



Collaborative Enhancement Project 2022/2023



Optionality in Assessment: Case Studies

Case Study 4

Author: Monika Pazio Rossiter

Institution: Imperial College London

Discipline/Field of Study: Higher Education

Type of Assessment: Essay/Recorded Presentation

Credits: 5 ECTS

Level: Level 7

Unit Type: Mandatory or core for all students on a particular programme

Type of Optionality: Submission format

Assessment Details:

This case study presents optionality introduced on the Masters in University Learning and Teaching programme. The students are given a choice in how they want to demonstrate the skills of being able to critically read educational literature - either orally through a pre-recorded presentation or in writing through an essay.

a. Instructions for completing the assessment

Assignment 1 – Presentation route

The presentation route will allow you to demonstrate the assessment criteria for Assignment one in a different mode, i.e. orally via a pre-recorded presentation. The task is the same and it is as follows: Please go through the marking criteria and grade guidelines provided in the handbook, as well as the Assignment briefing videos from Day 3 to better understand the requirements. The criteria are the same as for the written route. Why a recorded presentation? There are several reasons why we are opting for a recorded as opposed to live presentation. First of all, we want to be inclusive and give everyone an opportunity to deliver their presentation comfortably. Live presentations can be stressful and problems with internet connections can further this stress therefore we believe that a recorded option will allow you to submit the best version that you want to be assessed on. Secondly, as we are using the same assessment criteria, we tried to replicate the conditions that students writing essays would have, i.e. they are not writing an essay in a controlled environment but at the comfort of their homes. There will be no follow up Q and A for the same reason – if an essay raises a question there is no opportunity to answer it. Therefore, both the presentation and an essay need to stand by themselves. Finally, there is a pragmatic reason, we do not want the assessors and the assessed to be constrained to the same place and time therefore submitting a recording is giving everyone more flexibility.

Assignment 1 brief:

Select two examples of educational literature (articles, chapters, policy documents etc.) and critically examine the claims made in your chosen literature in relation to your own teaching and learning context. Each source of educational literature must represent a different type of literature, as listed below (i.e. at least two types of literature should be represented):

- theoretical literature
- research literature
- practice literature
- policy literature

Prompt questions - when developing your assignment consider the following:

- Why did you select this article?
- What type of literature is this?
- What do you think the author is trying to achieve through their writing and how successful do you think they are?
- Drawing on your educational experience and wider reading, in what ways do you agree and disagree with the claims the author makes?
- What are the views of other authors in the field?

- With reference to Toulmin's Model of Argument, critically consider the evidence that the author draws on. Is this evidence and the way it is used persuasive to the reader?
- Using your understanding of Poulson and Wallace classification consider what kind of paper is it and how successfully does it conform to its type?

Please go through the marking criteria and grade guidelines provided in the handbook, as well as the Assignment briefing videos from Day 3 to better understand the requirements. The criteria are the same as for the written route. Why a recorded presentation? There are several reasons why we are opting for a recorded as opposed to live presentation. First of all, we want to be inclusive and give everyone an opportunity to deliver their presentation comfortably. Live presentations can be stressful and problems with internet connections can further this stress therefore we believe that a recorded option will allow you to submit the best version that you want to be assessed on. Secondly, as we are using the same assessment criteria, we tried to replicate the conditions that students writing essays would have, i.e. they are not writing an essay in a controlled environment but at the comfort of their homes. There will be no follow up Q and A for the same reason – if an essay raises a question there is no opportunity to answer it. Therefore both the presentation and an essay need to stand by themselves. Finally, there is a pragmatic reason, we do not want the assessors and the assessed to be constrained to the same place and time therefore submitting a recording is giving everyone more flexibility.

Below is some additional guidance in response to the questions you might have about the presentation and how to submit it.

Presentation length (17 minutes)

The length of the presentation should be 17 minutes, which with the extra 10% allowed means just under 20 minutes altogether.

How to record it?

We suggest that you use College supported tools such as Panopto or MS Stream. It is your decision whether you want to record yourself (i.e. have a video of yourself talking) alongside the PowerPoint or any other presentation tool. You will submit a link to the recording via email to the Diploma inbox. Please ensure that the link is password protected and make sure you include that password in the email so that the assessors can access it.

Supporting tools

We recommend that you use a PowerPoint or any other presentation tool that can visually support your delivery such as Padlet, mind map etc. This will help the assessors follow your presentation and at the same time will be a helpful tool for you. Please make sure you submit the slides alongside the link to the presentation.

Referencing and plagiarism

The same rules for referencing and plagiarism apply to oral presentation route as to any written assignment, i.e. please reference in line with Harvard referencing style (please consult the handbook or our library liaison Heather Lincoln). On your slides please appropriately reference quotes and ideas that you are drawing on that are

not yours. Please provide a reference list (if you are using PPT, this should be your last slide, if you are using other software, please ensure that a reference list is included in your presentation). We will check the presentations for plagiarism through putting the transcript of your presentation through Turn it in (please enable transcript generation in Panopto or Teams). We will take the same approach as we do with any written assignment, i.e. it is not about the final similarity number but making sure you correctly attribute others' ideas.

