

CDAE Assessment 1

Conceptual framing of learning and assessment tasks

Submission date/mode

Part A: 3 February in the learning module 'file submission' section (This is the day before the first face-to-face session). Please bring three hard copies of this assignment with marking criteria for 1A (page 4) to the f2f session. This will be peer reviewed, and you will have a chance to respond to feedback for part B.

Part B: 10 February in the learning module 'file submission' section (This is the day before the second face-to-face session)

Purpose

To analyse and reframe an existing learning and assessment task, focusing on:

Part A: Research Skill Development (RSD) conceptual framework

Part B: Giving feedback and responding to feedback from Part A, and orientating the task as a formative or summative assessment, including task description for students and assessment criteria.

Introduction

Reframing a learning and assessment task with the RSD will enable us as a group of colleagues to have a shared vocabulary and deepened understanding of curriculum design issues. It will enable us to efficiently make progress and improvements in components of the curriculum that align with course and program goals.

Task A (formative Assessment): Use the RSD to reframe a learning activity. This is modelled on the first online module 'Introduction to the Research Skill Development framework'.

- Complete 'RSD Module 1' online (password and link will be provided by email). This will take 2-3 hours.
- Identify an existing or modified learning tasks that may well be reframed and/or analysed by the RSD. This could be literature based, lab-based, field based, etc. State
 - its title
 - its purpose
 - how you have used it in the past
- Employ the 6 facets of the RSD to analyse a learning task in a similar way that I used it to analyse 'Darkball' using the same structure as in the table on slide 27 of Module 1.
- Use the template provided in the LAMS module; 'Assessment 1 Worksheet'.

- Specify any fine-tuning that you made, in light of the analysis
- Suggest ways to evaluate the effectiveness of this task
- State any area that you would like specific feedback on (peers will review this in class)
- Upload the task and your analysis on the 'submit files' part of the Module.

Task B (summative assessment): Improve Task A in response to feedback, literature and self-assessment.

- Assess in pairs using the Part A marking rubric another participant's Part A.
- Respond to the feedback to your Part A to begin to improve Part B. Articulate how this feedback is used to improve the task. Locate this in Appendix 1.
- Designate whether the task will be a formative assessment or summative assessment.
- Engage with online Module 2 (LAMS). Several ideas from the module, readings provided in it, or other credible sources should be used to inform Part B.
- Using a structure appropriate to the task, ensure that you:
 - State clearly the purposes of your task for students.
 - Use relevant literature (see Module 2) to insightfully improve the task after Part A.
 - coherently organise the task document , with all components aligned, including purpose, description and assessment criteria.
 - explain the plan for gaining feedback to improve this task in the future. Locate in Appendix 2.
 - provide a title that clearly and succinctly indicates the nature of the task.
 - cite and reference, using conventions appropriate for your discipline/context. State referencing system used.
 - Self-assess your final version of the task using the marking criteria provided, ticking appropriate levels for each criteria and justifying the level ticked.
- If your assessment task is more formative in nature:
 - Explain how feedback to student may be enabled, with small amount of work on your part in semester time (may be large amount of time before semester starts) Locate this in Appendix 3.
- If your assessment task is more summative in nature:
 - Explain how marking criteria may be utilised by students in advance (defrosted), during the task, and afterwards. Locate this in Appendix 3.
- Submit in learning module 2 in the 'file submission' section.
 - Include 'student work release form', stating whether you would like your work to be used anonymously, with attribution or neither.

Curriculum Design, Assessment and Evaluation 2014

- Include the marking criteria for Part B, with your own self-assessment on it (preferably in word, so that I can use this same rubric).
- If possible have all one document (the easy way to do this is to use a saved version of this 'CDAE Assessment 1' document, remove the descriptive part and write your assignment in.



