How do I assess this?

The message that assessment needs to be well aligned to learning outcomes is widely accepted in higher education. However, it is challenging to design assessments that correspond well to the expected learning outcomes and provide opportunities for developing the required skills. There is also a long tradition of certain types of assessments in academia; in particular there is often a disproportionate reliance on assessments like essays, tests and exams. Compounding this common reliance on certain assessments, is the longstanding tradition and model of assessment as measuring/testing learning and less emphasis on assessment as an integral part of the learning experience. It is important to design assessment in conjunction with planning the course outcomes and learning activities to ensure that they work together towards the same goals. For example, if problem-solving is a course learning outcome, then this needs to be modelled and practised in the course of the teaching and learning activities and be part of the assessment. Assessments should:

- include assessment of academic competencies,
- help to develop and evaluate the skills and competencies required for participation in the work place and the community
- be of value beyond the immediate expectations of a particular assessment task

In making these choices it is helpful to have guidelines around the competencies that specific types of assessment help to develop and evaluate. The following guidelines indicate the types of competencies that are developed and evaluated by particular modes of assessment. This is just a selection of available assessment tasks. CFL can also provide guidance in relation to pertinent online assessment tasks for developing and evaluating particular types of learning.

Essays

There is a long tradition of using essays as a primary form of assessment in higher education. While essays should not be the sole assessment mode in any discipline, essay writing does help to develop very important academic communicative and intellectual competencies. These include:

- Research competencies such as source identification, selection and evaluation
- Integrating ideas from sources into an intellectual argument
- Managing and articulating material from multiple sources
- Discussing multiple perspectives on an issue and arriving at an evidence-based point of view
- Discussing theoretical ideas and the relationship between them
- Demonstrating the conventions of academic writing
- Structuring ideas in a well-organized format
- Developing academic argument skills
- Communicating ideas using discipline-based language
- Acknowledging sources and referencing
- Learning skills of drafting, editing and revising

Problem-based Assessment

Setting problems for assessment is also a familiar assessment mode in higher education. Problem-based assessments include a range of different types including, scenario-based learning, case studies, and inquiry-based learning tasks. A problem focus is an important part of the learning process, as cognitive dissonance is a prerequisite for critical thinking and problems force students to revisit course learning in order to apply it as well as incorporate multiple perspectives. The ability to problem solve is expected in the contemporary workplace and enables graduates to adjust to a dynamic and changing environment. Problem-based assessment is an essential component of all applied disciplines but should really be woven into all curricula. The use of problem-based assessments must be matched by corresponding learning outcomes, and problem approaches should be included into teaching approaches and classroom activities. The traditional university model has tended to be to teach content information and then ask students to apply the learning in problem assessments. There are also numerous ways of building course learning around a particular problem/question or point of inquiry and sub-questions and designing the presentation of information and the assessment tasks around these questions.

There are important distinctions in the way problems can be used in assessment and two main approaches are highlighted here:

1. Problems for application after the learning of key course theories or principles

Problems are used in this way across multiple disciplines such as Maths and Chemistry, Law, Education and Management. For example, students may learn the foundational elements of Contract Law and then have to apply it to a legal dispute over the status of a specific contract. Education students may learn about Piaget's theories and be asked to use them to respond to a specific problem in child development. Students in Organisational Communication may learn about conflict management theories and be asked to use them to resolve a workplace conflict.

Problem assessments of this kind develop students' ability to:

- Apply course learning and theory
- Extend understanding of key course learning through application
- Integrate different elements of course learning
- Prepare for using course learning in the workplace
- Explore different approaches and perspectives and compare their usefulness in practice

2. Problem-based/inquiry-based learning

This is a different approach to using problems. In this approach the problem or point of inquiry forms the starting point for the learning and resources. The lecturer's role is like that of a consultant. He or she guides students through the process, suggesting possible inquiry paths and providing students with key information and resources as they progress through the problem. The lecturer also often provides students with a series of mini-deadlines and students are required to report on steps taken at regular intervals, so that the lecturer can provide appropriate feedback and guidance or redirect students if necessary. Usually students work in groups as they work through the problem. Problem-based learning of this kind was originally used in medical and technical education, but it is now used in many disciplines.

