

Northumbria Conference- Educating for the Future 3

05 July 04



Can [computer aided] formative assessment impact on student performance?

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Why were we interested in this?

1. Poor student performance....
 - a) in fundamental, but ‘unpopular’ subjects
 - [bio]chemistry and ‘maths’
 - coupled with poor attendance [self fulfilling?]
 - b) in exams
 - resulting in significant differences between modes of assessment

Why were we interested in this?

2. How best to address ‘over assessment’?
 - University ‘ideal’ is 1 per 10 credit module
 - BUT
 - common belief that *‘if its not assessed students won’t attend/ do what is set’* [problematic in practical sessions]
 - if there is only one assessment, what if a student performs badly in it?
 - Represents a huge burden on staff [as well as the students]

The plan of action....

- Selection of ‘guinea pig’ modules....
 1. [CH346] Skills for Applied Sciences I
 - level 4 module which covers range of prac & transf skills incl basic numeracy & data handling
 - lots of ‘issues’
 2. [CH426] Biochemical Pathways
 - level 5 module
 - main problem – poor end exam marks

The plan of action....

3. [CH365] Animal Biotechnology

- an applied level 6 module
- main issues - all practicals assessed and poor end exam performance

4. [CH363] Bioethics

- level 6 module where students are introduced to ethics as a discipline
- main issues- students struggle with unfamiliar concepts *etc.* and overassessed

What we did.... and did it work?

1. [CH346] Skills for Applied Sciences I

- [most] sessions assessed in session
 - much better attendance
 - each session small summative score, but instant individual formative feedback
- range of on line resources and formative quizzes in Bb
 - same format and style as summative quiz
 - BUT <5% accessed resources and <30% tried formative quizzes
- after discussions with students– new ‘rule’ planned for next year



Skills for Life Sciences 1

VIEW TODAY

VIEW LAST 7 DAYS

VIEW LAST 30 DAYS

VIEW ALL

June 27 - July 4, 2004

**Thu, Jul 01, 2004 -- Library moves and building work.**

There will be considerable inconvenience from stock moves, building work and other improvements in City Campus and other libraries this summer. Electronic library services are unaffected. For details see <http://www.unn.ac.uk/central/isd/moves.htm>

**Wed, Jun 16, 2004 -- FINAL YEAR STUDENTS USERNAME EXPIRY**

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**Mon, Nov 24, 2003 -- Data Handling Quiz**

The assessed data handling quiz is now available to those students who have completed the second data handling session. If you have missed either the first or second data handling session you should see your programme (course) leader ASAP, otherwise you will forfeit the marks available for this quiz [30% of the final module marks].



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[COURSES](#) > [SKILLS FOR LIFE SCIENCES 1](#) > [COURSE DOCUMENTS](#)**Module Guide and Practical Workbook**

The module guide and practical workbook is contained within this folder.

For individual weekly schedules, see the folder below.

**Timetable and Syllabus****Practical / Workshop Sessions**

In this folder there is a syllabus of the weekly sessions and outlines for all practicals and workshops on this Module.

Please remember to check the timetable ahead of each sessions and bring the required equipment, for e.g. a lab coat and safety specs to all lab based sessions; a calculator to the datahandling sessions etc.

**Skills for Life Scientists**

Use the information and resources available included here to develop your key/transferable skills and acquire new ones:

- * Numeracy
- * Effective communication
- * ICT skills
- * Study skills

**Trial data handling quiz**

Click the link above to take quiz

**Trial Quiz number 2.**

This is a trial quiz which contains 7 questions about working with concentrations and preparing solutions of known concentration, in mass or molar terms.



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- * Effective communication
- * ICT skills
- * Study skills

Trial data handling quiz

Click the link above to take quiz

Trial Quiz number 2.

This is a trial quiz in mass or molar t

Marks do not cour

You may find it us

Microsoft Internet Explorer

Are you sure you want to take this assessment now?

OK Cancel

Assessed Data Handling Quiz

The assessed data handling quiz is located in this folder.

You are allowed 1 attempt at the quiz.

At the end you will receive your score and feedback on how you have done, with some further pointers to help you address any problem areas identified for the future.

There is no time limit. However, please be aware that if you are using an open access machine you should not leave it idling for too long as it may attempt to log you off!

