University of Hong Kong

Faculty of Education

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29 November 2003

Assessment of Students' coursework for S4-5 Computer and Information Technology Curriculum

Feedback from Training Workshops
Programming Module

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Objectives

- It is a consensus amongst teachers that there is not much room left for students to elaborate on "objectives" if a programming coursework question is either close-ended or relatively small-scale
- Thus, the weighting of "objectives" should not be as high as 10%
- Open-ended or relatively large-scale programming coursework worths 10% in terms of "objectives"

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Analysis

- Explanation of why the student's choice of programming language suits a particular programming coursework forms part of the "analysis"
- Relevant information search should be carried out on the programming coursework question as it helps students understand the problem and analyse it to sub-problems
- Possible alternative ways of tackling the problem is part of the "analysis"

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Design

- After the process of analysis, students should be able to select a particular way of tackling the problem after considering alternatives
- The "design" aspect then further elaborates each part of the solution and how to implement in terms of coding
- Some teachers think that it is more natural to bundle the "analysis" and "design" aspects together in the report

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Implementation

- Many teachers hold a view that the final product should be treated as the "implementation" aspect
- Evidence, probably screen capture, can be provided in the report to prove that essential parts function normally
- There is another view amongst other teachers that the "implementation" aspect is a compact version of a user-manual
- Many teachers think that the LDs for "implementation" aspect of the AG are more suited to be used for the "design" aspect because for a programming coursework a "workable" program (the final product) is more important

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Testing and Evaluation

- Many teachers think that screen captures in the report are the best evidence to show that critical functions are being tested
- Many teachers think that it is essential for other users to try the final product and the student collect feedback – the user requirements stated in the "objective" aspect should be met and evaluated

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Conclusion and Discussion (Reflection)

- Very often the record of difficulties encountered (how to overcome obstacles), insight gained, learning experience, etc are scattered in different aspects of the report – we suggest the aspect to be renamed as "Reflection and Discussion"
- The majority of teachers think that improvements and/or further enhancement should form part of the discussion

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Other issues

- Print-out of source code can be included as appendix, NOT implementation, unless the HKEAA issue clear instruction that print-out of source code is not required
- Besides reference books or other materials used are to be acknowledged, teachers agreed that students should indicate clearly which chunk(s) of coding are "copied" from others and explain the functions of those codings (understanding)

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