

## Appendix 8.1

### Common assessment task, marking criteria and ratings for three courses

Rating out of 10	Common assessment question: You must provide a balanced representation of each of your nominated subjects when answering the question.  <i>Using examples, explain how your understanding of the relationship among teaching the child, teaching the subject matter, and teaching in a supportive classroom context has evolved this semester and informed your developing understanding of teaching. See Figure 1.</i>	Bigg's rating
0-1	Content focus (descriptive) <b>Identify</b> your view of teaching, drawing equally on each of your nominated subjects.	F D
2-4	Research focus (investigative) <b>Enumerate</b> (justify) your view by including supporting theory and research.	C-1 B-3
Your teaching statement is more than description of each subject. It should move beyond a knowledge-telling level of understanding towards a knowledge-transforming level of understanding.		
5-8	Integrative and relational focus (argumentative) <b>Argue</b> how the content and theory as represented in your nominated subjects relate to your evolving understanding of teaching. <ul style="list-style-type: none"> <li>• Level of argument</li> <li>• Integration across subjects</li> <li>• Evidence of evolutionary understanding as demonstrated by choice of examples</li> </ul>	B-2-1 B-2-2 B-1 A
9-10	Scholarly discussion as exemplified by <ul style="list-style-type: none"> <li>• Structural organisation</li> <li>• Readability (use of simple and direct language)</li> <li>• Quality of writing (grammar, spelling and punctuation)</li> </ul>	

A **Prestructural** response fails to answer the question or partially answers the question.

*Insufficient / irrelevant content*

A **Unistructural** response to identify any linkages across the nominated subjects.

*Insufficient content*

A **Basic Multistructural** response may include elements from each subject, but there is either no linkage or ineffective linkage. At this level the description is knowledge-telling.

*Sufficient content*

A **Strong Multistructural** contains tightly-packed, relevant content with no linkages and limited, unconvincing argument

*Sufficient content*

A **Weak Relational** response shows evidence of a genuine argument but fails to demonstrate inter-subject relationships consistently based on researched understandings. This is a level at which the description may be elaborative and classificatory but is not yet knowledge-transforming

*Sufficient and elaborated content*

*Knowledge-telling*

*Knowledge-transforming*



A **Relational** response provides effective and researched integration across subjects. Clear linkages will be evident and exemplified with a focus on how such studies affected the writer's view of teaching. At this level the description is knowledge-transforming. Argument is driven by the identified relationship(s). Applications of principles include differentiating between good and poor examples.

*Critically-selective content*

A **Relational** response that is outstanding has fully elaborated content. Reflective description of what has been studied in each subject with clear linkages drawn and exemplified and with focus on how such studies affected the writer's view of teaching and the writer's evaluation of such influence. This is a level at which the description is knowledge-transforming. Applications of principles include differentiating between good and poor examples and rationalising them. Links are made in terms of how shared theoretical foundations account for real or projected applications of teaching. At the most distinguished level, the writer will have demonstrated insightful and original conclusions.

*Structurally elaborated and original development of content*

## Appendix 8.2

### Questionnaire on learning and technology

Date: Week 4                      11 (circle)                      Student number: - - - - -

Sex:    Female Male    (circle)                      Age:    <22    22+ (circle)

Semester Studies: *Standard 4* (EE1, SSE, Maths; LSD) *Other:* Specify all subjects this semester: LSD + \_\_\_\_\_

Study: Estimate average number of hours per week spent in out-of-class study of LSD in the last three weeks:  
                     *Under 4 hours*                      *4-10 hours per week*                      *more than 10*    (circle)

Study: Estimate average number of *hours per week* spent using a computer for any purpose in the last three weeks:  
 \_\_\_\_\_

Paid work: Estimate average number of *hours per week* you have worked in the last three weeks.

Strongly Disagree = **SD**    Disagree slightly = **D**    Neutral = **N**    Agree slightly = **A**    Strongly agree = **SA**

<i>Circle your answers</i>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1. Learning consists of thinking about relationships between pieces of information in order to make sense of them.	1	2	3	4	5
2. In order to understand material that they read, students should question, paraphrase, or criticise it.	1	2	3	4	5
3. People who can understand any given theory interpret it in the same way.	1	2	3	4	5
4. A group of learners is only as good as the strongest member.	1	2	3	4	5
5. The mind receives knowledge passively.	1	2	3	4	5
6. The organisation of knowledge is unique in each person.	1	2	3	4	5
7. People create new ideas by reacting to other ideas within a community.	1	2	3	4	5
8. People can understand an idea from someone else's viewpoint, even when they are from different social backgrounds.	1	2	3	4	5
9. Planning ahead can prevent problems in learning.	1	2	3	4	5
10. More competent learners integrate their learning experiences.	1	2	3	4	5
11. Past experience with technology predicts how useful it will be to learners.	1	2	3	4	5
12. Communication via technology provides opportunities for active learning.	1	2	3	4	5
13. Technology is a practical tool for learning.	1	2	3	4	5
14. Performance depends on competing successfully with others.	1	2	3	4	5
15. It takes a bold person to contribute to the permanent website forum.	1	2	3	4	5
16. I am in control of my approach to learning.	1	2	3	4	5

