

Foundation Year Routes to Success

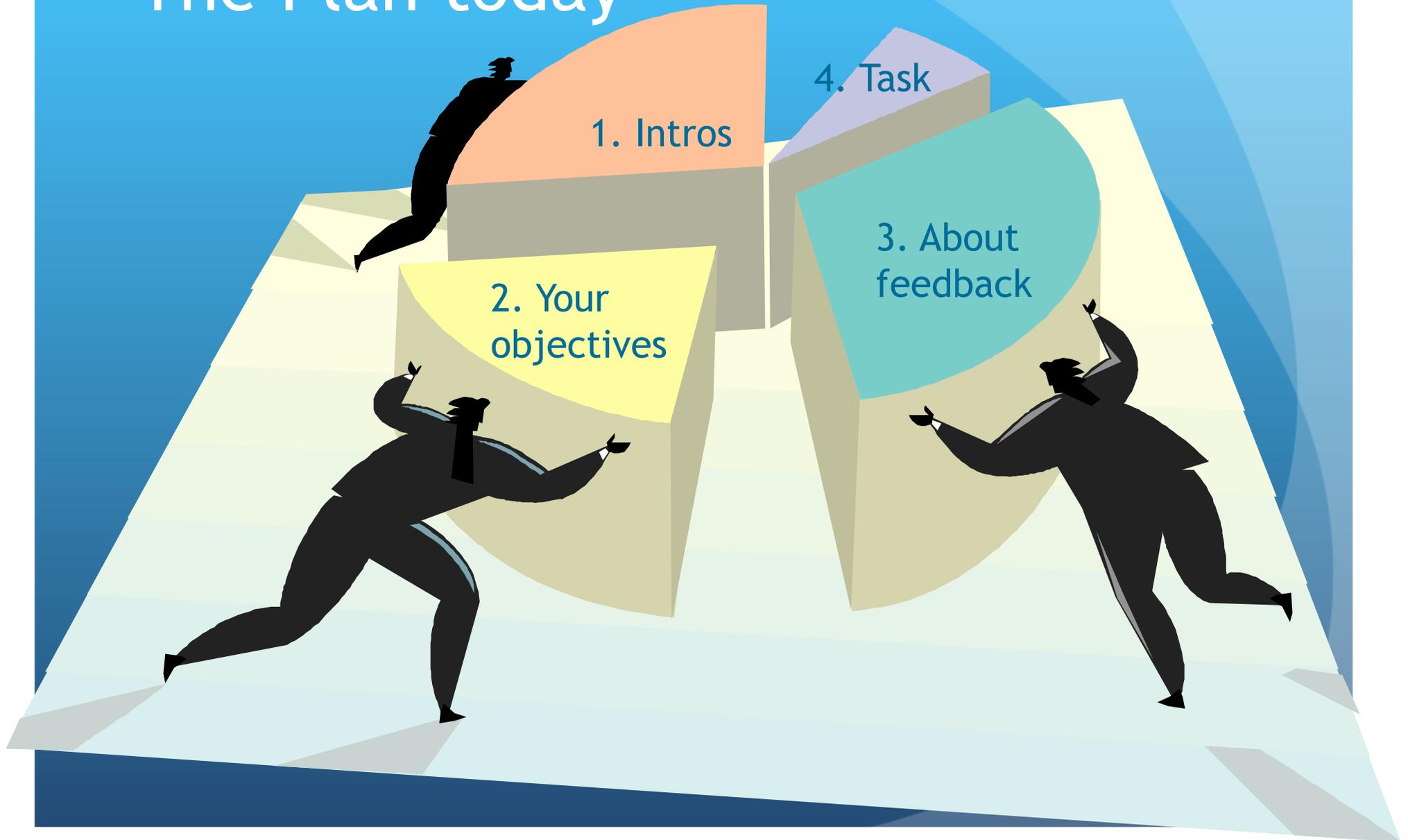
Part III - Sustaining Success

Su White

Semester 2

Week1 - Context

The Plan today



Intros

Me, you, the module and us 😊

Intros: me and you?

Me? Your lecturer

- Dr Su White
- Academic in ECS
- saw@ecs.soton.ac.uk
- Researcher in Learning Societies Lab

Why I am here

- Senior tutor on the foundation year
- Believe that all students can learn and succeed



What about you?