The quiz is worth 30% of the module total. You are therefore advised to revise notes/exercises from the data handling sessions AND try the trial quiz BEFORE attempting the assessment.

The quiz must be completed before the deadline (please see module guide or information in the "Assignments" folder of this Blackboard Module).

Please note: if you have not attended BOTH data handling sessions (without a valid excuse and having seen your course leader

 **Preview Assessment: Trial Quiz number 2.**

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You should read each question carefully to make sure you understand the type of answer required.

With calculations pay particular attention to ensuring that you use the requested UNITS for your answers.

Marks for each question are indicated.

Answer ALL questions.

Multiple Attempts: This test allows multiple attempts.**Force Completion:** This test may be saved and resumed later.**Question 1 Multiple Choice****1 points**

How much sucrose is there present in 250ml of a 5% w/v sucrose solution?

- 125 mg
- 1.25 g
- 12.5 g
- 125 g

[◀ Add Question Here](#)Question 1 Fill in the Blank

1 points

Question: What quantity of KCl, in grams, (relative molecular mass 74.5) would you require to prepare 250 ml of a solution at 0.25 mol/l? (give your answer to 3 significant figures)

Answer: 4.66

Correct Feedback: correct - well done

Incorrect Feedback: Incorrect. Calculate the amount needed from the relative molecular mass (74.5) x 0.25 (to give 0.25 mol) x 0.25 (amount in 0.25 litres, i.e. 250 ml) = 4.65625. To 3 significant figures, this is 4.66 (rounding up the last number). Watch out if you thought it was 4.65 (check your approach to rounding off numbers).

[◀ Add Question Here](#)Question 2 Fill in the Blank

1 points

Question: For an experiment you intend to conduct, you need a total of 150 ml of 50 millimolar NaCl solution (relative molecular mass of NaCl - 58.44). This would require _____g of NaCl (express your answer to four decimal places)

Answer: 0.4383

Correct Feedback: correct - well done

Incorrect Feedback: Incorrect. Multiply the relative molecular mass (58.44) by the number of moles required per litre (i.e. 0.05 mol) and by the volume required in litres (0.15 litres). Thus the calculation becomes 58.44 x 0.05 x 0.15 = 0.4383 (to 4 decimal places).

[◀ Add Question Here](#)Question 3 Fill in the Blank

1 points

Question: Concentration is defined as the amount of substance per unit volume of (fill in the missing word)



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to help work out your answers.



7 **Assessed Data Handling Quiz**

Modify Copy Remove

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You are allowed 1 attempt at the quiz.

At the end you will receive your score and feedback on how you have done, with some further pointers to help you address any problem areas identified for the future.

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The quiz must be completed before the deadline (please see module guide or information in the "Assignments" folder of this Blackboard Module).

Please note: if you have not attended BOTH data handling sessions (without a valid excuse and having seen your course leader and/or the module tutor) your mark will not be scored.

Please READ THE QUESTIONS CAREFULLY before typing in the answers and pay attention to DETAIL: for e.g. are units required in the answer?



8 **Student Feedback and Module Review**

Modify Copy Remove

The teaching team values your feedback and comments and the module tutor incorporates your ideas into the annual module review.

For example over the past couple of years the module assessment has changed to give a greater weighting to the weekly practical sessions and workshops and changed these to sessions assessed in session, so that students have an opportunity to get immediate

What we did.... and did it work?

2. [CH465] Biochemical pathways

- two graduates employed to develop online resources in Bb
 - gain student perspective
 - range of material developed [quizzes; helpsheets; applications *etc.*]
 - linked to end exam
- most students, again, did not access resources
 - new tactic again planned for next year



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- [Biochemistry Basics](#)
- [Photosynthesis](#)
- [Cell Respiration](#)
- [Carbohydrate Metabolism](#)
- [Nitrogen Metabolism](#)
- [Lipid Metabolism](#)
- [Brain Metabolism & Metabolic Integration](#)
- [Starvation and Exercise](#)



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[COURSES](#) > [BIOCHEMICAL PATHWAYS](#) > [COURSE DOCUMENTS](#) > BIOCHEMISTRY BASICS**Biochemistry Basics**

Click the link above to take quiz

**Sample Equations - Redox Reactions**[Sample Equations.doc](#) (30208 Bytes)**Balancing Equations**[Balancing Equations](#) (81920 Bytes)**Enzymes - Supplementary Information**[Enzymes - supplementary information](#) (190464 Bytes)

This file contains some basic information about enzymes. It is useful to revise this as it will help you to understand some of the concepts in later lectures. Print these out and keep them in your files with the corresponding lecture notes - week 1 and practical 2.