## Appendix 8.3

### Technology Survey

Name:

Student ID:

 Week 4

 Week 8

How often would you use the following per week when studying in courses below?

Subject	Forum	Email	Web	Phone	Comments:
English Education 1					
Maths					
Lifespan Development					
Supporting Schools					

#### Comments:

- What resources did you use on the web? course site? library? forum? search engines? etc ..?
  - Why?
  - Value of tools & strategy?
- Why didn't you use the web?

## **Appendix 8.4**

### **FOCUS INTERVIEW QUESTIONS FOR STUDENTS**

#### **Questions for Students**

1. What were your expectations of the subject/course/technology used?
2. What has helped you in your learning?
3. How has technology helped you in your learning?
4. How has technology helped in shaping or changing your understanding about teaching & learning?
5. How has your understanding of teaching & learning changed over the semester?
6. What “technology tools” did you use? How often? For what purpose?
7. Were other(s) students involved? Any other learning interactions?
8. Here’s our picture of what we were trying to achieve...what is your experience of this?

## Appendix 8.5

**Sample of course evaluation form**

**Tutorial group:** \_\_\_\_\_ **Name (optional but appreciated) :** \_\_\_\_\_

1. How effective was this subject in contributing to your preparation as a teacher? Very effective  
7 6 5 4 3 2 1 Ineffective
2. How effective were the following in developing your learning in this subject?

	<u>What was effective?</u>	<u>What was ineffective?</u>	<u>Comments / Suggestions</u>
<b>Lectures</b> 7 6 5 4 3 2 1  <b>Tutorials</b> 7 6 5 4 3 2 1			
<b>Textbooks:</b>  <b>Book of Readings</b> 7 6 5 4 3 2 1  <b>Literacy at Work</b> 7 6 5 4 3 2 1  <b>Handwriting text</b> 7 6 5 4 3 2 1  <b>Context, Grammar text</b> 7 6 5 4 3 2 1			
<b>Website:</b>  <b>Design /Lay-out</b> 7 6 5 4 3 2 1  <b>Module Content</b> 7 6 5 4 3 2 1  <b>Forum</b> 7 6 5 4 3 2 1  <b>Hyperlinks to other sites</b> 7 6 5 4 3 2 1			
<b>Assessment:-</b>  <b>Assignment 50%</b> 7 6 5 4 3 2 1  <b>Proposed Examination format</b> 7 6 5 4 3 2 1			

<b>Learning Assistant workshop:</b>  <b>7 6 5 4 3 2 1</b>			
<b>Other</b>			

**Please explain your responses to the following questions.**

**1. How effective was the subject content in developing your understandings about literacy learning?**

**2. How effective was the subject content in developing your projected application of to teaching practice?**

**3. How helpful was the subject content in developing your learning about yourself as a language user?**

**4. How can we improve your learning in this subject?**

**Self assessment of your performance as a learner.**

**1. I read the weekly readings in preparation for tutorials.**

Always Never  
7 6 5 4 3 2 1

**2. I completed the activities in preparation for the tutorials.**

Always Never  
7 6 5 4 3 2 1

**3. I worked independently as a learner in this subject.**

Always Never  
7 6 5 4 3 2 1

**4. I allowed enough time to plan, edit and proofread my assignment.**

Always Never  
7 6 5 4 3 2 1

**5. I used the interactive facilities on the web site to facilitate my own learning.**

Always Never  
7 6 5 4 3 2 1

**6. I attended the Learning Assistance workshop on essay writing as preparation for my examination essay.**

Yes No

**7. I attended the lectures.**

Always Never  
7 6 5 4 3 2 1

**8. I attended the tutorials.**

Always Never  
7 6 5 4 3 2 1

Thank-you. Your feedback is appreciated.

## Appendix 8.6

### *Samples of forum entries lodged by project team to stimulate discussion*

26/7/ 2000

Melinda has begun the story line (just as LaVoie had the workshop participants add to the story to illustrate the difficulties of the LD child in processing language).