Intros: 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

Intros: The big picture

Week 1
1st Feb
Context

Week 2
8th Feb
motivations

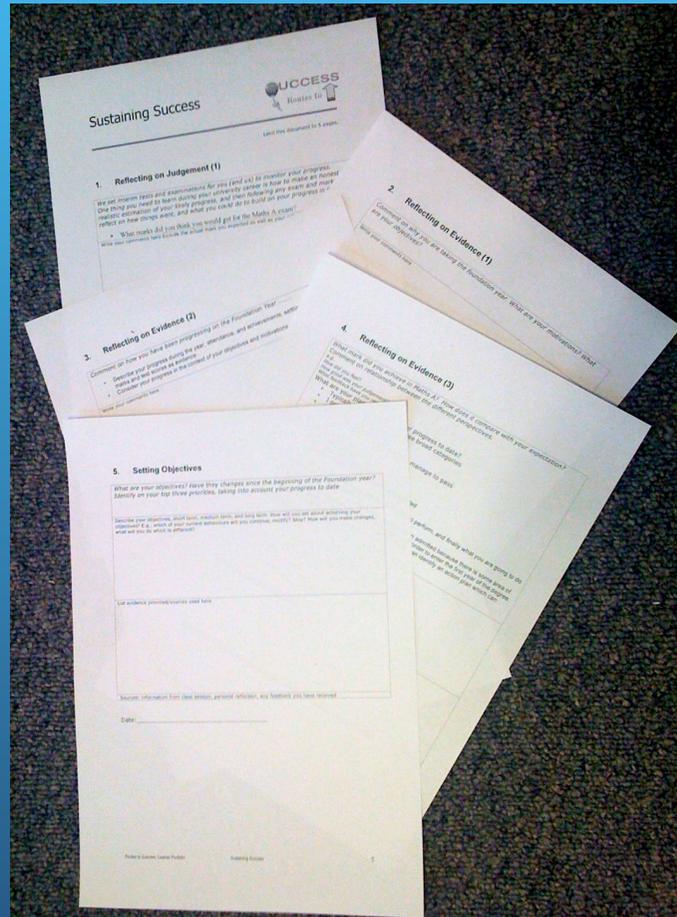
Week 3
15th Feb
progress

Week 4
22nd Feb
self knowledge

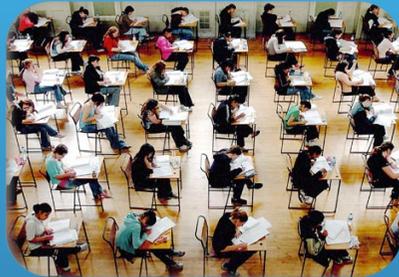
Week 5
1st March
future plans

Week 6
8th March
Assessment
Interviews

Intros: Look at the Portfolio



Intros: what you have to think about



exam



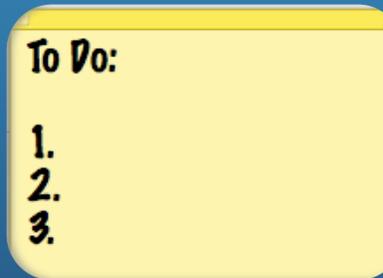
motivations



progress



self
knowledge



Future plans

Intros:

What we will do

Weeks 1-5

- Each week
 - will rehearse thinking
 - provide ideas for each section
- Week 6
 - Handin your portfolio
 - Individual recorded interview