**Enzyme Kinetics**[Enzyme Kinetics](#) (29184 Bytes)**Web Links**

Some useful weblinks to provide additional information on background biochemistry for your revision.

OK



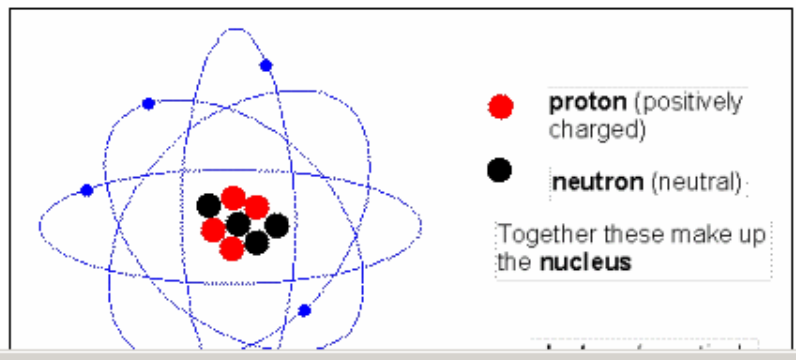
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Sample Equations

Redox Reactions

- Redox reactions involve uptake and release of electrons; the valency of the atom (number of electrons in the outer most shell) therefore changes as electrons are transferred between atoms.





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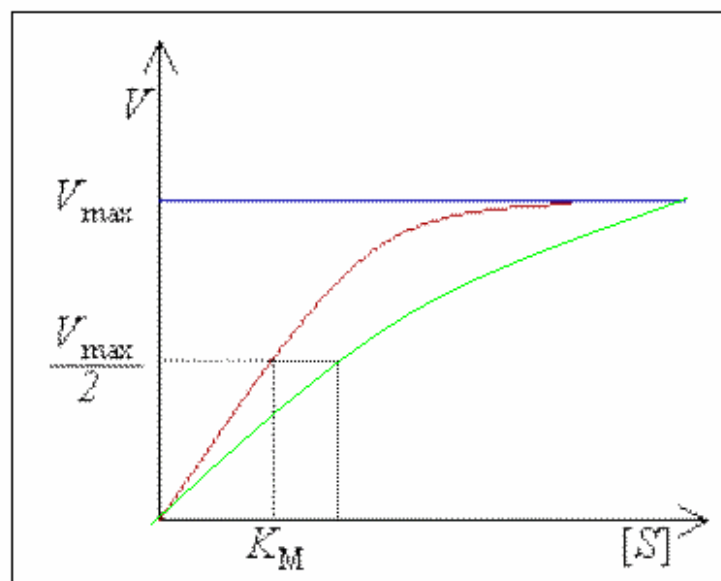
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Balancing Equations

- As atoms cannot be lost a chemical reaction simply involves a rearrangement of atoms, producing a product containing the same atoms as the substrates but in a different chemical composition. A chemical reaction must therefore demonstrate a balance of atoms of each element involved i.e. the same number of atoms for each element on both sides of the reaction.
- For Example....
Sulphur Dioxide + Oxygen \rightarrow Sulphur Trioxide
$$\text{SO}_2 + \text{O}_2 \rightarrow \text{SO}_3$$
- This equation is not balanced; on the left hand side there are 4 Oxygen molecules whereas the left hand side only has 3. As the oxygen molecule cannot 'disappear' we must balance this equation to ensure there is an equal number on both sides. The equation can be balanced as follows...

- K_M describes the affinity of an enzyme for the substrate i.e. how easily they will combine and react. K_M is equal to the substrate concentration at which half of the maximum reaction velocity is reached. The graph below demonstrates why an enzyme with a high K_M requires a higher substrate concentration to achieve a given velocity.



