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Performance tasks and portfolios

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Title: Performance tasks and portfolios

Lecturer: Deirdre Lawless

Programme and year on which assessment was offered

MSc Computing

Description

Getting Students to Use Twitter To Explore and Report on Research Resources.

Level of Learning Outcomes

Level 9

- Knowledge of and ability to use research resources
- Ability to identify thought leaders in the area
- Participation in finding useful knowledge and sharing
- Ability to identify and report findings in a concise manner

What have you found are the advantages of using this form of assessment?

- Lowers barrier for engagement in searching body of knowledge;
- Encouraging students to start writing in a familiar form;
- Building connections with classmates.

What have you found are the dis-advantages of using this form of assessment?

- Some students have little experience or are wary of using Twitter for other than personal purposes
- Conversations between students can create clutter, making it difficult for others to get clear understanding
- Requires monitoring to track trends

Alternatives

- Get students individually note progress in a Journal which is public
- Get students to participate in constructing generalised Wiki pages
- Get students to create concept maps of research area including resources and names of researchers

Assessment in practice

- Suitable primarily for smaller groups as monitoring is required

- Recommend setting up a grouptweet account rather than getting students to follow each other – minimizes setup for student
- Recommend using seed tweets to stimulate discussion and report on progress to the group

Assessment Time

- Preparation time - 2 to 3 hours
- Student time to complete – can be done in 5 mins per day. Time schedule recommended would be at least 3 weeks to allow students to get familiar with sources and start refining searches and so findings.
- Marking time - for a group of 60 students, marking took 1 day
- Ease of Feedback – a rubric was used and students were mapped against this.

Writing guidelines for staff

- Frame using a guiding activity e.g. a Webquest where resources to use are identified. Outline a goal for this activity.
- Strategically use seed tweets planned in advance. Tune these to the cohort interest areas.

Guidelines/Handouts for students

Guidelines were created to cover:

- Create a Twitter Account and Get Familiar with Twitter.
- Get Authorisation to Contribute to and Follow the GroupTweet Account.
- Introduce Yourself to the Class via the GroupTweet Account.
- Search the given set of resources to identify topics of interest.
- Tweet your findings with the class.
- Tweet in Response to Seed Tweets from Lecturer
- Submit a Report on Your Findings and Experience.

Introduction to Twitter: YouTube video from CommonCraft, Getting Started Guide from Twitter, Twitter's own rules. A Twitter etiquette.

List of research resources to get started with.

Seed Tweets