

RBLT Assessment Coversheet

Your Name _____

Assignment Title _____

Submission date (actual) _____

Time required to do this assessment, including readings _____

Word Count (not including references) _____

If you are willing for your assessment to be used as stated below, please sign this.

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Course Name: Research Based Learning and Teaching EDUC 5404)

List of Works: Written Assessment

Signed: Date:

THANK YOU FOR YOUR ASSISTANCE

RBLT Written Assessment

A Coherent Curriculum or Assignment for Research Based Learning

Submission date/mode

Monday 19 June by email.

Purpose

To produce a coherent curriculum document that will enable research based learning by your students. Ultimately, the final product should be useful for you. If that's not the case, negotiate with me an alternative.

Introduction

This written assessment of RBLT is to be a culmination of the course, where you apply the skills, knowledge and values you have learned or consolidated, to develop a coherent curriculum document for research based learning.

Together we have identified facets of the research process, considered how to introduce these to students and how to map out a sequence of lessons. How these and other elements fit together is critical: can you align your course aims, objectives, assessment and evaluation to promote high-quality student learning via a coherent program?

Task: Produce a 'Curriculum Document' for a course, course segment or assignment, with the following elements (use these to structure the assessment you hand in, *or* in a format more useful to you) and that may be useful for colleagues and or students:

- Provide rationale for the conceptual framework that is used. This could be the RSD, Blooms taxonomy, or any relevant framework.
- Outcomes, assessment and learning activities are well-aligned.
- Information from literature and data generated is utilised, highly pertinent to the document, represented concisely and 'backgrounded'.
- Curriculum elements explicitly address facilitating student awareness of research skills and the development of these skills.
- An articulated evaluation strategy is able to determine clearly the degree to which students are successful at achieving the course aims, from multiple perspectives.
- Coherent document that clearly communicates to colleagues
- Articulate levels of performance that are guided by the chosen conceptual framework (a rubric)

See the marking criteria that follows.



Marking Rubric for RBLT Written Assessment only
The Coherent Research Based Learning Curriculum or Assignment

Program Graduate Attributes 1, 2 & 3 The participant...	At Bounded Level Participant would benefit from tighter boundaries and more direction from the educator (0-4 Marks)	At Scaffolded Level Participants work independently within the scaffolding. (5-7 Marks)	At Self-Actuated Level Participants initiate their research based learning with some guidance (8-10 Marks)
a. Embark & Clarify Embark on research and clarify the knowledge that is needed	<input type="checkbox"/> Outcomes, assessment and learning activities are specified but not clearly aligned.	<input type="checkbox"/> Outcomes, assessment and learning activities demonstrate some alignment.	<input type="checkbox"/> Outcomes, assessment, learning activities and are well- aligned.
b. Find & Generate Find and generate needed information/data using appropriate methodology	<input type="checkbox"/> Information from articles is used, but either dominates the document, or does not fit in with the context	<input type="checkbox"/> Information from articles that is utilised is relevant to the document	<input type="checkbox"/> Information from articles that is used is highly pertinent to the document, represented concisely and 'backgrounded'.
c. Evaluate & Reflect Evaluate information/data and reflect on the research processes used	<input type="checkbox"/> Unclear how evaluation links to learning outcomes <input type="checkbox"/> Minimal reflection on processes used to generate the rationale	<input type="checkbox"/> Provides evaluation which is linked to learning outcomes <input type="checkbox"/> Useful reflection on processes used to generate the curriculum design	<input type="checkbox"/> Provides evaluation which is able to determine clearly and from multiple perspectives, the degree to which students are successful at achieving the learning outcomes <input type="checkbox"/> Insightful statement about reflection on processes used to generate the curriculum document, located in appendix A
d. Organise & Manage Organise information collected/ generated and manage research processes	<input type="checkbox"/> The document lacks aspects of useful structure, such as _____ <input type="checkbox"/> (Marking rubric lacks clarity or does not assess the learning outcomes)	<input type="checkbox"/> The section headings of the document are logical, and the information within is coherent <input type="checkbox"/> (Marking rubric fits assignment)	<input type="checkbox"/> Coherent document that clearly communicates to disciplinary colleagues and students <input type="checkbox"/> (Marking rubric fits chosen conceptual framework and is clearly articulated)
e. Analyse & Synthesise Analyse information/data and synthesise new knowledge to produce coherent understandings	<input type="checkbox"/> Curriculum components do not obviously address relevant learning issues <input type="checkbox"/> Little synthesis of literature	<input type="checkbox"/> Curriculum elements implicitly address relevant learning issues <input type="checkbox"/> Literature is synthesised	<input type="checkbox"/> Curriculum elements explicitly address relevant learning issues in the literature <input type="checkbox"/> Well synthesised literature adds and evidence basis to the document.
f. Communicate and Apply Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues.	<input type="checkbox"/> Statement on improvements to Assessment is located in Appendix B, but barely uses feedback <input type="checkbox"/> Title of course or assignment is not clear or succinct	<input type="checkbox"/> Responds to feedback from improve Assessment, and locates response in Appendix B <input type="checkbox"/> Title of course or assignment is clear, but could be more succinct	<input type="checkbox"/> Scholarly response to feedback from peers on drafts to improve Assessment, and locates response in Appendix B <input type="checkbox"/> Title of course or assignment is succinct and clear

