Some general issues in CIT course work assessment

Background

- CIT course work assessment training workshops that were run from Jan to July 2003
- Sharing what emerged from the discussion

General opinion

- A positive move
- The need of teacher guidance
- and some space for students’ initiatives
- Pertinent Issues concerning assessments

Pertinent Issues concerning assessments

- conflicting roles of teachers
- Assessment criteria & Inter-school variability
- Variability among the 4 types of projects
- copying

1.Conflicting roles: Teacher or examiner ?

"Even if I have a good innovative idea about the project I shall not tell the students because it is like cheating"

"If the student ask me how to do something, I shall only give him/her a hint."

"If I' ve told one student something, I have to tell others in the class so as to be fair"

What do you think?

“If I see a mistake in the student’ s work shall I tell him/her that there is a mistake?”

“If he/she fails to correct the mistake,

shall I tell him/her how to make the correction?”

Any idea?

- Student: ***Dear Miss Chan, I wish to ask a question. But before I ask the question, can you tell me whether you will deduct my marks because of asking the question?***
- Miss Chan: ***You ask first, and then I shall tell you whether I shall have to deduct marks.***
- Student: ***In that case I think I shall not ask the question.***

- Is this desirable?

- If the teacher does not teach,
  FAIR ACROSS the students
  UNFAIR TO ALL of the students

- assessment FOR learning,
- or at least assessment OF learning
- Asking questions is part of their learning

Consider this …

- A teacher decided not to show their students how to do things, but made an arrangement so that the students could go to the laboratory technician as their technical clinic.
- What do you think?

- Professional teachers can distinguish between teaching their students to do something and doing the thing for them
- Teachers' provision of leading questions and innovative ideas that stimulate students to think more deeply and more creatively about the project should not be seen as cheating.
- Helping students to understand and correct their errors is also a very important part of their learning, and teachers' input is valuable.

It is of paramount importance to see this course work process primarily as a learning process and not as an examination process.

Base-line expectation in the school + individual differences

2.Assessment guideline and interschool variability

1. What aspects to be assessed

- HKEAA draft assessment guideline:
  Objective (10), Analysis (10), Design (10), Implementation (25), Testing and evaluation (10), Conclusion (10), Quality of Documentation (10), Creativity (15)
- As directions /areas for students to pay attention and do their best
- Made known to students in understandable terms relevant to the specific project at hand
- Teachers in school empower to adapt / re-word the list

- “Understand the context of use, and the user requirement”
- “Think about under what situations are the users going to use this bus information kiosk? What do you think they may know? Or what they don’ t know and wish to find out? …”

2. level descriptors

- like ‘ brief’ , ‘ complete’ , ‘ clear’
- They are difficult to define in advance.
- Depend on the context and the level of students.
- Teachers can collectively inspect samples of works to get some common understanding about these levels before full marking

3. Products

- Products also reflects learning outcome
- not just the report
- Process marks

4. InterSchool variability

- not necessarily bad
- Statistical moderation through written papers
- no need to force every school to give the same definition to e.g. 70 marks.
- Schools can make use of a wider range of marks to motivate their students

- schools should also be empowered to contextualize, adapt, or add focus to the project questions posted by the HKEAA

3. Variability among the 4 types of projects

- Different in nature
- Difficult to put 4 types of works into a single high-low queue
- The framework has to be more flexible if it' s to be used across the 4 types
  - Objectives (10), Analysis (10), Design (10), Implementation (25), Testing and evaluation (10), Conclusion (10), Quality of Documentation (10), Creativity (15) ??
- Hope that more practical elements can be added to computer organisation and network course works

4. Differentiating between appropriate use of information and resource and inappropriate copying

- purpose of the course work: learning objectives
- Students can describe how they build on what is obtained.
- Students register their innovative ideas before sharing
- Store copies of their partial works on the network
- Test-like sessions at some points
- Adapt / vary the project problem –> no canned solution
- Work in lesson hours, Oral presentations

Conclusion

- See this course work process primarily as a learning process and not as an examination process.
- A change in the assessment culture
- Teachers have to take a lot more initiatives in deciding what to do.
- Teachers should have clear empowerment to adapt project tasks as well as assessment details.
- Teachers should have the opportunity to see similarities and differences of the practice of other teachers.
- Teachers' association and other educational bodies