



Foundation Year Routes to Success

Part III - Sustaining Success
Su White
Semester 2
Week3 -Progress

Progress? We're half way there!



exams/
judgment

motivations

progress

self
knowledge

To Do:
1.
2.
3.

Future plans

The Plan today



Progress

targets

Reflections

Feedback

Progress

Reviewing your progress to date



Progress? what you have done

Week 1 1 st Feb Context ✓	Week 2 8 th Feb motivatio ✓
Week 3 15 th Feb progress	Week 4 22 nd Feb self knowledge
Week 5 1 st March future plans	Week 6 8 th March Assessment Interviews

Take a look at your portfolio



Try to look with a fresh pair of eyes

Your Portfolio so far

<p>Think</p> <p>Take an objective look at your portfolio</p> <p>What is good about it?</p>	<p>Pair</p> <p>Swap your portfolio entry with a partner</p> <p>What do you notice which is different?</p> <p>Can you offer any advice on how to improve it?</p>
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Look at the feedback ...

Available on EdShare

Routes to Success: Sustaining Success-- Portfolio Feedback

Introduction

These tasks are designed to help students sustain their success in mathematics. They are designed to be used in a variety of ways. They can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. They can also be used as a tool for teacher-student reflection.

Overview

The purpose of this portfolio is to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

Individual Feedback

This portfolio is designed to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

General Feedback

This portfolio is designed to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

18th-19th

This portfolio is designed to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

19th-20th

This portfolio is designed to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

20th-21st

This portfolio is designed to help students sustain their success in mathematics. It is designed to be used in a variety of ways. It can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. It can also be used as a tool for teacher-student reflection.

Using feedback

- Which of the descriptions do you think best matches what you have done?

on Routes to Success Portfolios:

These portfolios are designed to help students sustain their success in mathematics. They are designed to be used in a variety of ways. They can be used as a starting point for a discussion, as a tool for self-reflection, or as a tool for peer-review. They can also be used as a tool for teacher-student reflection.

Among the students who completed the portfolio and attended the interview, marks ranged from 50% for a few of the very best students, to 100%. The vast majority of students had marks above 60% possible to get a full 100%.

In the best cases students worked hard at their portfolio, and their effort was reflected in their marks. They were able to demonstrate during the interview, written or oral, that they were able to engage in a discussion about their work.

- After reading the feedback...
- Talk it over with your partner

This week's task

- You will get/ or have just got your actual Maths A marks
- Fill out the section in the portfolio
- 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..

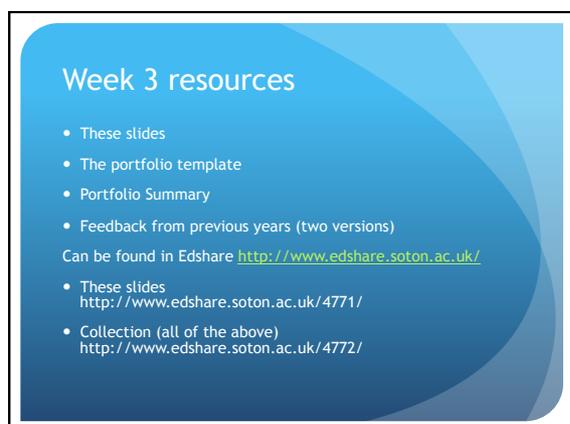
Once again -

- Think about evidence...
 - Where will you get evidence?
 - What sort of evidence can you use?

Refine your portfolio

- In light of the your discussion, the feedback

- Take a look at EdShare
 - could you use it to assemble evidence?



Week 3 resources

- These slides
- The portfolio template
- Portfolio Summary
- Feedback from previous years (two versions)

Can be found in Edshare <http://www.edshare.soton.ac.uk/>

- These slides
<http://www.edshare.soton.ac.uk/4771/>
- Collection (all of the above)
<http://www.edshare.soton.ac.uk/4772/>