Intros: each section

Heading

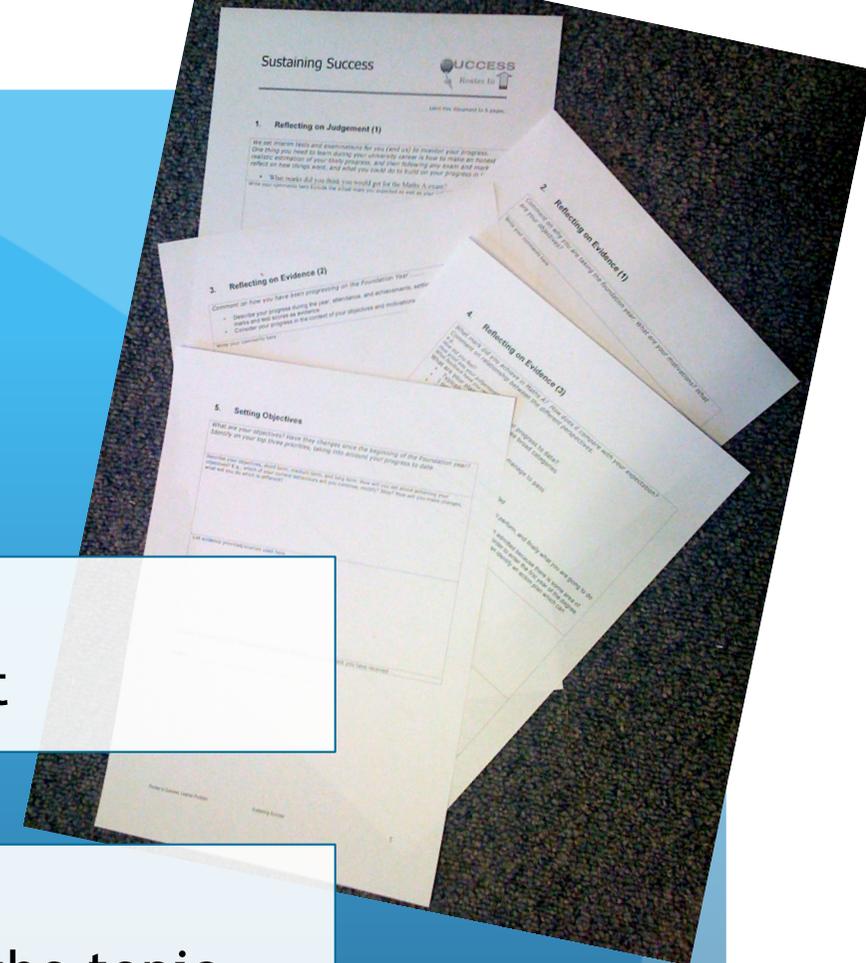
- Tells you what the section is about

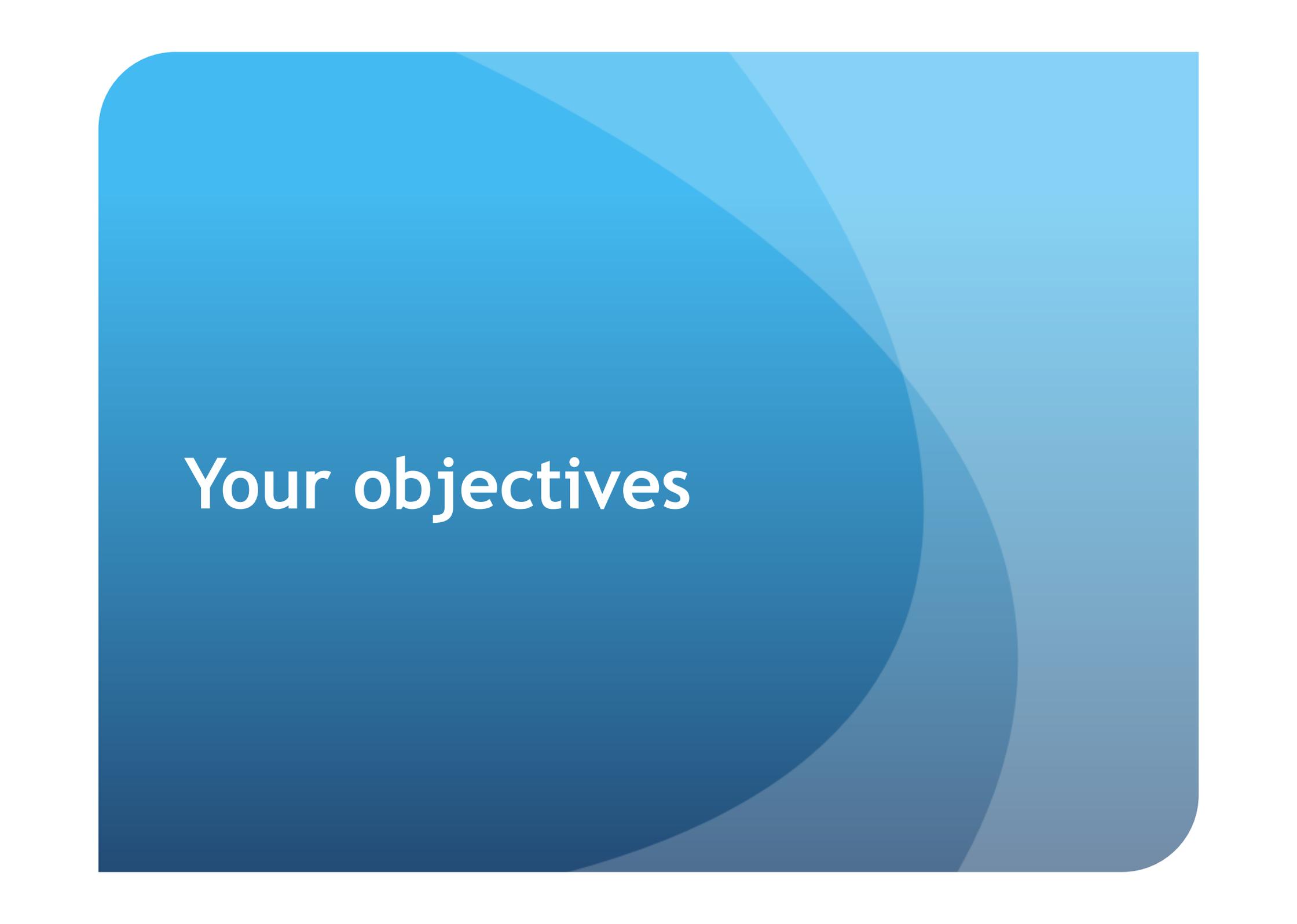
Question

- Designed to help you think about the topic

List of evidence

- Just what it says!



The background is a blue gradient with several overlapping, semi-transparent shapes that create a layered effect. The shapes are rounded and flow from the top-left towards the bottom-right.

Your objectives

Your formal objectives:

The module - Sustaining Success

Three portfolio components

- Getting Started in Higher Education:
November 2009 ✓
- Making Progress:
February 2010 ✓
- Sustaining Success:
10-19 March 2010

Objectives (task)

- Identify your own objectives

- Should relate to why you are here :-)

Think for a moment...

What do you want to achieve?

- ✓ Today
- ✓ Tomorrow
- ✓ This semester, year,
- ✓ During the life of your degree



Ambition,
desire, need,
want....

About Feedback

How do we get it?
How? When? So What?

Varieties of Feedback: Full Brain?



Tell me about this module

What have you done?

- How do you rate it so far?
 - a. Obviously useful
 - b. Surprisingly useful
 - c. Still not sure
 - d. Don't think it is helping

Reflection and Feedback 1

True or False?

You can only get feedback on your work from the lecturers or demonstrators



reflection and feedback 2

How can you get feedback from an exam?

Choose any which apply

- a. Listen to the general feedback on how we all did
- b. Think about how I did
- c. Talk to fellow students about how we did
- d. Read and analyse at my marked exam script
- e. Attempt the exam a second time



This week...

