

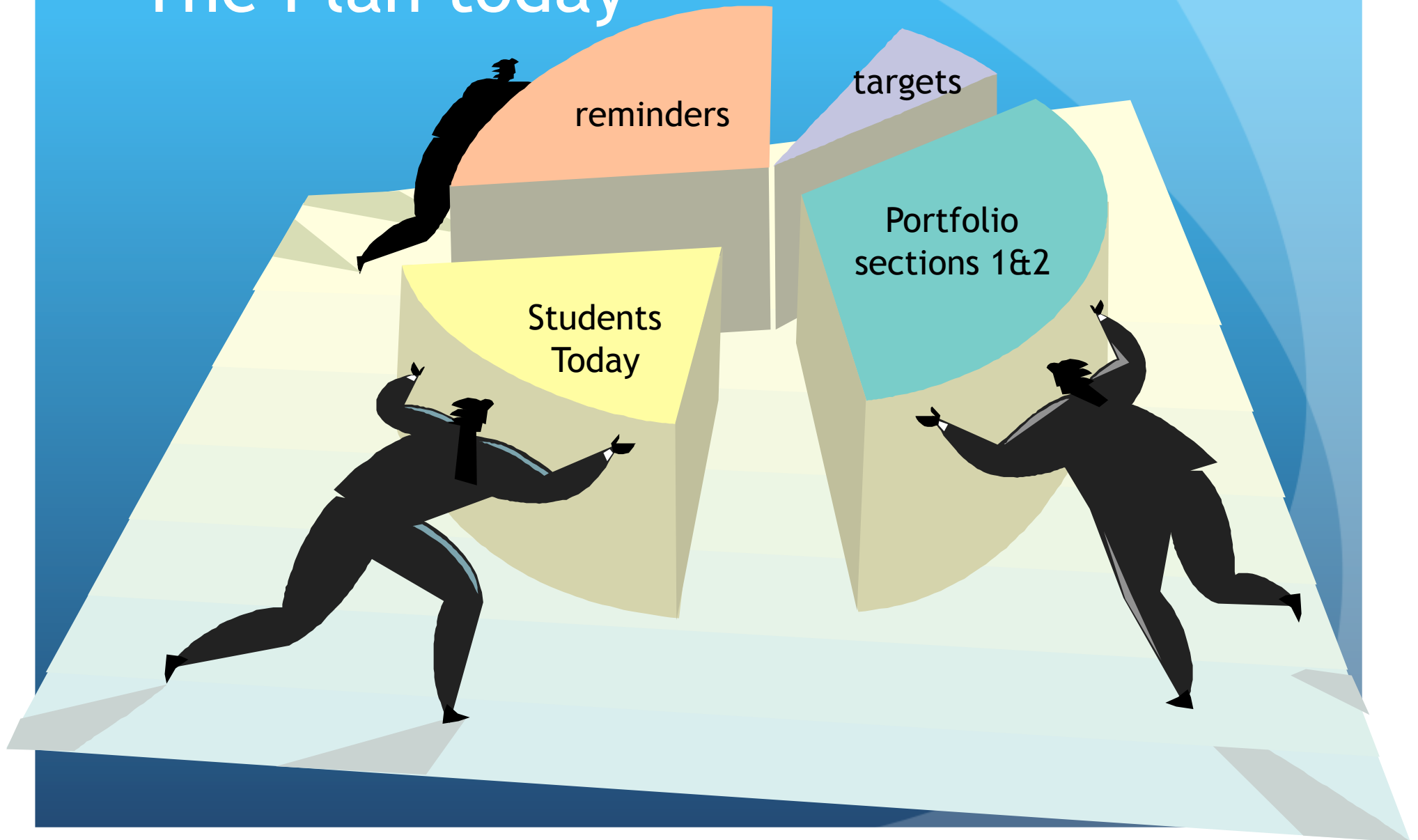
Foundation Year Routes to Success

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
1st Feb.
Context



Week 2
8th Feb
motivations

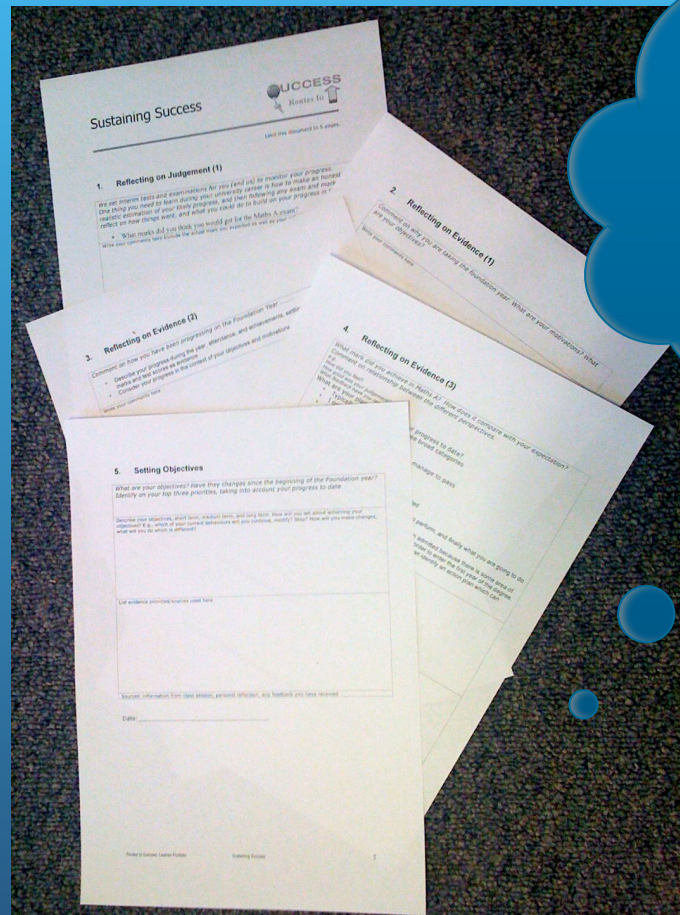
Week 3
15th Feb
progress

Week 4
22nd Feb
self knowledge

Week 5
1st March
future plans

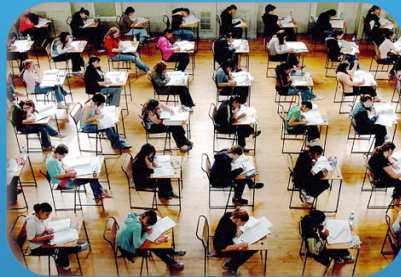
Week 6
8th March
Assessment
Interviews

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