Inquiry-based learning is a form of problem-based learning and is seen to be very important for developing students' critical and problem-solving abilities. An example can show how this kind of problem-based learning and assessment can work:

> *Students in a course on Organizational Communication are given a scenario involving conflict in the work place. The students are required to provide advice to a specified organization on a strategy for resolving the conflict. The students are told that the solution that they provide must be informed clearly by appropriate theories of Organisational Communication, Conflict Styles and Conflict Management. At this point in the course, there will have been no lectures on these topics and the students will simply be directed to some starter resources.*

> *As the students work together to solve the problem, the lecturer can provide some mini-inputs or guide students to key readings. In some variants of the approach, the lecturer may add further complications to the scenario so that students need to reassess their approach.*

It is even possible to design a whole course around a series of key problems that will ultimately require students to access, evaluate, converse about and apply key course learning.

Problem-based learning simulates the sequence of work-based learning and can develop:

- Critical thinking
- Problem-solving
- Ability to access and evaluate information
- Communication, negotiation and collaboration skills
- Research-mindedness

This can be done within a whole course that is designed on an inquiry-based learning model or parts of a course. Problems chosen for assessments can be simulated or real workplace problems when there is a workplace component to a course. In the flip teaching model students can access key information before the class and class time and assessments are focused on resolving questions or problems.

The use of problem-based assessment is valuable for:

- Application of theory for all applied disciplines such as law, education and management
- Developing critical thinking, flexibility and the capacity to manage multiple perspectives
- Work-integrated learning
- Subjects with a particular focus on managing different points of view such as conflict management
- Teaching research inquiry and research processes

Oral Assessment

Oral communication competencies are a prerequisite for most occupations and it is also well recognized that the ability to communicate an idea orally to a particular audience is an excellent tool for sharpening understanding of a concept. It is also argued that oral communication can enhance student ownership of ideas. Appropriately designed oral assessment is therefore a sustainable form of assessment with many benefits for the future as well as a good method for enhancing understanding of academic ideas. Oral assessment tasks can take many forms including formal exercises such as mooting, extended seminar presentations, debates and more informal exercises, for example, one minute impromptu presentations.

When designing oral assessments, if possible, give students an initial opportunity followed by formative feedback, and then a second opportunity when they can incorporate their learning from feedback. One strategy is to invite students to give oral presentations as part of a group as a means of building their confidence. There are also a range of opportunities to provide oral assessments in the online environment. These include podcasts and voiceovers to accompany a power-point slide.

Oral assessment is useful for:

- Promoting personal formulation of key course ideas
- Learning to adapt language, voice and format for different contexts and audiences
- Preparing for formal and informal communication in the workplace
- Providing prompt feedback and opportunity for improvement
- Formal speaking requirements of a particular discipline such as advocacy in law

Group Work

Effective collaboration is a key requirement in contemporary society and the workforce. Many situations and problems now need multi-disciplinary input and perspectives and the complex and dynamic character of the work environment requires that firms, organisations and communities maximize available skills and resources through efficient collaboration. Training students in the skills of effective collaboration should be an important aspect of all our programmes and part of the assessment regimes. Group work is particularly appropriate in the following contexts:

- Problem-solving assessments such as case studies, scenarios and other inquiry-based learning approaches
- Project planning and implementation
- Development of interpersonal communication and conflict management skills
- Peer feedback exercises

There are many challenges related to group work, particularly related to equity of the workload. Academics need to set up group work rigorously, use strategies such as the assigning of different roles and the maintenance of a group log, and monitor and support the process. As the University of the South Pacific states collaboration is a university graduate outcome, students should be coached explicitly in the development of skills related to group work such as listening, dialogue and conflict management.

Examinations

Examinations are the most traditional form of assessment and provide an opportunity for students to show their overall grasp of a subject. While many academics still favour examinations because they appear to be the best way to check individual knowledge and ensure academic integrity, it should be remembered that they are designed to evaluate summative learning and need to be complemented by sound internal assessment of different types to promote and develop skills and engagement with course content. Closed book examinations also put a strong emphasis on recall and memorization and, unless creatively designed, can encourage surface learning. It should also be recognized that performance of learning in one highly pressurized artificial context does not suit all people, nor is it an authentic preparation for the workplace.