Enzyme A —

Enzyme B —



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Biochemistry Basics
Click the link above to take quiz



Sample Equations - Redox Reactions
[Sample_Equations.doc](#) (30208 Bytes)



Balancing Equations
[Balancing Equations.doc](#)



Enzymes - Supplement
[Enzymes - supplement.doc](#)

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Enzyme Kinetics
[Enzyme Kinetics.doc](#) (29184 Bytes)



Web Links
Some useful weblinks to provide additional information on background biochemistry for your revision.

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Are you sure you want to take this assessment now?

OK Cancel

OK



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[COURSES](#) > [BIOCHEMICAL PATHWAYS](#) > [CONTROL PANEL](#) > [COURSE DOCUMENTS](#) > [BIOCHEMISTRY BASICS](#) > PREVIEW ASSESSMENT: BIOCHEMISTRY BASICS

 Preview Assessment: Biochemistry Basics

Name: Biochemistry Basics

Instructions: Match each word with the correct definition

Multiple Attempts: This test allows multiple attempts.

Force Completion: This test may be saved and resumed later.

Question 1 Matching**4 points**

Match the words with their correct definitions

- Metabolism
- Catabolism
- Anabolism
- Cell homeostasis

- A. The process by which complex biomolecules are built up from simpler ones
- B. The sum total of all chemical reactions in an organism
- C. The maintenance of cell volume and ion content and the uptake of nutrients
- D. The breakdown of complex molecules to simpler ones to yield cellular energy

Question 2 Matching**2 points**

Match the word with the correct statement

- Anabolism

- A. is an energy consuming process

What we did.... and did it work?

3. [CH365] Animal biotechnology

- students informed that 2 practicals would be formative assessed
- past exam questions were discussed in taught sessions each week
 - good attendance at lectures and formatively assessed practicals
 - mixed response from students re. formatively assessed pracs
 - modest improvement in end exam performance

What we did.... and did it work?

4. [CH363] Bioethics

- one end assignment only
 - poster and oral defence
- drafting exercise introduced
 - students had to draft and submit on Bb
 - peer assess 2 other drafts
 - all anonymous
 - staff also gave detailed feedback on every draft
- most successful
 - interesting range of student feedback



COURSES > [BIOETHICS](#) > DISCUSSION BOARDS

Add Forum

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1 [Draft Posters Forum](#) Modify Remove

Please add your poster using your student ID code as a new thread. [138 Messages]
[67 **New**]

Ideas for posters and past examples are also given.

The two posters you should critically evaluate and provide feedback can be found in the list posted at the top of this discussion forum.

Feel free to look at all draft posters (this is a great opportunity to share ideas and information) in addition to the ones you have been assigned to evaluate- and provide feedback if you so wish!

The assessment form you should use to provide feedback is provided in this forum and in the Module Assessment folder.

If you have any comments regarding the assessment of this module, please start a new discussion thread in the module feedback and comments discussion board (you can post comments anonymously if you wish).

2 [Module Review](#) Modify Remove

Please post your module reviews anonymously; [7 Messages]
[All read]

Or, before the end of semester, if you want to comment on how the module is running, on particular sessions, on the assessment etc. you may post your comments here (anonymously!)