Marking Rubric for CDAE Assessment 1 Part A: Conceptual framing of learning and assessment tasks: (considered)

The degree of RSD autonomy this task is set at is **Scaffolded Research (Level 2)**

| | Not yet satisfactory | |
|--|--|---|
| <i>The Participant...</i> | Participant would benefit from more structure in directions and modelling from educator | Participants independent by the educator |
| a. Embarks & Clarifies Embark on research and clarify the knowledge that is needed | <input type="checkbox"/> The purpose of the learning activity /assessment task is not sufficiently clear to the reviewers | <input type="checkbox"/> The purpose of the learning activity is not clear to the reviewers |
| b. Finds & Generates Find and generate needed information/data using appropriate methodology | <input type="checkbox"/> The learning activity /assessment task that was chosen does not seem relevant to the RSD conceptual framework | <input type="checkbox"/> The learning activity is not relevant to the RSD conceptual framework |
| c. Evaluates & Reflects Evaluate information/data and reflect on the research processes used | <input type="checkbox"/> No clear fine-tuning of the task in response to own analysis using the facets of the RSD, or response is not in keeping with the analysis. <input type="checkbox"/> Does not provide clear direction for reviewers' feedback | <input type="checkbox"/> Statement of an appropriate analysis using the facets of the RSD <input type="checkbox"/> Gives direction for reviewers' feedback |
| d. Organises & Manages Organise information collected/ generated and manage research processes | <input type="checkbox"/> Organisation of the tasks components does not seem to fit with the facets of the RSD | <input type="checkbox"/> Organises the task components according to the facets of the RSD conceptual framework |
| e. Analyses & Synthesises Analyse information/data and synthesise new knowledge to produce coherent individual & team understandings | <input type="checkbox"/> Analysis of learning activity with relation to the conceptual framework does not connect with the facets or is incomplete. <input type="checkbox"/> Consolidates or creates a task that is lacking in a sense of coherence or not consistent with the RSD conceptual framework | <input type="checkbox"/> Analysis of learning activity with relation to the RSD conceptual framework <input type="checkbox"/> Consolidates or creates a task that is coherent and consistent with the RSD conceptual framework |
| f. Communicates and Applies ethically: Write about, speak on and perform the processes, understandings and applications of the research, and respond to feedback, fully considering ethical, cultural social issues | <input type="checkbox"/> The title does not clearly indicate the nature of the task, or is overly long <input type="checkbox"/> No attribution of source of the task is provided | <input type="checkbox"/> The title clearly and concisely indicates the nature of the task <input type="checkbox"/> Attribution of source of the task is provided |

(Please include a PDF of reviewers' comments on Part A with this when you submit Part B)

**Marking Rubric for CDAE Assessment 1 Part B:
Conceptual framing of learning and assessment tasks (considered)**



The degree of RSD autonomy this task is set at is **Scaffolded Research (Level 2)**

| <i>The Participant...</i> | Task Criteria | Unsatisfactory Lacking clarity, coherence, organisation, etc | Clear, s c |
|--|---|---|--------------------------|
| a. Embarks & Clarifies Embark on research and clarify the knowledge that is needed | <input type="checkbox"/> Are the purposes of your task clear for students? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Finds & Generates Find and generate needed information/data using appropriate methodology | <input type="checkbox"/> Was relevant literature insightfully used to improve the task after Part A? | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Evaluates & Reflects Evaluate information/data and reflect on the research processes used | <input type="checkbox"/> Does your self-assessment of the task using this marking criteria provide valid justifications for tick placement? | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Organises & Manages Organise information collected/ generated and manage research processes | <input type="checkbox"/> Is task document fully coherently organised, with all components- purpose, description and assessment criteria- aligned? | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Analyses & Synthesises Analyse information/data and synthesise new knowledge to produce coherent individual & team understandings | <input type="checkbox"/> Is there an explanation of how feedback to students will be managed (formative task) or of how students should use assessment criteria before, during and after the task (summative task) in Appendix 3? | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Is there an explanation of the plan for gaining feedback to improve this task in the future in Appendix 2? | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Communicates and Applies ethically: Write about, speak on and perform the processes, understandings and applications of the research, and respond to feedback, fully considering ethical, cultural social issues | <input type="checkbox"/> Does the title clearly and succinctly indicates the nature of the task? | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Are appropriate citing and referencing conventions followed? | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> Do you have an explanation, located in Appendix 1, of how feedback from Part A was used to improve the task? | <input type="checkbox"/> | <input type="checkbox"/> |