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
 - Handin your portfolio 8th March
 - Individual recorded interview
10th-19th March



Remember:
no handin
no interview
no mark

Intros: each section

Heading

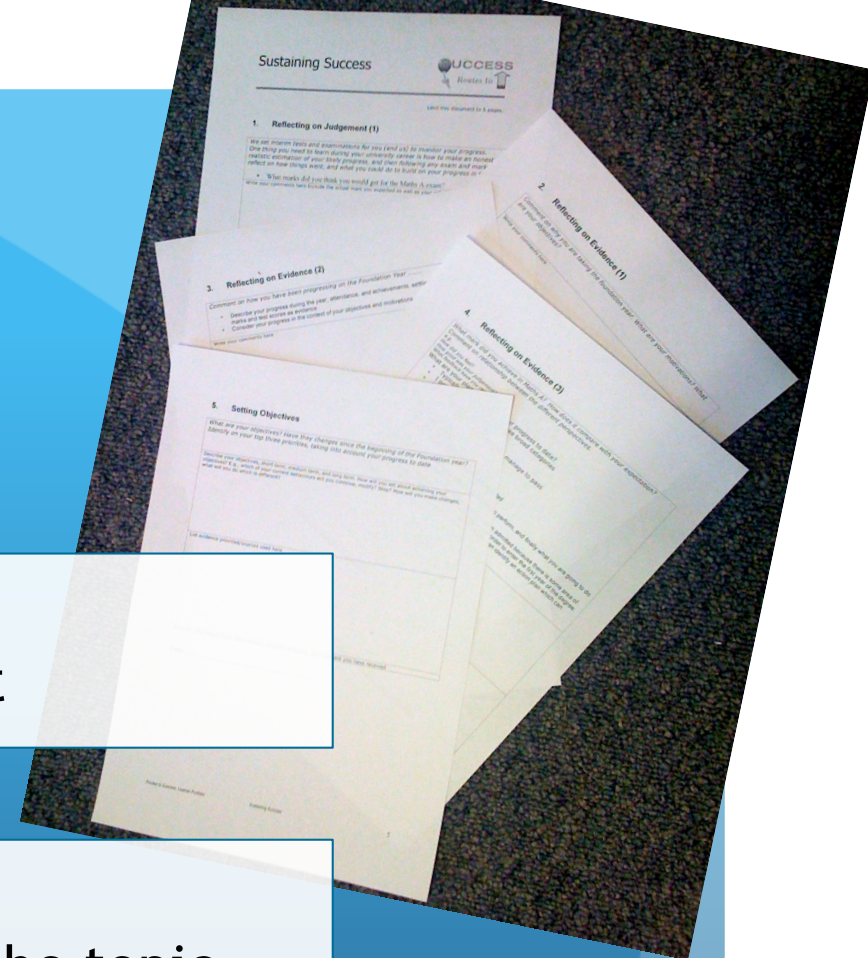
- Tells you what the section is about

Question

- Designed to help you think about the topic

List of evidence

- Just what it says!