3 [What do you think?](#) Modify Remove



COURSES > BIOETHICS > COMMUNICATIONS > DISCUSSION BOARDS > DRAFT POSTERS FORUM

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Add New Thread

VIEW UNREAD MESSAGES

EXPAND ALL COLLAPSE ALL SEARCH

HIDE OPTIONS

SELECT ALL UNSELECT INVERT READ UNREAD COLLECT LOCK UNLOCK REMOVE


<input type="checkbox"/>	<input type="checkbox"/>	Peer Review List	Hooper, Helen	Fri Jan 30 2004 4:52 pm	
<input type="checkbox"/>	<input type="checkbox"/>	feedback grid	Hooper, Helen	Fri Mar 26 2004 5:59 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Re: Peer Review List	David, Benjamin	Mon Mar 29 2004 2:48 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Formative Assessment Criteri...	Hooper, Helen	Fri Jan 30 2004 5:02 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Selected Poster Titles 2002-...	Hooper, Helen	Mon Feb 2 2004 11:07 am	
<input type="checkbox"/>	<input type="checkbox"/>	Stuck for a poster topic?	Hooper, Helen	Mon Feb 2 2004 11:09 am	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anonymous	Sun Mar 14 2004 5:32 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Re: 1157575	Anonymous	Tue Mar 30 2004 6:20 pm	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anonymous	Fri Mar 19 2004 4:10 pm	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anonymous	Mon Mar 29 2004 12:55 pm	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anonymous	Tue Mar 30 2004 8:44 am	
<input type="checkbox"/>	<input type="checkbox"/>	Re: Poster Submission 0125...	Anonymous	Tue Mar 30 2004 6:48 pm	New
<input type="checkbox"/>	<input type="checkbox"/>	Re: Poster Submission 0125...	Anonymous	Thu Apr 1 2004 11:02 pm	New
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anonymous	Sun Mar 21 2004 3:40 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Re: 01301157	Anonymous	Tue Mar 30 2004 7:12 pm	
<input type="checkbox"/>	<input type="checkbox"/>	Re: 01301157	Anonymous	Thu Apr 1 2004 9:16 pm	New
<input type="checkbox"/>	<input type="checkbox"/>	Re: 01301157	Anonymous	Fri Apr 2 2004 2:45 pm	New
<input type="checkbox"/>	<input type="checkbox"/>	Re: 01301157	Harrison, Matthew	Tue May 4 2004 2:12 pm	

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Bioethics Today

June 27 - July 4, 2004

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 **Welcome to Bioethics.**
Have you heard about PEALS?



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<input type="checkbox"/>	Re: 01241519	Anonymous	Thu Apr 1 2004 11:52 am	New
<input type="checkbox"/>	Re: 01241519	Anonymous	Thu Apr 1 2004 9:16 pm	New
<input type="checkbox"/>	L143831	Anonymous	Thu Mar 25 2004 1:48 pm	
<input type="checkbox"/>	Re: L143831	Anonymous	Thu Apr 1 2004 2:49 pm	New
<input type="checkbox"/>	Re: L143831	Anonymous	Thu Apr 1 2004 5:40 pm	New
<input type="checkbox"/>	Re: L143831	Anonymous	Fri Apr 2 2004 12:25 am	New
<input type="checkbox"/>	Re: L143831	Anonymous	Mon Apr 5 2004 4:08 pm	New
<input type="checkbox"/>	l144936	Anonymous	Thu Mar 25 2004 4:26 pm	
<input type="checkbox"/>	Re: l144936	Anonymous	Tue Mar 30 2004 11:12 am	
<input type="checkbox"/>	Re: l144936	Anonymous	Tue Mar 30 2004 11:16 am	
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<input type="checkbox"/>	Re: l144936	Anonymous	Sun Apr 4 2004 2:34 pm	New
<input type="checkbox"/>	k251111	Anonymous	Thu Mar 25 2004 6:15 pm	
<input type="checkbox"/>	Re: k251111	Anonymous	Thu Apr 1 2004 3:12 pm	New
<input type="checkbox"/>	Re: k251111	Anonymous	Fri Apr 2 2004 2:59 pm	New
<input type="checkbox"/>	Re: k251111	Anonymous	Sun Apr 4 2004 7:24 pm	New
<input type="checkbox"/>	l173442	Anonymous	Thu Mar 25 2004 7:39 pm	
<input type="checkbox"/>	Re: l173442	Anonymous	Thu Apr 1 2004 4:53 pm	New
<input type="checkbox"/>	Re: l173442	Anonymous	Thu Apr 1 2004 5:37 pm	New
<input type="checkbox"/>	Re: l173442	Anonymous	Fri Apr 2 2004 10:39 am	New
<input type="checkbox"/>	Re: l173442	Anonymous	Mon Apr 5 2004 3:08 pm	New
<input type="checkbox"/>	01009004	Anonymous	Thu Mar 25 2004 9:13 pm	
<input type="checkbox"/>	1009004 Evaluation	Anonymous	Mon Mar 29 2004 3:51 pm	
<input type="checkbox"/>	01009004 feedback	Anonymous	Mon Mar 29 2004 6:52 pm	New
<input type="checkbox"/>	01009004 feedback	Anonymous	Tue Mar 30 2004 8:50 am	
<input type="checkbox"/>	Re: 01009004	Anonymous	Thu Apr 1 2004 5:05 pm	New
<input type="checkbox"/>	l276124	Simpson, Andrew	Thu Mar 25 2004 11:01 pm	



Organ Transplantation in Prisoners and the Mentally Disabled

To what degree is it ethical to perform organ transplantation operations on prisoners and the mentally disabled? Should their rights be made secondary to those of "normal", non-criminal people?