Formative feedback

You will receive formative feedback on your presentation 2 weeks after formative deadline. The feedback will be given in relation to the assessment criteria. You will then have an opportunity to discuss your feedback with your tutor and re-record your presentation (or parts of it if you are familiar with editing tools) taking feedback into account.

b. Marking rubric

PG Diploma grade guidelines: characteristics of performance for each grade

Criteria	Ungraded: 0-39% (Fail)	Grade D: 40-49% (Fail)	Grade C: 50-59% (Pass)	Grade B: 60-69% (Merit)	Grade A: 70-100% (Distinction)
Appropriate reading and engagement with literature A1, Library Project	Demonstrates very little evidence of having identified or read, central texts; or literature relevant to the topic.	Demonstrates a limited, fragmented knowledge of the literature; presents few and/or limited applications of these to the topic.	Demonstrates an ability to identify and partially integrate knowledge of some relevant literature.	Demonstrates an ability to identify and appropriately integrate an appropriate range of relevant literature; presents pertinent applications of these to the topic.	Demonstrates an ability to identify and skilfully integrate a good range of relevant literature; presents convincing applications of these to the topic.
Critical use of literature A1, Library Project	Demonstrates very little or no awareness of differing viewpoints, or of relations between them; demonstrates very little or no critical engagement.	Demonstrates limited awareness of differing viewpoints, but perhaps not of the relations between them; demonstrates little critical engagement.	Demonstrates modest awareness of differing viewpoints, and relation to own context and experience; demonstrates limited critical engagement.	Demonstrates good awareness of differing viewpoints, and relation to own context and experience; demonstrates appropriate critical engagement.	Demonstrates excellent awareness of differing viewpoints and relation to own context and experience; uses this criticality to analyse &/or form narratives and demonstrates critical engagement.

Reflection, insight and evaluation A1, A2 Library Project	Presents very little or no evidence of reflection and evaluation of own and others' practices or of how the literature and educational ideas may be relevant.	Presents little and/or unclear evidence of reflection and evaluation of own and others' practices or of how the literature and educational ideas may be relevant.	Presents modest evidence of reflection and evaluation of own and others' practices and makes some connection between this and educational ideas and literature.	Presents clear evidence of reflection and evaluation of own and others' practices and makes appropriate connection between this and educational ideas and literature.	Evidence of insightful reflection and penetrating evaluation of own and others' practice showing criticality and insight in linking this to appropriate educational theory and literature.
Understanding and connections A2, Library Project	Presents very little evidence of, or misunderstandings of, main, concepts, theories, issues, policy, and practice relevant to the topic; makes very few or no connections between them.	Presents limited evidence of, or flawed understandings of, main concepts, theories, issues, policy and practice relevant to the topic; makes limited connections between them.	Presents modest understanding of concepts, theories, issues, policy; and relevance to practice; makes some relevant connections between them.	Presents a good understanding of concepts, theories, issues, policy; and relevance to practice; makes relevant connections between them and some links to wider context.	Presents an excellent understanding of concepts, theories, issues, policy; and relevance to practice; and makes evidenced connections between them and to wider context.

c. Teaching materials:

Engaging with Educational Literature assignment brief

Assignment 1 Select two examples of educational literature (articles, chapters, policy documents etc.) and critically examine the claims made in your chosen literature in relation to your own teaching and learning context.

Each source of educational literature must represent a different type of literature, as listed below (i.e. at least two types of literature should be represented):

- theoretical literature
 - research literature
 - practice literature
 - policy literature
- Prompt questions - when developing your assignment consider the following:
- Why did you select this article?

- What type of literature is this? What do you think the author is trying to achieve through their writing and how successful do you think they are?
- Drawing on your educational experience and wider reading, in what ways do you agree and disagree with the claims the author makes?
- What are the views of other authors in the field?
- With reference to Toulmin's Model of Argument, critically consider the evidence that the author draws on. Is this evidence and the way it is used persuasive to the reader?
- Using your understanding of Poulson and Wallace classification consider what kind of paper it is and how successfully does it conform to its type?

See Assignment 1 mark sheet and the PG Diploma grade guidelines for full details of the assessment criteria, which you should read carefully when planning and developing your assignment. You can demonstrate your learning either in a written form through an essay of 3000 words (+10%) or through a recorded oral presentation of 17 minutes (+10%).

d. Other links or pertinent information

The case study presents alternative submission formats for the same assessment - either written essay or oral pre-recorded presentation. This takes into account inclusivity considerations for the cohort who are new to educational writing and might find it challenging. In assignment one critical thinking around the literature is assessed hence having an oral route is appropriate as it allows two ways of assessing same skill - criticality towards the literature.