Group Research Wiki, Poster and Power Point Collaboration

Group Members: ....

<p align="center">← Level of Autonomy →</p>

↓ Facet of Inquiry	Level 1 *Students research at the level of a **closed enquiry** and require a **high degree of structure/ guidance***	Level 2 *Students research at the level of a **closed enquiry** and require a **some structure and guidance***	Level 3 *Students research **independently** at the level of a **closed enquiry***
A. *Students **embark on inquiry** and so determine a need for knowledge/ understanding*	☐ Approach to the task indicates minimal awareness of or regard to the guidelines provided ☐ Requires assistance with refinement of general topic for poster ☐ No statement of aims ☐ Articulation of topic minimally contributes to audience's understanding of human biology	☐ Approach to most aspects of task indicates awareness of and regard to the guidelines provided ☐ Refines general topic but scope of poster broad & poorly focussed ☐ Aims stated, although not entirely consistent with content ☐ Articulation of topic clearly contributes to audience's understanding of human biology	☐ Approach to all aspects of task indicates a thorough awareness of and regard to the guidelines provided ☐ Refines topic so that poster has a clear focus ☐ Aims explicit and consistent with content ☐ Articulation of topic comprehensively contributes to audience's understanding of human biology
B. *Students **find/generate** needed information/data using appropriate methodology*	☐ Information sources on annotated bibliography page obtained using a single approach (e.g. general internet search engine only) ☐ Content generated is partially relevant to the topic and /or primarily drawn from one or two general sources ☐ Allocation of group roles to manage workflow is minimally identified on the Wiki pages ☐ Inequitable distribution of group work with little contribution from some group members ☐ Minimal evidence of collaboration in planning & execution of wiki, poster & power point tasks	☐ Information sources on annotated bibliography page obtained using several approaches (e.g. search engine, specialised databases) ☐ Content generated is relevant to the topic, and is based on several sources of variable reliability ☐ Allocation of group roles to manage workflow is identified on the Wiki pages ☐ Equitable distribution of group work although patchy contribution from some group members ☐ Evidence of moderate collaboration in planning & execution of wiki, poster & power point tasks	☐ Information sources on annotated bibliography page obtained using multiple approaches (e.g. scientific catalogues, library, databases, search engines) ☐ Content generated is relevant and draws on a wide range of reliable sources ☐ Allocation of group roles to manage workflow is clearly detailed and identified on the Wiki pages ☐ Equitable distribution of group work with consistent contribution from all group members ☐ Evidence of strong collaboration in planning & execution of wiki, poster & power point tasks
C. *Students **critically evaluate** information/data and the process to find/generate this information/ data*	☐ Identifies indicators of source credibility and reliability in the annotated bibliography but does not fully apply them in evaluating the sources listed or used Missing: _____ _____ _____ _____ _____ ☐ Minimal evidence of a team approach to reviewing, revising & editing group content contributions ☐ Minimal, superficial and/or general responses supplied in peer evaluation process, with little evidence of constructive input ☐ Minimal evidence in final poster or on wiki of group response to peer evaluation of the draft poster and wiki pages	☐ Identifies several relevant indicators of source credibility and reliability in annotated bibliography and provides some rationale for selecting sources for subsequent use in wiki and poster Problems with: _____ _____ _____ _____ ☐ Evidence of a team approach to reviewing, revising and editing group content contributions ☐ Some constructive feedback on both poster content and layout supplied in peer evaluation process ☐ Evidence in final poster <u>and</u> on wiki of group response to peer evaluation of the draft poster and wiki pages	☐ Identifies a wide range of indicators of source credibility and reliability in annotated bibliography and fully applies them in selecting sources for subsequent use in wiki and poster ☐ Strong evidence of a team approach to reviewing, **critically evaluating**, revising, and editing group content contributions ☐ Comprehensive constructive feedback on both poster content and layout supplied in peer evaluation process ☐ Strong evidence in final poster <u>and</u> on wiki of group response to peer evaluation of the draft poster and wiki pages

D. *Students* **organise** *information collected or generated*	❑ Basic strategies used to organise and <u>edit</u> the wiki, e.g. headings, dot points, etc., but little flow or connection between sections or pages Problems with _____ _____	❑ Several sound strategies used to organise and <u>edit</u> the wiki, with linkage between and within some sections and pages Problems with _____ _____	❑ A wide variety of strategies used to organise and <u>edit</u> the wiki, with coherent linkage between and within all sections and pages
	❑ Basic strategies used to organise the poster, e.g. topic headings, sections, choice of visuals etc., although omissions evident, e.g. little background, vague aims, incomplete explanations, basic conclusions Problems with _____ _____	❑ Several sound strategies used to organise the poster with evidence of a clear aim, accurate explanations and sound conclusions, although not all aspects are coherently linked Problems with _____ _____	❑ A wide variety of strategies used to organise the poster, with evidence of a focussed aim, accurate complete explanations and a unifying summary and/or conclusions
	❑ Power point broadly showcases the poster topic and/or aim, but content is far too detailed, and layout requires refinement, i.e. ppt is minimally effective as an advertisement for the poster	❑ Power point showcases the poster topic and/or aim, but either content is far too detailed, or layout is too complex, i.e. ppt is somewhat effective as an advertisement for the poster	❑ Power point clearly and succinctly showcases the poster topic, aim and key findings to the target audience and layout is easy to follow, i.e. ppt is an effective advertisement for the poster
E. *Students* **synthesise, analyse and apply** *new knowledge*	❑ Wiki research page contains disparate content and ideas with little evidence of knowledge synthesis and integration across sources ❑ Poster presents data from several original sources, but minimal integration across sources, i.e. each section is based around a single source ❑ Broadly based and superficial coverage, with little specific detail about key themes	❑ Wiki research page contains integrated content but largely summarises data and ideas from the various sources used, with minimal analysis ❑ Poster presents integrated ideas/ data but overall theme closely resembles that of original sources ❑ Broadly based, but detailed information provided for at least one key theme	❑ Wiki research page contains integrated content from a wide range of sources, with analysis leading to new contexts or interpretations of data ❑ Poster incorporates paraphrasing of data/ideas and presents "new" interpretations/ context from that of original source(s) ❑ Focused and in depth coverage of key themes
F. *Students* **communicate** *knowledge and the process used to generate it with an awareness of ethical, social and cultural issues*	❑ Wiki homepage conveys a general sense of the topic investigated ❑ Poster title reflects the general content of the poster ❑ Major difficulty with time management – final task deadline only met Harvard referencing style is attempted but: ❑ Partial and/or incorrect acknowledgement of sources within the text of the poster and research page ❑ Partial/incorrect reference list provided	❑ Wiki homepage clearly conveys some aspects of the topic investigated ❑ Poster title relates to a specific aspect of poster content, but requires some refinement ❑ Some difficulty with time management – most task checkpoint deadlines met ❑ Full acknowledgement of all sources within poster text ❑ Reference list contains all sources cited, but inconsistencies in application of Harvard referencing style	❑ Wiki homepage clearly and succinctly conveys the full scope of the topic investigated ❑ Poster title clearly and succinctly reflects the entire poster content ❑ Effective time management skills – all task checkpoint deadlines met ❑ Full and correct acknowledgement of all sources poster text ❑ Reference list contains all sources cited and follows Harvard referencing conventions

<u>Comments:</u>