Current medical practice in the UK dictates that organ allocation be decided upon medical criteria rather than any social status. Allocation decisions are usually made by panels of doctors based on many aspects of recipient eligibility. Not all patients can receive the organs they need, since donors are too scarce. Therefore, who receives the organ is dependent on the panel's ethical stance.

The main argument is between utilitarianism (awarding the organ to the patient whose need is greater, therefore saving their life) and utilitarianism (awarding the organ to the recipient in which it will do the most good). Other factors such as burden/contribution to society, social worth and value are also often considered, but are the most difficult to quantify since they are greatly subjective. The post-transplant quality and length of life are also issues to be considered. (Birtler et al., 2004)

Mentally Disabled

When dealing with cases of bioethics, four basic principles should be considered: non-maleficence, beneficence, autonomy and justice. Most often in cases of mental disability, a guardian will act on behalf of the patient, so autonomy is not an issue. (Skillicorn, 2003)

Since the spectrum of mental disabilities is large, classifying all mentally disabled patients as not worthy of transplant does not respect their right to lead as fulfilled lives as possible. If indeed patients have the same right to healthcare as others, then disabled people cannot be immediately cut out for transplant. Only in extreme cases of mental disability can the withholding of transplant be argued, and even here it is a matter for dispute, and other factors such as economics may come into play. (Santigo-DeJuli, 2003)

Prisoners

Autonomy is the issue as far as prisoners are concerned. Does the prisoner have the rights of a normal citizen? If their freedom and therefore autonomy is restricted? In the UK, prisoners have the same right to healthcare as the rest of the population. (DOH, 2004)

Since prisoners are removed from society, they could be considered to be less worthy for transplant as they are a drain on society. However, this is purely based on social worth, so is subjective and can be discounted. Also, since the punishment of crimes is imprisonment rather than loss of healthcare benefits, any judgement by physicians on a patient's right to treatment based on their criminal status is unjust. The doctor should act as they would with a normal patient, and not make judgement upon a prisoner's value. (Santigo-DeJuli, 2003)

Conclusions: Each individual case, of course, needs to be judged on its own merits. These situations are highly complex, and should be considered from all sides in order for an ethical decision to be reached. The doctor's role is to do what is best for the patient whilst preserving their autonomy. As far as all humans are equal, decisions must be arrived at by an equilibrium of compassion and utilitarianism, pragmatism and idealism. No treatments could be ruled out because of a category the patient falls into.

References:

- Birtler, J., Kladin, G., Park, K.M., Davis, S.F., Krossberg, M.W., Clonksy, D.S., Pearson, R.M., and Wilson, J.R. (2004) Selection of patients for heart transplantation in the current era of heart failure therapy. *Journal of the American College of Cardiology*, 43:3, pages 787-793
- Department of Health (2004) Prison Health page at <http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/PrisonHealth/index.htm> accessed 14th March 2004
- Santigo-DeJuli, E.A. (2003) Ethical dilemmas: transplantation in prisoners and the mentally disabled. *Transplantation Proceedings*, 35:3, pages 2051-2059
- Skillicorn, M. (2003) The new subjective medicine: taking the patient's point of view on health care and health. *Social Science & Medicine*, 56:7, pages 1595-1604



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FORMATIVE ASSESSMENT

Critical Evaluation of Student Draft Poster.

Student Registration Number of Poster Evaluated... 1157575 ["Organ transplantation in prisoners and the mentally disabled"]

Interpretation of poster assignment/choice of title

Is the proposed title appropriate & does it fully address the assignment objectives?

Evaluation and comments (including advice and ideas for improvement).

The topic is appropriate, but the title could be improved as it is not apparent from reading it what is going to be covered in the following text. In my opinion the title needs clarification.

Content and Reading

The content should be academic and based on factual information (supported with in text citations) and draw heavily on reading beyond the recommended texts. Is the text accessible? Is the poster well structured? Intro; Develop and discuss subject area; Conclusion. *Is there a take home message? Any errors/ omissions/ misconceptions?*

Evaluation and comments (including advice and ideas for improvement).