Examinations are a useful assessment for:

- Integrating and consolidating course learning
- Demonstrating application of course learning
- Synthesising theoretical knowledge
- Discussion of theoretical ideas
- Personal reflection on whole course learning

A good balance of types of assessment is vital in an examination to avoid it just being a requirement to reproduce information. At the same time, it is important to ensure that students have had the opportunity to practise the types of assessments used in the examinations in the course of the semester. Examination questions (like internal assessments) need to be carefully aligned to learning outcomes and it is always worth asking whether an examination is the best way for students to represent particular kinds of learning.

Two other options related to examinations are also available. The first of these is to give the questions in advance so that students can think about the course in relation to particular tasks beforehand. The final assessment is still written under exam conditions. The advantage of this kind of examination is that it allows students time to reflect on how they will apply their knowledge and consult multiple sources. It reduces the focus on memorization. This approach to examinations can also reduce anxiety levels for students whose exam performance is marred because of high anxiety levels. However, this option may mean that the final product cannot be guaranteed to be students' unaided work.

A second option is an open book examination in which students are allowed to bring specified materials into the examination to consult. For example, literature students may be allowed to bring texts in to the exam so that they can find pertinent quotations, or law students may be allowed to bring key cases into the examination. This option can also reduce the focus on memorization, but there has to be very careful decisions made about what materials are allowable. It should also be remembered that students need training in and preparation for an open book examination. Without this, the availability of resources can even be a problem for some students who waste time as they do not know how to use the materials provided effectively.

Learning Journals

Learning journals are valuable in a number of ways and for different purposes. Learning journals can be used to:

- Encourage students to reflect personally on their course learning and help them to see the relevance of course learning to their own lives
- Process and consolidate course learning
- Link practical experience to course theory and, conversely, use course theory to examine practical experience
- Reflect on one's own learning progress and make judgements about one's learning competencies
- Maintain an ongoing record about course ideas and course content to draw on for subsequent assessments such as reports

A learning journal is a valuable tool to encourage students to connect personally to course learning and relate it to their own lives. The less formal style of journal writing can also encourage students to think creatively and laterally. Students need coaching and practice in reflection exercises as learning to investigate one's learning and experiences is a complex and demanding skill (students can be shown examples and given small practice exercises). Additionally, especially in the early stages, it is best to provide questions to help students frame and structure their journal responses. It is a good idea to try to see students' journal entries regularly so that generalized feedback can be given and students can improve their reflective ability.

Quizzes

Regular on-line quizzes are a quick and relatively simple way to evaluate student grasp of core course content and conceptual ideas. Regular quizzes motivate students to keep up with course learning and not to lose focus when there are substantial time gaps between assessments. As students tend to be assessment-driven, regular quizzes help to keep students engaged. Quizzes are also a way of giving lecturers insight into how students are learning and where there might be gaps or misunderstandings. The lecturer can then provide students with prompt feedback and adjust teaching to take account of aspects that have not been understood. In this way quizzes can help the learning and teaching process to be dialogical and enable the lecturer too be critically responsive to students' learning needs a good example of using assessment FOR learning.

Regular online quizzes are useful for:

- Assessing students' grasp of core course learning and concepts
- Checking foundational knowledge
- Keeping students engaged with the learning process
- Informing lecturers about students' learning progress
- Informing ongoing teaching modifications

Portfolios or e-portfolios

Portfolios have become a common assessment tool in higher education and the use of portfolios has increased with the option of developing e-portfolios. When setting a portfolio it is essential to clarify the learning outcomes that it is hoped that the portfolio will achieve and that the portfolio requirements are carefully matched to these outcomes. One type of portfolio tends to be more of a collection of different examples of students' work over time (for the duration of a course or for the duration of a programme).