She starts with the big question of individual differences: how to work with 25-30 students who are reading and writing differently and who understand the effect of social context in different ways.

Your studies this semester reveal the wide range of performances and underlying issues and prompt you to address for yourselves the strategies that you can use to individualise your teaching so that you support student learning.

Melinda also raises the difficulties of judging when she has enough material for a lesson plan. Planning of lessons does involve extensive and thoughtful preparation of the possibilities that may arise in a class. Teacher readiness is thus primed to meet the learning opportunities and unexpected "teachable moments" that may arise.

Kay reinforces the importance of preparation to meet challenges in a flexible way: Here you consider the process of planning a lesson (a hot topic coming up in EE1 week 4).

Kay also suggests language as her general strategy to manage individualisation. Moreover, she generalises the role of language to maths performance and to students' attributions for poor performance. The language of "I can't do this, therefore there is something wrong with me" is now being used against the student's own learning potential. Theory can help you to think through such issue: for example, have you met the "zone" yet?

The forum provides an opportunity for you to work through ideas and to develop strategies. On the visible face of teaching, experienced teachers have developed "automatic" approaches (some, useful, some not). You are in the process of breaking down tasks into the parts, elements, components, etc., before attempting to present themselves to students as their teacher.

26/7-2

Teaching approaches have changed over the years. Sometimes new approaches offer better solutions to classroom situations. Some aspects of traditional teaching need to be retained. Often, old approaches are thrown out like "the baby with the bath water." Can you think of examples?

28/7 Weeks 3 and 4 focus comment

What are the central ideas that you have encountered? How do these ideas fit in with your current view of teaching? For example, are you confirming your current view of teaching: How? Are you changing your current view of teaching: How? You could share your personal knowledge. You can organise your thinking. You can mention terms and ideas that you have encountered that seem interesting and worth exploring further.... Your turn!

The story so far... You have orientated yourself to some central ideas in your semester program and considered your initial response to the integrating teacher statement. Now YOUR task is to further enhance your understanding. Consider tasks, success, and teaching. Your subjects are examining topics such as life tasks (developmental tasks), classroom tasks (lesson planning), and teaching tasks (teaching techniques). How do you respond to these tasks and to the interactions that are involved in these tasks? What is your experience? How are you coping with these tasks?

29/8/00

What do you know at this time about the links between subjects? Thinking about your teaching statement and drafting an argument

The story continues: Your semester 2 subjects are offering various perspectives on teaching. As your thinking evolves, ask yourself about the links. Put into practice reading-for-comprehension strategies (English Education 1). Be a text analyst. Examples are an integral element of your teaching statement. Not only must you advance your argument but also you provide examples that demonstrate how your argument applies in the classroom. (Note. Examples are brief, because the 600-word statement needs you to be simple and clear.) When you are on practicum, you can take your argument and test your examples in a classroom (reality check) before you write your ultimate teaching statement.

Two recent examples can be offered. First, how did the lesson plans in English Education 1 link to (incorporate, reflect, etc.) teaching practice in Supportive School Environment and positive behavioural support in LifeSpan Development? Second, how is the classroom environment viewed within the three subjects (see the Supplementary Book of Readings in CLS1013)?

More generally, from your studies this semester, what factors do you think contribute towards how children learn?

You have already reflected on your ideas about tasks, success, and teaching in relation to topics such as life tasks (developmental tasks), classroom tasks (lesson planning), and teaching tasks (teaching techniques). How do these ideas fit the evolving subject agendas?

As the semester continues, you will have opportunities to compare and contrast the views of teaching in your subjects and to include other examples of links that you have made, for consideration in your statement.

REMINDER: When was the last time that you read the objectives as described in the respective subject outlines?

29/8/00

Preparing for your LAU workshop, "should you accept this mission."

LAU workshops are being made from week 7 for some three weeks. These workshops may help you to construct and integrate your thinking about the exam topic. To maximise the effectiveness of these workshops, you need to set a goal and consciously identify your own existing understanding of this topic (prior knowledge).

During discussion with LAU staff advisors, it was agreed that exposure to 1999 examples may constrain, confuse, or control your own thinking about teaching and how you are relating your studies in these subjects.

Instead, you must consider the criteria for assessing your teaching statement as you explicitly articulate and argue your position in your teaching statement. At the start of your statement, your introduction must specifically articulate your integrating view of teaching. The knowledge-transforming nature of your task is discussed in the English Education 1 Book of Readings (see Week 10, Scardamalia and Bereiter, 1987). Moreover, the LifeSpan Development midsemester exam provides some feedback on the nature of "structural relationship" criterion of a B-level rating.