Sustaining Success



Limit this document to 5 pages.

1. Reflecting on Judgement (1)

We set interim tests and examinations for you (and us) to monitor your progress. One thing you need to learn during your university career is how to make an honest and realistic estimation of your likely progress, and then following any exam and mark test, reflect on how things went, and what you could do to build on your progress in the future.

- What marks did you think you would get for the Maths A exam? What marks did you actually get? What are your reflections on this outcome?

Write your comments here Include the actual mark you expected as well as your reflection



Maths A: How do we do it?



Thinking about your exam :-)

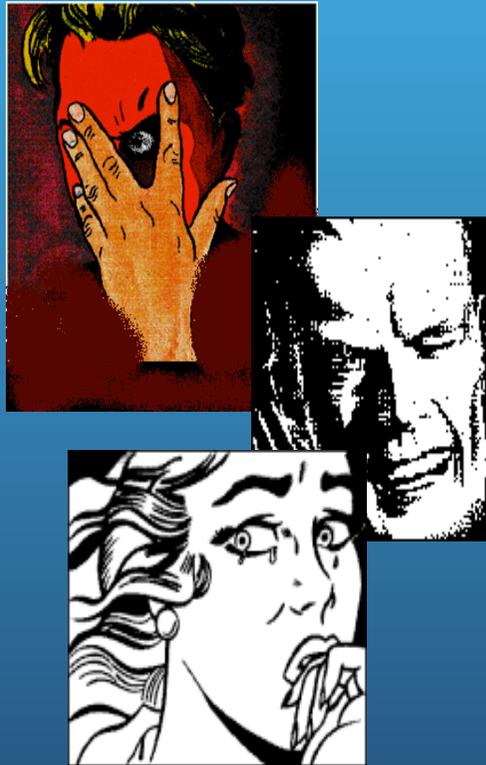
Before you took the exam..



- 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)

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.

Your Tasks

Some things for you...
And the portfolio ;-)

Your tips for success

Think, pair, share

What are your top three tips for academic success?

Analyse how you have succeeded

I will be asking for feedback from some groups :-)

1) Progress review

Think about your progress so far this year

- What will you continue?
- What will you modify?
- What will you stop?

Thank You :-)



Follow Up Activities..

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

Task: A vision of students today

Swap to web browser!



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

Week 1 resources

- These slides
- The portfolio template
- Portfolio Summary
- Feedback from previous years
- A vision of students today (video clip)