A portfolio can however be much more than a compilation of artefacts. When a portfolio includes requirements for students to comment, examine or reflect on their work, the portfolio can become a rich tool for academic, personal and professional growth. In some cases, portfolios assessment differentiate between the documentation and collection of achievements and a separate item that consists of reflective commentary on aspects such as:

- Progress made in relation to course learning
- Recognition of connections between different parts of course learning
- Linking of theory to practice

In some programmes e-portfolios are begun in the first year and continued throughout the degree. The resulting portfolio can provide a student with a comprehensive picture of progress over the course of a degree and the different dimensions of their learning. A portfolio that is developed over the course of a degree with examples of student work and commentary can also provide prospective employers with a helpful overview of a students' abilities and capacity for development

Portfolios are useful for

- Documentation of different examples of students' work over a period of time
- Reflective tool for students to capture completed tasks and reflection on the tasks
- Important reflective tool for work-based learning
- Evaluating student achievement of programme learning outcomes

Writing in different Genres and for specific Audiences

It is particularly important in disciplines with a strong vocational emphasis to include assessment tasks that require students to articulate course learning in different written formats and targeted for particular audiences. Some of these genres will be dictated by the professional requirements of a particular discipline. Examples include:

- Brochures/guide books (Marketing, Tourism) History, Geography, Marine Sciences)
- Memoranda, emails, notices, proposals (Organizational Communication, HRM)
- Public notices, proposals (Governance)
- Lesson Plan (for teachers, or community education, public education)
- Media articles (Politics, History, Social Sciences, Economics, Education, and Sociology, Science)

Writing in a different format is useful to:

- Clarify personal understanding
- Prepare students for requirements of employment
- Integrate theoretical and practical aspects of course learning.

Glossaries

An assessment task in which students are required to develop a personal glossary is a very useful tool for helping students to become familiar with the important terminology of a course and be able to use key terms and concepts in a meaningful manner. When students become adept at using key discipline terminology in their writing, this can help them to understand unique disciplinary ways of seeing the world. When introducing the task of developing a glossary, students should not be told simply to provide definitions for terms. One strategy is for the lecturer to keep drawing students' attention to key words and then ask them to explain their meaning in a particular context. Students are then subsequently asked to keep adding to their explanations of particular terms every time they encounter them. It is also a good idea to require students to provide an example for each term that they explain in a glossary. With this approach, students can gradually build a multi-dimensional understanding of a term and its usage.

A glossary assessment is useful for most aspects of university learning. The exercise also encourages students to be more attentive to the language of their discipline and learn to manage this language in a variety of contexts.

(See example of a glossary exercise from SO200 and the associated marking rubric)

Debates

A debate is an excellent assessment and teaching and learning tool. A fully developed debate can be implemented, especially at the more advanced levels of a degree, and is an ideal assessment for developing higher level cognitive skills such as critical thinking, managing multiple perspectives and structuring evidence-based argument. A debate is also an effective assessment and learning tool to prompt engagement with broader social, political and economic issues and to apply course learning to a systematic examination of public matters. While a debate is a highly structured form of an argument, the systematic and evidence-based skills of argument that it can foster, make debates a sustainable form of assessment which can assist students to engage critically in public life and contribute to the community. As can be seen in the example of an online debate from the course SO301 (Sociology of Public Policy and Administration), a debate can be administered in an online learning environment. The detailed instructions for this assessment are a reminder of the need for a very high level of preliminary organization to set up a debate assessment, particularly when it is conducted online.

Academics should consider introducing some of the basic components of debates or taking a stand on a particular issue in learning activities and assessments from the beginning of a degree. For example, students can be given a controversial issue and their assessment task is to document evidence for or against a particular position. Another assessment task of this kind is to require students to identify an issue in the local press and take a stance in relation to it. A very simple exercise is to introduce a series of lectures on a topic with a key question, and then students have to take a point of view in relation to the question, based on their evidence acquired through the lectures. Introducing small assessments like this in the early stages of a degree is an important first step in the coaching of students in the development of all important critical thinking dispositions and intellectual approaches.

Peer and Self-assessment

Boud (1995) argues that one of the most significant drawbacks of traditional assessment regimes is that the judgement of the quality of the learner's performance is generally undertaken by the teacher. Boud (1995) suggests that consequently students are not provided with opportunities to develop the ability to make their own informed judgements about the quality of their own work, ideas or performance or those of others. The capacity to make informed judgements about the quality of an idea, a piece of work or performance is one of the hallmarks of professional conduct in the workplace. This ability is also important for informed participation and decision-making in a democratic society. Many academics overlook these benefits because they focus on the question of reliability of self and peer assessment and the measurement aspect of assessment. However, the intrinsic benefits of incorporating self and peer assessment components into assessment should be considered as they are important tools in developing metacognitive skills.