Where to find stuff: Blackboard

My University of Southampton Courses

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

Navigation Menu:

- 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



Dr Susan White Logout

Homepage My Shares Bookmarks

Enter your search... Search

User Tools

- Create a share
- Create a collection
- Bulk upload
- Latest additions
- Tag cloud

Share tools

- Email this share...
- Report a problem
- Add to Folder
- Bookmark
- Edit collection

Folder

- 1. [Engineering Foundation Ye...](#)
- 2. [Engineering Foundation Ye...](#)
- 3. [Engineering Foundation Ye...](#)


Collection Engineering Foundation Year, Sustaining Success, Week 1

slides, notes, and background information covered in first week of this six week set of classes

Content (7 shares)


Engineering Foundation Year - Sustaining Success Week 1

Slides for first week of teaching



Engineering Foundation Year - Sustaining Success Week 1

Slides for first week of teaching, PDF




Engineering Foundation Year - Sustaining Success Week 1

Tags

| | |
|----------------------|--|
| Keywords | engineering , foundation year , portfolio , reflection |
| Course Codes | GENG1692 |
| University Structure | School of Electronics and Computer Science |

About this collection

| | |
|---------------|--|
| Link | http://www.edshare.soton.ac.uk/4690/ |
| Embed | <code><div class="embed_box"><table></code> |
| Shared with | World |
| Added by |  Dr Susan White |
| Added on | 31 Jan 2010 22:29 |
| 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. One thing you need to learn during your foundation year is to make a realistic estimation of your likely progress. Reflect on how things went, and what you learned.

- What marks did you think you would get?
 - After your revision, before you sat the exam
 - After the exam, before you got the results
- 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

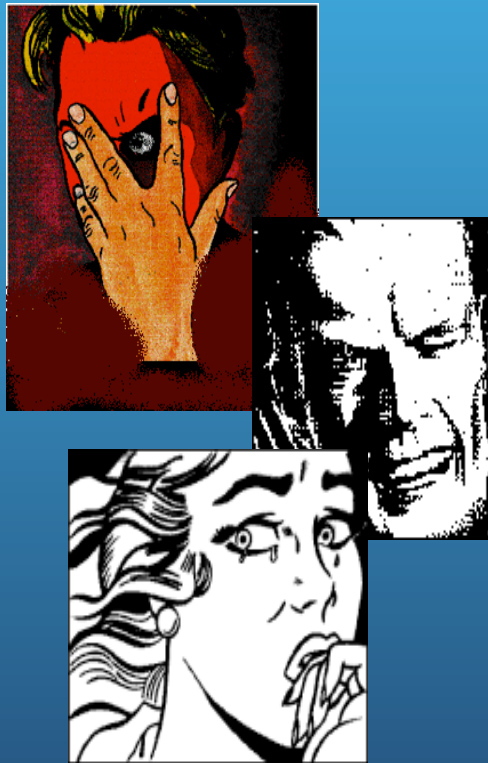
Judgement and exams

Maths A: How do we do it?



Thinking about your exam :-)

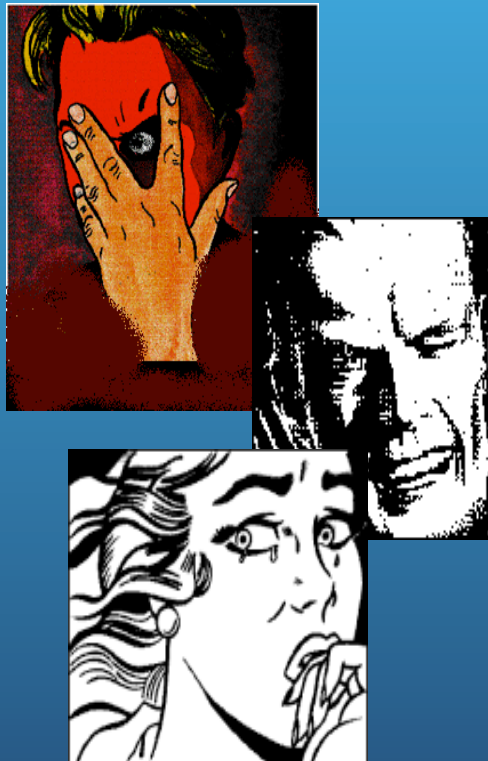
Before you took the exam..



- 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/>