

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 30 minutes to fill in the questions – we will see the results.
- At the end we will have a small discussion about your experience.

HANNAH FLOYD (your colleague)

Name: Hannah Floyd
Status: Part-time assistant lecturer
Unit: Department of Chemistry
Institution: University of Universe

Courses:
Group:

- 2nd year BSc students
- international class in both semester
- at the 2nd semester collaboration with 2 partner university students (COIL)

Evaluation field:
 TA3 Students' learning assessment
 Peer assessment process
 End of academic year 2021/22



1st SEMESTER

Subject: Chemistry lab practice

Topic: Analysis of compounds of natural materials in the environment

2nd SEMESTER

Subject: Challenge- and problem based research and project work

Topic: Prevention of air, soil and water pollution in the close environment.



<p>Activities:</p> <ol style="list-style-type: none"> 1. Theoretic preparation 2. Lab practice 	<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
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Theoretical knowledge of measuring compounds • Practical lab work skills • Field work competences <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 • International/intercultural experience • Hackathon – endurance, collaboration with stakeholders, teamwork, presentation. <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><i>Some students complained that the points they received for the oral presentations were too subjective. Some students complained it is unjust to consider peer evaluation when calculating the final grade.</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 weekly 2. 3 types of evaluation: average gives the results <ol style="list-style-type: none"> a. student self b. peer c. teacher <p><i>Some students complained that all activities worth the same proportion although they require different workload.</i></p>
<p>Special measurements for students with special needs</p>	

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:

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 about the activities, the assessment method, which tasks they found hard or too easy.

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