Self-assessment components do not need to be complicated and can be integrated into existing assessment items. For example students can be invited to evaluate themselves in relation to the criteria for a particular assignment and support their decisions with evidence and examples. The completion of this exercise and the quality of the student's self-assessment and evidence can be allocated a small percentage of the total assessment mark. Apart from encouraging the students to review and reflect on their performance, this assessment exercise will prompt students to think more carefully about the meaning of particular assessment criteria. In another example, students can be asked to rate their participation in class or an online forum based on set criteria. The teacher can also grade student participation using the same criteria and participation marks can be based on the combination of both sets of grades.

Making judgements about the quality of a piece of work can sharpen our own rigour about deciding what constitutes good work. There is enormous potential for learning in the act of marking someone else's work. Peer assessment is therefore not only potentially helpful to the receiver of feedback but also to the giver. Peer assessment is not easy to implement because of the complex social dynamics that come into play, but it should still feature in assessment regimes because of the learning potential it offers for both parties. One simple strategy is to use peer feedback as a formative tool. For example, students give feedback to a few peers on a research proposal or a starter paragraph of an essay. The writers can then make modifications based on the feedback before handing in the final assignment. In this exercise peers are not involved in grading but in giving formative feedback. To strengthen student commitment and serious engagement in a feedback task like this, the lecturer can award some marks for the quality of the feedback given.

References

Boud, D. (1995) *Enhancing Learning through Self-Assessment.* Routledge

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SO301: Sociology of Public Policy and Administration

Online Debate I - Guide

SUGGESTION: Print this page to have the guidelines on hand.

Discussion Forum III is a structured controversy, point-counterpoint forum, or **debate** that will require you to work in groups. It can be intense and will require group members to carefully organise and coordinate their division of labour. Perhaps you have used standard debate formats --*argument, rebuttal, question, response,* and *summary* in on-ground courses or as part of a decision process. We will be following a similar approach in our online debating.

How will the groups be organised?

1. Formation of debate teams which will be done by your lecturer and announcement posted on Moodle. In this first instance, your lecturer will also select your team leader, however in the second debate, teams will select their own leaders and it must be a team member that has not had a turn in leading a debate team.
2. Initiation of team preparation by team leader to be carried out in the private Moodle space. It is vital that you all equally contribute to the team preparation as you and your group will be assessed on this.

Teamwork Resources
Refer to the following resources to help you in working well as a team.

Working in Groups guide

What happens in a debate?

Online Debate Timeline **(UPDATED 04/04/17)**

The preparation and debating activities will all take place in the **Discussion** areas provided in the Moodle course space. The online debate consists of two tasks:

Task 1: A Debate. Steps will include:

1. Preparation
2. Debate posts (multiple)
3. Summary

Task 2: Adjudicate the other pairing of debaters(using online Adjudication Form)

Week 8-9 can be a fast-paced time. Please do not be concerned if your team is only able to cover the debate topic in a surface way.

Under optimal circumstances this activity would be spread over several weeks!

Task 1: Structured controversy (aka: Organised Debate)

When: Thursday, 6 April through Monday, 24 April (daily schedule below)

What to do: Prepare for and participate in an <u>online debate</u>

You will be required to work in small groups for a structured online forum or debate. This will not be a debate in the traditional sense of formal Parliamentary or Forensic Debating, however we will follow in the spirit of debate as a **public statement of an argument or advocacy by one team contrasted with another team presenting argument and evidence to establish the opposite**.

Each team will participate as debaters against another team. Everyone will debate the same resolution (or topic statement). Teams should prepare by discussing the topic and salient points, both <u>affirmative and negative</u> in the private group forum provided for you here in Moodle. You may choose to have discussions outside of Moodle but ensure that someone in the group is assigned to record your discussions and have this posted back into your Moodle group space. It is very important that you do this because you will be assessed on your team preparation based on what your lecturer reads in your Moodle group space.

The Schedule

- Thursday 6 April to Monday 18 April - Individual teams prepare (in their assigned private group forum). Brainstorm & gather quick ideas for your assigned position. Monday, 10 April to Wednesday 12 April - Teams post their <u>initial arguments</u> (to the **Debate Arena**) <u>BY 5.00PM</u> Wednesday 12 April (Fiji Time)
- Tuesday, 18 April <u>BY 5.00PM</u> (Fiji Time) - Teams post <u>rebuttals</u> to their opponent's initial argument
- Thursday, 20 April <u>BY 5.00PM</u> (Fiji Time) - Teams <u>pose a question</u> for their opposition Friday, 21 April (Fiji Time) - Teams post <u>response</u> to their <u>opponents question</u>
- Saturday, 22 April (Fiji Time) - Teams post their <u>summary</u> statements

Important Information

1. During the preparation time, each team should gather affirmative and negative supporting points and argument ideas.

   Preparing - i.e. drawing together and organizing your thoughts and strategies, both *affirmative* (in support of the statement) **and** *negative* (supporting the opposite of the statement) is a most important part of the debate. Preparing allows your team to have their thoughts refined and at the ready when the formal debating begins.

2. Each team will have a discrete work space on Moodle, accessible **only** to the team members and your lecturer for their organisation, preparation, and private discussions.

3. The actual debate sessions will take place in the **Debate Arenas.** The **Debate Arenas** will be open for everyone in the class to read. One arena will be labelled for each "pairing" (e.g. Debate Arena #1 will be for WW vs. ZZ and Debate Arena #2 will be for XX vs. YY).

4. Initial arguments, rebuttals, question, response, and summary may be posted by any assigned or designated team member (not just by the group moderator), however each team must work together to construct their message. Only one post per team to each debate section (i.e. initial argument, rebuttal, question, response, and summary). Team posts in the **Debate Arena** are to be made in the body of the message space and **not** as **attachments**.

5. Support your arguments; organise your arguments; present your arguments concisely. **No more than approximately 200 words per debate post** (i.e. each segment: initial argument; initial rebuttal; question to the opposition; response to opposition; and summary should be held to less than about 200 words).

6. Ensure that you clearly label your postings with subject lines for example:

- Initial Argument (Affirmative)
- Initial Argument (Negative)
- Rebuttal (Affirmative
- Rebuttal (Negative)

* This will help your classmates and lecturers to figure out which group is posting.

Participating in the 'behind the scenes' preparation in your team's discussion work space is <u>required</u>. You must help your team prepare their debate posts in order to complete this course.

Which team am I in?

Click **here** to see which team you are in

The Pairings

Group 1 debate

Group 2 in Arena 1

Group 3 debate Group 4 in Arena 2

The Resolution

We will debate the following statement:

Globalisation has yielded very positive social outcomes for my country especially in the area of social policy on welfare and poverty.

Task 2: Adjudicate a Debate Pairing (Done individually)

When: Sunday 23 - Monday, 24 April (Fiji Time)

What to do: Observe and adjudicate the debate pairings

To adjudicate:

1. Read all postings, affirmative and negative, for the debate pairing that your team is **not** involved in. (Obviously you are expected to read the postings for the pairing your team is involved in as well!!)

   For the adjudication activity you are observing only, and not involved in rebutting or summarising for either team.

2. After the summaries have been posted to the debate you are adjudicating, please decide which argument was the most persuasive and compelling to you. Remember that your personal feelings should be put aside here; adjudication is based only on what the **teams** you observed **presented**.

3. Click open the **Debate Adjudication** form (this will be available from Sunday, 23 April), complete the form, and submit your decision before Monday night, 24 April. Again, it is important to wait until the other teams have posted their **Summary Statements** before submitting your adjudication.

The responses will be tallied, and each debate team will be notified of the final results.

Please have the following in mind when you go to complete the **Debate Adjudication Form**:

- Pairing you observed (e.g. XX team debating YY team)
- Argument (either Affirmative or Negative) you felt prevailed
- Notation of the point(s) or reason(s) that strongly influenced your decision

Who will I be adjudicating?

