

# Foundation Year Sustaining Success

<http://www.edshare.soton.ac.uk/10568/>

Progress? We're half way there!

# The Plan today



# Progress

- Reviewing your progress to date



Progress? what you have done



# Progress - recurring theme

- Objectivity
  - Identify the evidence
  - Present a factual account of the evidence

# Focus

## How do you understand...



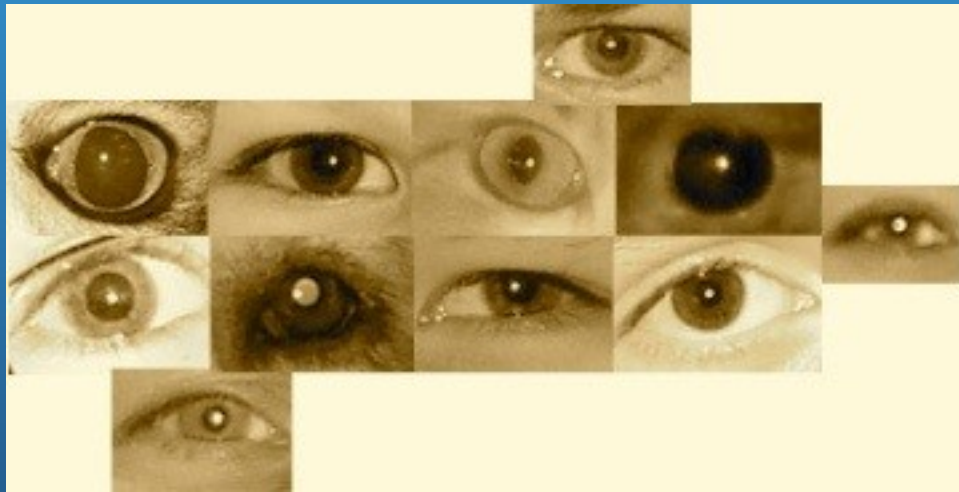
Find a balance



# Feedback

- From personal reflection to external observation

# Take a look at your portfolio



Try to look with a fresh pair of eyes

# Your Portfolio so far

## Think

Take an objective look at your portfolio

What is good about it?



How could you use this before you hand in your portfolio?

## Pair

Discuss your portfolio with a partner

How could be be more objective?

When do you find it easy to be objective?

When do you find it hard to be objective?

# Look at the feedback ...

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.

# Reflection

- Think about feedback and experiences

# Reflection - using feedback

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

## Information on Routes to Success Portfolios:

Creating the third portfolio is an exercise designed to guide students through an exercise of self-reflection and evaluation. Skills of critical self-appraisal can be very constructive, and can be used to help plan future approaches to study, and identify any problems that may benefit from early intervention (e.g. seeking assistance from the mentoring service, attending support workshops, focussing on building language skills).

Among the students who completed the portfolio and attended the interview, marks ranged from 95% for a few of the very best students, to 10%. The vast majority of students had marks above 60%. It is not possible to get a full 100%.

In the best cases students worked hard to complete the portfolio, and their effort was reflected in their marks. They were able to demonstrate during the interview. Writing the portfolio was not an easy task, and this year we introduced a peer review process so that students were able to engage in a discussion with their partner.

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

# Reflection?

- How will you know when you have done a good job?
  - What do you think?
- How do you know when you have done a good job?
  - You will get good feedback from you fellow students

# What to expect

## You submit

- Your portfolio
- Your week 2 self evaluation
- Your self-marked portfolio evaluation



# Tasks

- Before next week...

# This week's task

- You will get/or have just got your actual Maths A marks
- Fill out any sections in the portfolio that are related to your experience of receiving the marks
- You may gain understandings and insights when you receive the marks, if so use them.
- 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

# Follow Up Activities.. Targets

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?

Thank You :-)



# Week 3 resources

- These slides
- The portfolio template (W1)
- Portfolio Summary (W1)
- Feedback from previous years (two versions)

Can be found in Edshare

<http://www.edshare.soton.ac.uk/10568/>

Collection (for this week)

<http://www.edshare.soton.ac.uk/4772/>