Main content is academic in nature, and generally well written and accessible to read. Main points involved in topic chosen are covered well, to a basic level. A little more detail, with specific example or case study to illustrate the issues at hand would be good- e.g. what about transplantation into mentally disabled individuals with



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Module Review [03-04]: CH383 Bioethics

We are after what your thoughts on went well, as well as those aspects you think could be improved.

Please try and be as specific as possible when you fill this in. e.g. if you didn't enjoy a particular topic- which topic, why and how do you think it could have been improved for you?

1. Did you learn from the lectures/ seminars?
 Yes, they were really informative, with lots of subject areas covered. The lectures from Helen were especially interesting, because of the case studies, as was the Forensic ethics lecture, as it sort of showed 'everyday ethics', used in court etc.
2. What did you like most about this module?
 The range of topics, and the difference compared to all the other lectures – instead of it being 'this is fact, this is why' it was much more involved, and really made you think.
3. What did you like least about this module?
 Nothing. The only minor problem was that the man who did the philosophy lecture was a bit hard to understand, because of his accent – some of the terms he described were new to us, so him writing the words/definitions down on the board would be helpful – for spellings etc.



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Nothing. The only minor problem was that the man who did the philosophy lecture was a bit hard to understand, because of his accent – some of the terms he described were new to us, so him writing the words/definitions down on the board would be helpful – for spellings etc.

4. Do you have any suggestions for a change in design or delivery of this module?

A printed list of key terms/definitions would be helpful, particularly in the earlier lectures

5. What did you think of having to draft a poster and having to comment on other students draft posters? *Did you find the feedback you received useful? Did you find it useful to look at others posters?*

The draft poster is an excellent idea, because it gives you a chance to get feedback (obviously!), which is reassuring, as it counts for the whole module credit. Peer assessment is good because you get a range of feedback, but the lecturers' feedback (in Week 10) was more reassuring, as you are the ones actually marking it. Looking at the other posters was also useful, as you can see how your work compares – if you're working to the right level, if there are any mistakes that you can see in other work that you've done yourself, and also where you can improve your own work.

6. What do you think of the following proposed mode of assessment?

Assessment of this module would involve a group based assignment which would include preparation and participation in an debate on an ethical topic [along the lines of the Radio 4 programmes, The Moral Maze/ The Choice- if you are not what this involves see the programmes which have been posted in the 'What do you think?' discussion board- underneath the draft posters forum- please note that you will need a media player to listen to them]. Individuals would have to write and submit their point of view and defend this in the debate.

Do you think you would have liked this? [more](#) or less that the current poster based assignment?



Announcements

Staff Information


Module Information

Module Assessment

Weekly Sessions

Module Review

Discussion boards

 Course Map Control Panel

More exercises to encourage student involvement.

5. What did you think of having to draft a poster and having to comment on other students draft posters? *Did you find the feedback you received useful? Did you find it useful to look at others posters?*

I found this method of drafting a poster to be very effective. I think the feedback from other students was excellent as it highlighted areas of weakness that you had not noticed and enforced confidence that the poster was going in the right direction. However, I would donate a small percentage of marks or greater control over the student feedback portion to ensure that everybody gets at least two student replies. I only had one from another student and have noticed that some people did not assess the posters they were assigned but chose others that they found more interesting. I believe that those students who received more feedback had an unfair advantage over those who received less.

6. What do you think of the following proposed mode of assessment?

Assessment of this module would involve a group based assignment which would include preparation and participation in an debate on an ethical topic [along the lines of the Radio 4 programmes, The Moral Maze/ The Choice- if you are not what this involves see the programmes which have been posted in the 'What do you think?' discussion board- underneath the draft posters forum- please note that you will need a media player to listen to them]. Individuals would have to write and submit their point of view and defend this in the debate.

Do you think you would have liked this? [[more](#) or less that the current poster based assignment?]

Or, what would you personally prefer as an assignment for this module?

I think this would be good in conjunction with the poster but not as an assignment alone. I do not feel confident in relying on other students to contribute to such a large proportion of my grade in the final year. However, a written assignment may also be useful in providing some additional marks in

Summary

- Formative assessment
 - has great potential
 - but students are resistant to the idea [if no “marks” are attached]
 - and takes a lot of staff time [to prepare and provide “useful” feedback]