

Electronic Engineering Masters Program: Marking Criteria for Photonics Paper

Student Name: _____ Student Number: _____ Marker: _____

		← Level of Student Autonomy →		
		Level 1	Level 2	Level 3
		<i>Students research at the level of a closed inquiry* and require a high degree of structure/guidance</i>	<i>Students research at the level of a closed inquiry* and require a moderate degree of structure/guidance</i>	<i>Students research independently at the level of a closed inquiry*</i>
↑ F a c e t o f I n q u i r y ↓	A. Students embark on inquiry and so determine a need for knowledge/ understanding	<input type="checkbox"/> Significance of the paper is stated, but not based on leads from, or gaps in, the literature	<input type="checkbox"/> Significance of the paper is stated explicitly and is based on leads from, or gaps in, a limited number of references	<input type="checkbox"/> Significance of the paper is stated explicitly, and is based on leads from, or gaps in a substantial number of sources
	B. Students find/generate needed information/data using appropriate methodology	<input type="checkbox"/> A limited search strategy, demonstrated by a narrow range of sources, eg 1 or 2 different journals. <input type="checkbox"/> Paper is partially on-topic, but does not keep its focus and/or is based on unreliable sources	<input type="checkbox"/> Search strategy uses several different sources <i>types</i> , e.g. journals and books <input type="checkbox"/> Paper generally keeps its focus, and/or is based on several sources of variable reliability	<input type="checkbox"/> Quality search strategy demonstrated by multiple source <i>types</i> <input type="checkbox"/> Paper is highly focused and draws on a range of reliable sources
	C. Students critically evaluate information/data and the process to find/generate	<input type="checkbox"/> Implies/confers equal status to unbacked assertions and evidence-based findings	<input type="checkbox"/> Distinguishes unbacked assertions from evidence-based findings	<input type="checkbox"/> Distinguishes between the quality of different evidence-based findings
	E. Students organise information collected/generated	<input type="checkbox"/> Logical structure is missing / inappropriate. Missing/modifications _____ _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, yet only partially coherent Suggestions _____ _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, and has a high level of coherence _____ _____ _____
	F. Students synthesise and analyse new knowledge	<input type="checkbox"/> Limited synthesis of literature <input type="checkbox"/> Literature restated with minor analysis _____ _____	<input type="checkbox"/> Literature is well synthesised <input type="checkbox"/> The literature is compared or contrasted _____ _____	<input type="checkbox"/> The synthesis of the literature produces a novel understanding or perspective <input type="checkbox"/> The literature is compared and contrasted _____ _____
	G. Students communicate knowledge and understanding and the process used to generate them	<input type="checkbox"/> Title is present but provides minimal information about the paper <input type="checkbox"/> Some referencing, but does not follow the appropriate conventions	<input type="checkbox"/> Title portrays a general or limited sense of the paper <input type="checkbox"/> Appropriate referencing style is applied, but with some errors	<input type="checkbox"/> Title succinctly portrays the full dimensions of the paper <input type="checkbox"/> Appropriate referencing style is applied consistently

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* Inquiry may range from closed (lecturer specified) to open (student specified) in terms of: i) question, hypothesis or aim of research; ii) procedure or equipment; iii) answer, resolution or further inquiry.

For 2007

Facet A, Level IV Clearly identifies research gaps and evaluates how effectively they may be addressed, and how useful it would be doing so.

This is level 4 we think, because it requires a higher degree of autonomy to do this than the present level 3 Facet A (unless you go out of your way to model and scaffold this).

Grade: _____

Additional Comments:

