

# Foundation Year Routes to Success

## Part III - Sustaining Success

Su White  
Semester 2

Week2 - Judgement and Motivations

# The Plan today



# Reminders

Quickly to help you focus

# Reminder: Why We are here

## Routes to success!

- It's a module
- You have coursework
- This is the lecture series
- I want to make it useful



Each week we will  
rehearse part of  
the portfolio

# Reminder: The big picture

Week 1  
1<sup>st</sup> Feb.  
Context



Week 2  
8<sup>th</sup> Feb  
motivations

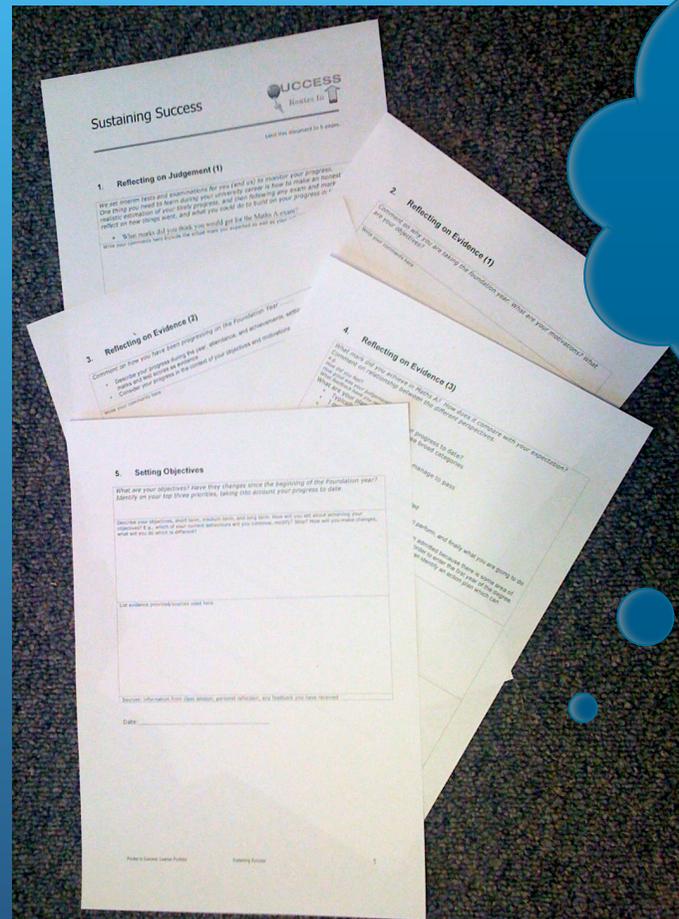
Week 3  
15<sup>th</sup> Feb  
progress

Week 4  
22<sup>nd</sup> Feb  
self knowledge

Week 5  
1<sup>st</sup> March  
future plans

Week 6  
8<sup>th</sup> March  
Assessment  
Interviews

# Reminder: Work on your Portfolio



A smart student will use these classes to work on their portfolio....

# Reminder: what you have to think about



exams/  
judgment



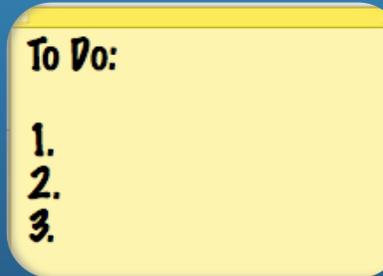
motivations



progress



self  
knowledge



Future plans

# Reminder:

What we will do

Weeks 1-5

- Each week
  - will rehearse thinking
  - provide ideas for each section
- Week 6
  - Handin your portfolio 8<sup>th</sup> March
  - Individual recorded interview 10<sup>th</sup>-19<sup>th</sup> March



Remember:  
no handin  
no interview  
no mark

# Intros: each section

## Heading

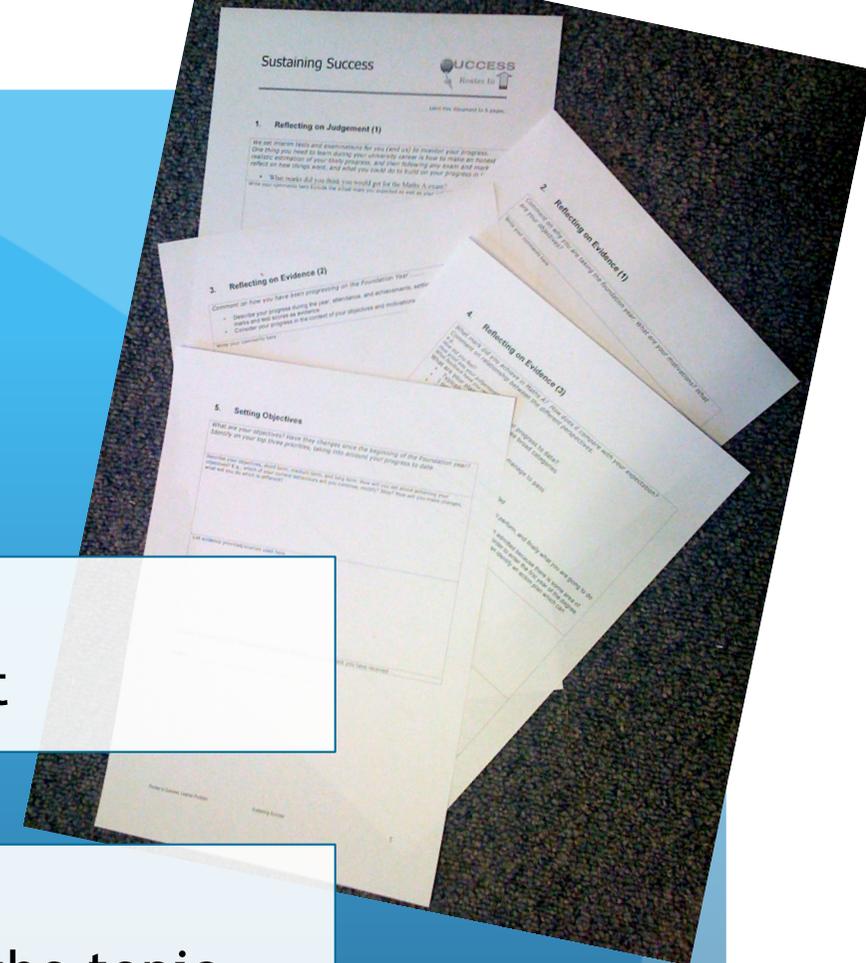
- Tells you what the section is about

## Question

- Designed to help you think about the topic

## List of evidence

- Just what it says!



# Where to find stuff: Blackboard

The screenshot shows a Blackboard course page for 'Routes to Success' at the University of Southampton. The page has a dark blue header with 'My University of Southampton' and 'Courses' tabs. A left-hand navigation menu lists various course-related items, with 'Routes to Success' highlighted. The main content area displays the course title and several sections: 'The Learner Portfolio Assessment' with a list of dates and hand-in instructions, 'Sustaining Success' with assessment details, and 'Introduction to Routes to Success' with reference materials. A 'Getting Started in Higher Education' section is also visible at the bottom.

My University of Southampton Courses

UNIVERSITY OF Southampton

09-10-ESM FOUNDATION YEAR (GENG1692-09-10) > ROUTES TO SUCCESS

**Routes to Success**

**The Learner Portfolio Assessment**  
There are 3 parts to the Learner Portfolio for Routes to Success: 1) Getting Started in HE, 2) Making Progress and 3) Sustaining Success. Check the portfolio requirements for each of the sections in the correct folder.

Information, hand in dates, templates to use.

**HAND IN DATES**

1. Getting Started in HE - 26th November 2009, 12:00 noon - to the Foundation Year office.
2. Making Progress - 4th February 2010, 12:00 noon - to the Foundation Year office.
3. Sustaining Success Individual 10 minute interviews to be scheduled 10th-19th March 2010.

Hand in of Sustaining Success Portfolio 8th March 2010 12:00 noon.  
No handin, no interview, no mark

For the 'Getting started in Higher Education' portfolio see appropriate folder.

**Sustaining Success**  
Current (2nd February - 19th March)  
Portfolios will be assessed during an individual interview to be scheduled between 10th-19th March 2010  
Handin 8th Feb, 12:00 noon. NB: no handin, no interview, no mark  
Week 1 [resources](#):  
slides, portfolio template, portfolio summary, example feedback, video link,

**Introduction to Routes to Success**  
reference materials

**Getting Started in Higher Education**  
completed

Announcements  
About your course  
Staff Information  
Staff-Student Liaison  
Coursework  
Laboratory Work  
Computer Applications  
Photonics  
Mathematics  
Electricity & Electronics  
Engineering Principles  
English language  
Mechanical Science  
**Routes to Success**  
Exam information  
Useful web links  
Quality assurance  
Send email  
Student Illness

# Where to find stuff: Edshare

The screenshot displays the EdShare website interface. At the top left is the EdShare logo with the text 'University of Southampton'. To the right of the logo, the user 'Dr Susan White' is logged in, with a 'Logout' link. Below the user name are navigation links for 'Homepage', 'My Shares', and 'Bookmarks'. A search bar is located on the right side of the top navigation bar.

The main content area is titled 'Collection Engineering Foundation Year, Sustaining Success, Week 1'. Below the title is a description: 'slides, notes, and background information covered in first week of this six week set of classes'. A section labeled 'Content (7 shares)' contains three items, each with a document icon and a title: 'Engineering Foundation Year - Sustaining Success Week 1' (PPT), 'Engineering Foundation Year - Sustaining Success Week 1' (PDF), and 'Engineering Foundation Year - Sustaining Success Week 1'.

On the left side, there are two panels: 'User Tools' and 'Share tools'. The 'User Tools' panel includes links for 'Create a share', 'Create a collection', 'Bulk upload', 'Latest additions', and 'Tag cloud'. The 'Share tools' panel includes links for 'Email this share...', 'Report a problem', 'Add to Folder', 'Bookmark', and 'Edit collection'. Below these is a 'Folder' section with a list of three folders, each named 'Engineering Foundation Ye...'. On the right side, there are two panels: 'Tags' and 'About this collection'. The 'Tags' panel includes 'Keywords' (engineering, foundation year, portfolio, reflection), 'Course Codes' (GENG1692), and 'University Structure' (School of Electronics and Computer Science). The 'About this collection' panel includes 'Link' (http://www.edshare.soton.ac.uk/4690/), 'Embed' (code for embedding), 'Shared with' (World), 'Added by' (Dr Susan White), 'Added on' (31 Jan 2010 22:29), and 'Last modified' (31 Jan 2010 22:33).

# This week...

## Sustaining Success



name:

proposed degree programme:

is this the first time you have taken the foundation year?

Limit this document to 5 pages.

### 1. Calibrating your judgement

*We set interim tests and examinations for you to provide a realistic estimation of your likely progress. After each test and examination, you should reflect on how things went, and what you learned.*

- What marks did you think you would get?
  - After your revision, before you go into the exam
  - After the exam, before you go into the next test
- What marks did you actually get?
- How accurate were your predictions?

Write your comments here. Include the actual mark and expand the section to contain your reflections.

Routes to Success

Sustaining Success

### 2. Identifying your motivations

*Comment on why you are taking the foundation year.*

- What are your motivations? What are your objectives?
- How does your motivation affect the way you study?
- Are other aspects of your university life affected by your motivations?

Write your comments here

# Students Today

Short video

# Task: A vision of students today

Swap to web browser!



Work by Michael Wesch of Kansas State University - Digital Ethnography Project

# Working through the portfolio sections

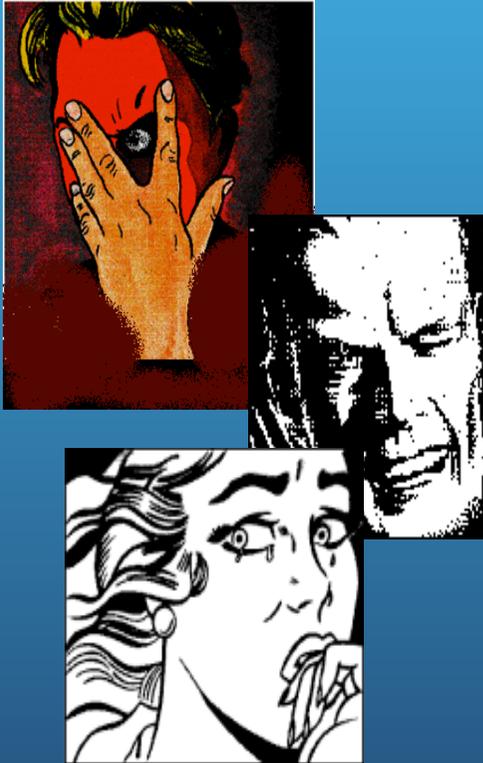
Judgement and exams

# Maths A: How do we do it?



# Thinking about your exam :-)

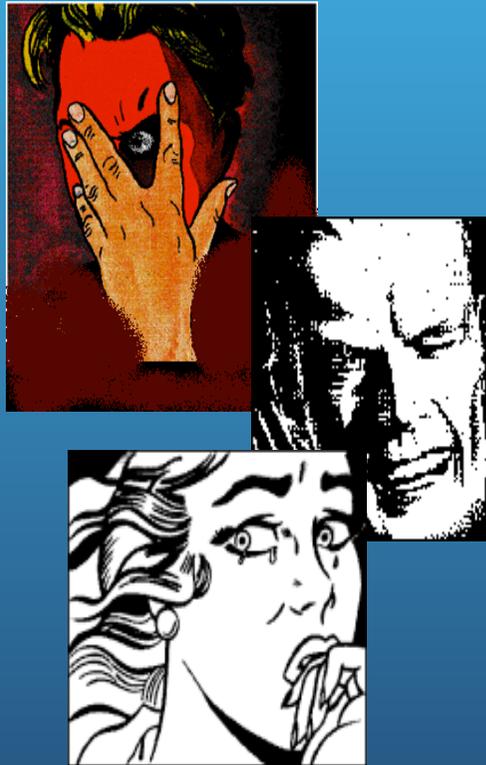
Before you took the exam..



- 1) What mark do you/did you expect to get for the exam?
  - a. 70% or more -(excellent pass)
  - b. 60-69% (good pass)
  - c. 50-59% (pass)
  - d. 40-49% (bare pass)
  - e. 30-39% (near miss)
  - f. 29% or less (unfortunately low)

# Thinking about your exam :-)

Immediately after you took the exam..



- 1) What mark do you/did you expect to get for the exam?
  - a. 70% or more -(excellent pass)
  - b. 60-69% (good pass)
  - c. 50-59% (pass)
  - d. 40-49% (bare pass)
  - e. 30-39% (near miss)
  - f. 29% or less (unfortunately low)

# Motivation/s: think

Think about the words

Motivated:

- To be motivated
- Motivations:
- To have motivations
- Lesson?  
Read and think carefully

- The questions
- What are your motivations?
- What are your objectives?
- How does your motivation affect your objectives?
- Are there other aspects of university life which affect your motivation

# Think....

## Compact Oxford English Dictionary

### motivation

• **noun** **1** the reason or reasons behind one's actions or behaviour. **2** enthusiasm.

– DERIVATIVES **motivational** adjective.

- What are your motivations?
- What are your objectives?
- How does your motivation affect your objectives?
- Are there other aspects of university life which affect your motivation?

# Pair, share

- Discuss your responses with your near neighbours
- Ideally in pairs - you may have to move....
- Then in fours (share)
- And share again...
- Feedback to the class
  - Shout out a motivation
  - Conduct a straw poll to see if this is a common motivation

# Targets

A bit more calibration....from previous years

# Feedback from previous years...



Available  
on  
EdShare

## Routes to Success: Sustaining Success:- Portfolio Feedback

### Introduction

Thank you for completing the Routes to Success: Sustaining Success coursework. Please read this short feedback designed to help understand the mark you have received.

Preparing and submitting a piece of reflective work for assessment can be a very difficult task for a student. Reflection is a personal process and will be different for every individual involved.

### Overview

As far as the individual portfolios are concerned, there are no magical right and wrong answers.

