Coursework Portfolio and Reflective Journal Check List

We are not marking students' work for 'content' but for the processes they employ and the extent of their progress.

When marking it is useful to evaluate each criterion separately.

On the Coursework Page there are usually three columns (Tasks, Reflection, Research) but assessment is undertaken holistically using the criteria as frames.

1. Engaging

Under **Engagement**, consider whether the student has

- completed all tasks set by the required deadline;
- completed their monthly reflection;
- completed their monthly research;
- uploaded work systematically and regularly;
- contributed to the module glossary;
- contributed in a timely way to forum tasks and instigated new posts;
- engaged positively in all webinars

Students should be able to achieve a mark of 6 or 7 if all of this is completed diligently regardless of their intellectual aptitude.

To award high marks consider whether the student is demonstrating **engagement** in their own learning:

- making connections between elements of study and applying what they are learning over time;
- working efficiently and ensuring answers are clear, concise and purposeful (rather than over-long and rambling or simply sketchy;
- successfully applying feedback on earlier work;
- learning from their peers;
- showing evidence of independent thought and creative application of module learning materials.

2. Recording and Reflecting on Progress

a) Monthly accounts

We expect two monthly entries (usually two dedicated columns within the portfolio) one for reflective writing the other for research. The monthly reflection usually summarises the learning experience across the unit but it can target a specific skill the student wants to evaluate. It should not simply be a repeat of reflective comments made on each task.

b) Ongoing reflection

In addition to monthly accounts we also expect students to show that they can **record and reflect** as well as **contextualise and evaluate** as they work through the tasks.

Note: you might suggest they use a different colour or font to emphasise this. Or, they can add a note at the end – whatever is most purposeful for the task itself. Their aim is to draw your attention to their learning: we need to see the adding up rather than just the answer to the sum.

We are not expecting extensive responses to all tasks but a demonstration of awareness of the challenges of the work rather than just an answer cobbled together from web sources or limited to basic information.

It is important that students do not confuse reflection with value judgement or impressionistic writing. We are not so interested in what they 'like' or 'enjoyed' or whether they 'feel' they 'making progress'. We need objective evaluation and examples.

Under **Reflection,** consider whether your students

- examine what they found most challenging and the tactics they employed to overcome problems;
- make connections between aspects of study – or build on earlier knowledge;
- characterise the skills they are employing and recognising how a task/topic requires them to engage in specific ways
- reflect and record what they have learned about a particular methodology or how it might have challenged the ways they understand an idea;
- note the Aims and Intended Learning Outcomes of the module/unit and use these as a yardstick to objectively measure their progress.

To award higher marks consider whether the student can

- evaluate *specific* skills: critical, organisational, technical, research-based, social, creative and so on - expect the skill to be named;
- recognise the difference between reflection on their learning and reflection on the topics they are exploring (see students' guide);
- identify the trigger to their learning (the concrete experience that they encountered)
- consider *how* the trigger prompted them to think / do things differently;
- probe a little deeper – attempt to take the idea further;
- apply their ideas to new experiences;
- demonstrate a sharpening of the vocabulary they are using to classify, characterise, theorise and reflect;
- give examples to support their arguments/answers.

3. Contextualising and Evaluating

In some ways, contextualising and evaluation are reflective processes too. However, for the purposes of our assessment criteria we are using the terms to refer to placing new knowledge and experience in wider **critical frames**.

For the coursework and Reflective Journal students will extend their learning beyond the confines of the module or individual tasks to take note of the ways it might be framed in broader contexts.

Theatre can be explored in a wide range of <u>types</u> of contexts

- social
- cultural
- artistic
- historical
- political
- ethical
- educational
- temporal
- religious

and so on …

When responding to tasks consider whether your students are moving beyond basic information towards considering the contexts in which it might generate all manner of debate.

As with reflection, students are encouraged to contextualise as they respond to each task. Consider whether they

- connect ideas with what they have studied before;
- reference their research;
- begin to note writers targeting specific contexts and fields of theory;
- use a wide range of research – including scholarly publications;
- frame ideas for themselves rather than waiting to be prompted;
- move beyond basic information and evaluate.

In addition to contextualising as they move through, students will complete a monthly research task of their choosing. This should not be extensive but it should be sufficient to demonstrate their ability to contextualise and extend their studies beyond the module material.

In all cases, the entry should focus on defining contexts and making connections.

4. Presentation and use of scholarly conventions

Presentation refers to more than just making a page attractive to look attractive. Consider whether

- all tasks clearly labelled
- the page sections are clearly defined;
- sources are listed using Harvard not left as a list of URLs (web addresses);
- referencing is scholarly and care is taken over spelling, punctuation and grammar;
- the tasks themselves include the question, are neatly set out and referenced
- images are annotated rather than left for the reader to decide what purpose they serve.

For higher marks look for

- awareness of the page as a means of communicating with a reader;
- using the best tools for each task (tables, charts, prose, collages of images, recordings and so on);
- a range of media chosen to present ideas in the most purposeful way (curation rather than collation).