use the Tuesday Week 3 session to complete the activity.

Awards

Each group will be asked to nominate their "most useful review".

Inspiration

A major task for the activity will be to find a suitable outlet and scope to write your synthesis paper for. Your facilitator will be a valuable resource to help your group decide on this.

Some possible ideas could be:

- An op-ed or thought-piece for *The Conversation*, a scholarly news website. Read their guidelines and browse their articles online: https://theconversation.com/au/10-ways-we-are-different
- *Solutions Journal*, a journal for 'a sustainable and desirable future'. *Solutions* has a number of submission types, including Feature Articles, Perspectives, Solutions in History, Envision, Reviews or Photographs.
Read their submission guidelines and browse articles from the journal at its website: http://www.thesolutionsjournal.com/authorguidelines
- A piece to the ANU's glossy magazine, *ANUReporter*. We would need to negotiate the nature of the article with them, but have a look at their online presence: http://reporter.anu.edu.au/
- Consider writing something to submit for next year's Undergraduate Awards. More information can be found at their website: http://www.undergraduateawards.com/
- Put together a piece for the ANU's Undergraduate Research Journal. More information can be found at their website: http://press.anu.edu.au/publications/anu-undergraduate-research-journal
- ANU's ePress has a number of journals developed on campus: https://press.anu.edu.au/
- For those more media-savvy, a video explainer that highlights important issues could work really well
- A podcast documentary/interview/explainer embedded on a website could mobilise the research more effectively than a paper
- For those who are more artistically inclined, perhaps the curation of a touring exhibition

We could also use the synthesis workshop to help you write something for a conference that you might like to submit to, any sort of combination of the above ideas, or anything else you might like to do to Mobilise Research.

The possibilities are endless!

Individual portfolio
An individual task that brings together themes from the course

Portfolio reflections

[45%]

An individual synthesis demonstrating your learning in the course

This is the individual assessment that brings together your experience of the course themes.

There are a few directions that the portfolio could take. These are typically, but not limited to:
- a reflection on the course and the course themes
- a synthesis of the course themes in relation to a particular issue that could benefit from research
- an interpretation of your home institution research completed as one of the pre-tasks after having done the course
- any combination of the above

Task Requirements
- Produce a physical or digital artefact that can be consumed in 10 minutes (~2000 words).
- The artefact should demonstrate higher-order thinking (see p2 for a non-exhaustive list of verbs that demonstrate higher-order thinking)

Format
The format of the assessment should match the ideas that you are trying to convey. The format itself is open-ended, and you should aim to create something that challenges both yourself and our collective thinking about research. Some formats that we have seen in the past have been:
- scholarly work, such as an essay, paper or report
- poster or magazine article
- letters to a minister or commission
- digital presentation or video documentary
- poem, ballad or short play
- website, podcast, or video game
- blog series, video diary or travel/tour guide of an issue
- exhibition or photo series
- teaching tool, how-to guide, or demonstration

When submitting a non-written piece, you should include a rationale to help your audience interpret your piece.

Themes
The portfolio can be as free-ranging as you like around the course themes, but should contain at a minimum considerations of:

- what is research, what is the research you're investigating, or what is the research methodology in question
- how is the research mobilised, or what could be done to mobilise the research
- how does the research address a public, private or individual good at a local or global scale

Formative feedback
To assist you in developing the portfolio, there are a number of informal opportunities for formative feedback.

Home Institution research

[required]

Present your home institution research pre-course activity (the instructions for this activity is in the pre-guide).

Portfolio reflections

[required]

Share your reflections on the course

More a celebration – share what you have learnt in your portfolio with the class.

Task Requirements
- oral presentation of 3-4 minutes
- max 1 slides, but you may use physical props

Peer feedback

Brief feedback will be collected from your peers at the end of each session.

Marking Criteria

It is expected that the submission will meet the minimum task requirements. The submission will then be assessed on:
- *exploration* - the breadth and depth of intellectual exploration of the topic or reflection
- *connection* - connection, synthesis and extension of major course themes
- *reflections* - reflections on your experience of the course, including developed perspectives on the nature of research
- *feedback* - extent to which feedback opportunities have been used to further develop the resource
- *presentation* - quality of explanation of the project to your peers

Submission

Only the final submission will be marked, but evidence of incorporation of feedback should be included in any reflection exercise.

Please note - we do not want the final submission to interfere with other participation in course activities, or departure logistics. Please feel free to negotiate a suitable extension   for your individual circumstances prior to the submission deadline.

- Digital submissions, or links to digital submissions should be made via Wattle by Friday 21 of July
- Physical submissions should be made to Chris or a tutor by the end of the course

Inspiration

There are a number of previous works available on the Vice-Chancellor's Courses website:
vc-courses.anu.edu.au
We will ensure that further examples are provided from last semester by the halfway point in this course.

You can also access many journals and material through the library's website: library.anu.edu.au