You will be adjudicating/judging the debate of the other debate team pairing and vice versa as follows:

- If you are a member of Groups 1 and 2, you will be adjudicating the debate that occurred between Groups 3 & 4 (IN ARENA 2)

- If you are a member of Groups 3 and 4, you will be adjudicating the debate that occurred between Groups 1 & 2 (In ARENA 1)

Assessment Criteria

The debate will be assessed based on two factors:

1. Results tallied from the Debate Adjudication Form that you submitted
2. Your lecturer's evaluation of your team's performance based on:

   - Team Preparation
   - Team uses the nine principles of debate
   - Team emphasises no more than three arguments
   - Team arguments are accurate
   - Team arguments are concise and logical
   - Team uses authoritative resources to support arguments (assigned readings and additional resources)
   - Team use of persuasive appeals
   - Language Use

NOTE: Your lecturer reserves the right to allocate fewer than the default or class voted points to a group, if, in his opinion, the quality of preparation and/or presentation was inadequate.

SO200 Modern Social Theory

Assessment: Glossary

This is a semester-long task of producing a glossary of key terms, concepts and names. A glossary shell has already been created for you. In each Unit, you will be asked to provide definitions and explanations for the terms/concepts/names. By the end of the semester, you will have a complete glossary consisting of key terms/concepts/names covered in this course. This task will not only enhance your learning; you will find the glossary very useful at the time of course revision and preparation for the final exam.

Please explain the terms and concepts **in your own words** and ensure to provide **examples from Pacific Island societies**, so that when you read the entries later they will make sense to you. **If examples are missing, the entry will not be awarded full marks** (except for some terms/names for which it is stated clearly that no example is necessary).

In the first two units, you and the SO200 tutor will both mark your Glossary according to the assessment rubric provided. You can then compare your self-assessment and the tutor's assessment of your work. This is to help you understand how your work is assessed in this course. From Unit 3 onwards, only the tutor will mark your Glossary (although you are most welcome to continue to assess your own word, which will further develop your ability to produce work according to marking criteria). **In Units 1 and 2, you will receive full marks as long as you provide self-assessment of your work (regardless of the mark you give yourself).** From Unit 3 onwards, your mark will be determined by the tutor.

Instructions:

1. After completing all your readings and activities for the Unit, click on "Glossary".
2. Provide definitions, explanations, examples, etc. for the selected key terms, concepts and names **in your own words**.
3. Provide an **example from Pacific Island societies** unless instructions say that examples are not necessary.

Glossary Assessment Rubric

Criteria	USP GOs	Sociology GOs	Course LOs	A, A+ (8-10)	B, B+ (6-7)	C, C+ (5-6)	D, E (below 5)
1. **Summarise key terms and concepts in a concise and accurate manner**	Communication	Social analysis	1, 2, 4 & 6	Summarises key terms and concepts with exactness. Explains terms in brief and clear sentences.	Summarises most terms and concepts precisely. Most explanations are written in brief and clear sentences.	Summarises most terms and concepts with some misunderstandings or errors. Some sentences are lengthy and too complicated.	Does not attempt glossary summaries.
2. **Demonstrate an ability to write originally**	Communication		6	Writes in a manner which demonstrates personal understanding and use of own words.	Writes in a way that generally shows personal understanding and generally uses own words. Occasional reliance on other authors' words.	Writes in a way that shows some personal understanding, but does not always use own words.	Does not show personal understanding or use own words.
3. **Demonstrate an ability to write with coherence, focus and clarity. Use grammatically correct language**	Communication Professionalism		6	Key points are made simply and clearly and do not introduce irrelevant information. The writing is free of grammatical errors and typos.	Key points are made clearly. Occasional irrelevant information is introduced. Some minor grammatical errors/typos that do not impede understanding.	Key points are made. Some unnecessary information is included. Some grammatical errors/typos but these do not generally impede understanding.	The writing is confusing and grammatical errors/typos make it very difficult to understand.
4. **Illustrate key terms and concepts with examples from Pacific Island societies**		Social Analysis	1, 2, 4 & 6	Key terms and concepts are accurately illustrated with well-chosen concrete examples from Pacific Island societies.	Key terms and concepts are illustrated with generally well-chosen examples from Pacific Island societies. Occasional examples are too general or inexact.	Key terms and concepts are illustrated with some examples from Pacific Island societies. Includes some irrelevant or incorrect examples.	Key terms and concepts are not illustrated with examples from Pacific Island societies.