- Some of you may have found the task very difficult because you were not writing in your first language;
- Some of you may have felt that you didn't really 'understand' the point of the exercise, and that it is nothing to do with engineering;
- Some of you may have given the task only a little time because you decided you had other, more important, objectives;
- Some of you may have felt that the task was 'too personal' and this may have inhibited your responses.

Whatever your response, and however much you valued the task, you may like to know something about how you have done, and why we asked you to do it.

The reason we ask you to reflect on your learning and to submit your reflections in the form of a portfolio is to prompt you to actively try to look for evidence which you can use to measure and evaluate your targets and your achievements. This is a general skill, which you can use to your personal benefit, throughout your degree and during your working life.

As was explained in detail during the class activities there are many approaches which you can use which are designed to help you practice and understand techniques for gaining personal insight.

We ask you to assemble a portfolio because we have evidence that developing an objective and realistic understanding of your personal strengths and weaknesses can help you individually work more effectively to achieve your desired objectives and outcomes.

### Individual Feedback

I have provided feedback to individual scripts (where appropriate) by short comments – or more usually questions. The questions are designed to help you reflect further and perhaps elaborate the response you provided in any specific section.

### General Feedback

Below I am providing you with some general feedback on the way in which the task was tackled by the class as a whole. It is important that you learn how to use and develop your own judgment to evaluate how well you have achieved a task.

#### 70% or more:

High quality work which demonstrates a consistent level of application to the task. The most thorough and complete portfolios appeared to have considered each of the questions in some detail. Responses were clearly specific to the individual (sometimes but not necessarily personal) and often detailed (although not necessarily very long). The responses in each of the sections could be strung together to present a coherent picture of the individual's progress and their ability to identify, generate and use feedback. A variety of evidence was provided which included personal reflections, discussion with others (formally or informally) and evidence generated formally as part of other assessments or taught sessions. **Only a few of the portfolios were completed to this high standard, although many 2:1 responses came close.**

#### 60%-69%:

Good quality work which demonstrates a sound level of application to the task. The portfolios appeared to have considered each question in some detail. The responses were clearly specific to the individual but there might be small gaps in the reasoning. Sometimes the response did not relate in detail to the question asked. The responses in each section were reasonably consistent and could provide a picture of progress. Motivations were not always consistently articulated and not necessarily expressed in terms of longer term goals. A variety of evidence may have been provided but it was not necessarily appropriate or wide ranging. The vast majority of work submitted was of this standard. Work ranged across this standard, some work incorporated elements of first class quality, others incorporated elements of lower second class quality.

#### 50%-59%:

Solid or acceptable quality work, but some variability in the detail of the responses. The portfolios typically considered most of the questions in some detail, but there was unevenness in the responses. The responses were sometimes specific to the individual, although they were more often general rather than specific. There were sometimes variations between the detail of response across the various sections. A small number of students submitted work of this standard.

#### 40%-49%:

The responses were cursory with little evidence of addressing the questions. Some of the responses were individual, but they often lacked any detailed evidence on which to build the assertions. There was little sense of coherence between the answers. Motivations and objectives tended to be expressed in the very short term, there was no clear sense of future directions. In some cases no evidence was explicitly presented. Aspects of work of a lower quality was evident in part of the submission. Only a few students submitted work of this standard.

#### 39% or less (Fail):

No work was submitted. Work did not address the questions answered. Work submitted did not relate to an individual but was generic. Only a few students' fell into this category, although a few had submitted work which was in part generic rather than individual, perhaps due to misunderstanding the brief, possibly they did not attend any of the classes, or because they have general difficulties in understanding.

# Targets/follow up activities

- Decide what sort of mark you want to get
- Decide how and when you are going to do the work
- Make some progress on your portfolio before next week
  - Its OK to work with others in the class
  - You may find it enjoyable
  - You may find it helpful

Thank You :-)



# Follow Up Activities..

- Think about evidence...
- Where will you get evidence?
- What sort of evidence can you use?
- Watch the video again
- Take a look at EdShare
  - could you use it to assemble evidence?

# Week 2 resources

- These slides
- The portfolio template
- Portfolio Summary
- Feedback from previous years
- A vision of students today (video clip)
- Edshare <http://www.edshare.soton.ac.uk/>