Foundation Year
Routes to Success
Part III - Sustaining Success
Su White
Semester 2
Week 2 - Judgement and Motivations

http://www.edshare.soton.ac.uk/4723/
The Plan today

- Reminders and Focus
- Degree Classification
- Follow Up
- Motivations and Targets

Follow Up

Degree Classification
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**: 1st Feb. Context
- **Week 2**: 2nd Feb motivations
- **Week 3**: 14th Feb progress
- **Week 4**: 21st Feb self knowledge
- **Week 5**: 28th March future plans
- **21st March Handin + 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/judgement
motivations
progress
self knowledge

To Do:
1.
2.
3.

Future plans
Reminder:

What we will do

Weeks 1-5

- Each week
  - will rehearse thinking
  - provide ideas for each section

- Week 6
  - Handing in your portfolio 21\textsuperscript{st} March
  - Individual recorded interview
    23\textsuperscript{rd} March - 1\textsuperscript{st} April

Remember:
- no handin
- no interview
- no mark
Intros: each section

<table>
<thead>
<tr>
<th>Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tells you what the section is about</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designed to help you think about the topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Just what it says!</td>
</tr>
</tbody>
</table>
Where to find stuff: Blackboard

**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 - 28th November 2009, 12:00 noon - to the Foundation Year office.
2. Making Progress - 4th February 2010, 12:00 noon - to the Foundation Year office.

Hand in of Sustaining Success Portfolio 8th March 2010 12:00 noon.

No hand in, 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

Hand in 8th Feb, 12:00 noon. NB: no hand in, 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
Where to find stuff: Edshare
This week...

Sustaining Success

1. Calibrating your judgement

We set interim tests and examinations for.
One thing you need to learn during your realistic estimation of your likely progress reflect on how things went, and what you:

- What marks did you think you would get?
  - After your revision, before you go.
  - After the exam, before you go.
- 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.

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.
Working through the portfolio sections
Judgement and exams
Maths A: How do we do it?
Building on last week - 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) 

Note the grade boundaries
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....

- 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...

- 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?

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...

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 something 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 to support your claims, to be able 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 gathering 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) in 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 clear and 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 string 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 21 responses came close.

60%-69%:
Good quality work which demonstrates a sound level of application to the task. The portfolio appeared to have considered each question in some detail. The responses were fairly specific to the individual but there might be some 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 varied 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 portfolio 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 argument. 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/degree you want to get
  For the foundation year
  For your degree

Decide how and when you are going to do the work
Make good 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?
- Read through the upcoming portfolio questions
- Think about the most thorough ways of explaining evidence
- Take a look at EdShare
  - Could you use it to assemble/collect evidence?
Week 2 resources

- These slides
- The portfolio template
- Portfolio Summary
- Feedback from previous years
- Edshare [http://www.edshare.soton.ac.uk/](http://www.edshare.soton.ac.uk/)
- These slides [http://www.edshare.soton.ac.uk/4723/](http://www.edshare.soton.ac.uk/4723/)
- Collection (all of the above) [http://www.edshare.soton.ac.uk/4724/](http://www.edshare.soton.ac.uk/4724/)