


TEACHER PROFILE

INSTRUCTIONS

1. Please evaluate Hannah's student assessment activities according to the description.
 2. You dispose only these information, so you might
 - a. either tick not applicable/no information,
 - b. or try to make conclusion from hidden information (international class, online collaboration – you might conclude some information on horizontal aspects, etc.).
 3. Please go through all questions.
 - a. Discuss with your peers the questions one by one.
 - b. Give your opinion either individually or as a common position of the group.
 - c. Give your scores to each questions.
- You have 10-12 minutes to fill in the questions – we will see the results.
- There is a PROFFORMANCE expert at each table who will be there to support group discussions.
- At the end we will have a small discussion about your experience.

HANNAH FLOYD (your colleague)

<p>Name: Hannah Floyd</p> <p>Status: Part-time assistant lecturer</p> <p>Unit: Department of Chemistry</p> <p>Institution: University of Universe</p> <p>Courses:</p> <p>Group:</p> <ul style="list-style-type: none"> • 2nd year BSc students • international class in both semester • at the 2nd semester collaboration with 2 partner university students (COIL) <p>Evaluation field:</p> <p>TA3 Students' learning assessment</p> <p>Peer assessment process</p> <p>End of academic year 2021/22</p>	
<p>1st SEMESTER</p>	<p>2nd SEMESTER</p>
<p>Subject: Chemistry lab practice</p>	<p>Subject: Challenge- and problem based research and project work</p>
<p>Topic: Analysis of compounds of natural materials in the environment</p>	<p>Topic: Prevention of air, soil and water pollution in the close environment.</p>



<p>Activities:</p> <ol style="list-style-type: none"> 1. Theoretic preparation 2. Lab practice 3. Project work – toxic compounds in the environment 4. Project day presentation <ol style="list-style-type: none"> a. methodology b. findings c. distribution of tasks 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Theoretical desk research 2. Mobility and/or company visits 3. Hackathon for solutions with students-companies-civil organizations- authorities 4. Presentation at the end of the hackathon
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Theoretical knowledge of measuring compounds • Practical lab work skills • Field work competences • Project work competences • Collaboration skills • Presentation skills • Evaluation of others' work • International/intercultural experience <p><i>These learning outcomes were communicated to students only after the registration week.</i></p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Desk research skills • How to communicate at companies • Report writing skills • Hackathon – endurance, collaboration with stakeholders, teamwork, presentation. • Problem-solving skills • International/intercultural experience • Social awareness/responsibility <p><i>The learning outcomes were part of the course description that was available in the study system one month before the start of the semester</i></p>
<p>Assessment and scores:</p> <p>Points and oral feedback on:</p> <ol style="list-style-type: none"> 1. Online tests scores 2. Lab practice results 3. Quality and content of the presentation 4. Quality of feedback on peers' work 	<p>Assessment and scores:</p> <p>Points and oral feedback on:</p> <ol style="list-style-type: none"> 1. Presentation of the theoretical findings. 2. Reports on the company visits - essay. 3. Hackathon activities and presentation 4. Quality of feedback on peers' work <p><i>To some students, it was unclear how the points for hackathon activities were calculated.</i></p>
<p>Methodology of assessment:</p> <ol style="list-style-type: none"> 1. Online result table <ol style="list-style-type: none"> a. with points of all students b. updated every two weeks 2. 3 types of evaluation: <ol style="list-style-type: none"> a. student self b. peer c. teacher 	<p>Methodology of assessment:</p> <ol style="list-style-type: none"> 1. Online result table <ol style="list-style-type: none"> a. with points of all students b. updated weekly 2. 3 types of evaluation: average gives the results <ol style="list-style-type: none"> a. student self b. peer c. teacher



3. Calculation of grade

The grade will be awarded as follows:

- a. The minimum score is to achieve at least 30% of the maximum points in each activity.
- b. The difference between the highest and lowest score achieved by students in the class counting of all the points equals with 100%.
- c. First 25% equals to grade 2, 2nd – 25% to grade 3, 3rd to grade 4, 4th to grade 5.

Some students complained that the grading system is too complicated and also, that the points they received for the oral presentations were too subjective. Others, however liked that this is a complex system with some elements of competition.

Some students complained it is unjust to consider peer evaluation when calculating the final grade

3. Calculation of grade

	Minimum level	Maximum points
Desk research	30%	50
Company visit and report	30%	50
Hackathon	30%	50
Presentation	30%	50

Grades:

- 5: 180-200
- 4: 160-179
- 3: 140-159
- 2: 120-139
- 1: <120

Some students complained that all activities worth the same proportion although they require different workload.

It is still unclear

Special measurements for students with special needs

There is a student in her class with autism spectrum. He cannot work in a larger group. He was allowed to make the project by himself. He could make the presentations and join the project days and the hackathon online.

Assessment of his work:

Distribution of points are the same.

He has to make the projects by himself with the help of an online mentor. He receives points similarly to the others.

Feedback from students - adjustments

At the end of each semester she collected feedback from students – how they found the activities, the assessment, what was hard or too easy.

She already made a plan how to adjust activities and assessment methods according to their feedback.