Technological University Dublin

ARROW@TU Dublin

Assessment & Feedback Cases

Learning & Teaching Practice Exchange

2014

Concept Map

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Concept Map

Lecturer: Barry Ryan

Programme: BSc Nutraceuticals in Health and Nutrition, Year 4

BSc Food Innovation, Year 4.

BSc Pharmaceutical Healthcare, Year 4.

Description

Students produce a group concept map (4/group), detailing a food, nutraceutical or pharmaceutical concept. The group decides the choice of content during the initial meetings and storyboarding of the idea(s). The content must address, in some way, a concept related to their course and should be in some way topical. The concept map can contain any form of multimedia (video, sound, audio, animation etc.) but it must be visual, engaging and creative. Supplementary assessment takes the form of an e-portfolio (to assess the journey and process) and a suite of reflective blogs and final reflection (to assess individual contribution).

Why did you use this Assessment?

This type of assessment is used as the students must engage with each other in the group at all stages of the assessment (brainstorming, design, and production). The students must produce something that does not exist prior to the assessment and therefore removes the ability to "copy and paste" or plagiarise. The topic of choice often relates real life to the theory the student has been studying over the previous years of their course.

Why did you change to this form of assessment?

Initially the method of assessment was an individual essay for each student; however, this was a legacy assessment and did not adequately engage the students and the final product was, in many cases, a copy and pasted "patchwork" document with very little deep learning or understanding taking place.

How do you give feedback to students?

Feedback and, more importantly, feedforward are provided to students in small group face-to-face meeting within a week of the assessment announcement. This encourages students to form groups and carry out the initial brainstorming as soon as possible. In this meeting, all ideas are discussed and the student groups agree on the topic of their map. Further peer review feedback/forward is provided during the map development phase following the 'two stars and a wish approach'. In this feedback/feedforward session students discuss their map with other students in their class seeking affirmation of their map content and theme along with ideas to further improve the final product. Upon assessment completion, each map is presented and discussed in class in a

student centred, academic facilitated environment. This final discussion and feedback provides students with additional ideas for their reflective learning diaries.

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

- Every assessment is different
- Allows students to be more creative
- Gets students to take ownership of their learning

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

- Initial student resistance to something new
- More organisation required to set up and plan out.

If another lecturer was using this assessment method would you have any tips for them?

Do:

- Clearly plan out your timeframe and map it onto the current curriculum ensure alignment between learning outcomes and assessment approach.
- Ensure you give adequate support the students during the initial phase (brainstorming) and also during map development. You do not have to be an expert, if you give time in class for the students to highlight issues and see have other students groups experienced and overcome these issues before.
- Allow each group to present their work to the class. That way the students can interact with each other after the learning has taken place for the map production and allows another learning event to take place as student groups teach their peers about the content of their map.

Don't:

- Assume that all students are technology savvy; they will need guidance if they are not used to e-portfolios and digital mind mapping software.
- Let students drift for too long without touching base with them. Sometimes a quick "how is the map shaping up" is all that is needed to motivate the student group.
- Don't try to squeeze this type of assessment into a short time. It will take at least the full semester to correctly run.

Do you have any feedback from students about this assessment?

Overall the students liked the method of assessment and the fact that they were in charge of their learning and the topic of their map. Some groups struggled with this freedom initially. Directing the students to suitable online resources, or running a

workshop class on one basic eportfolio can easily overcome this. Students noted they not only learnt a lot on the topic of their own map, but also from their peers.

The Flipped Classroom
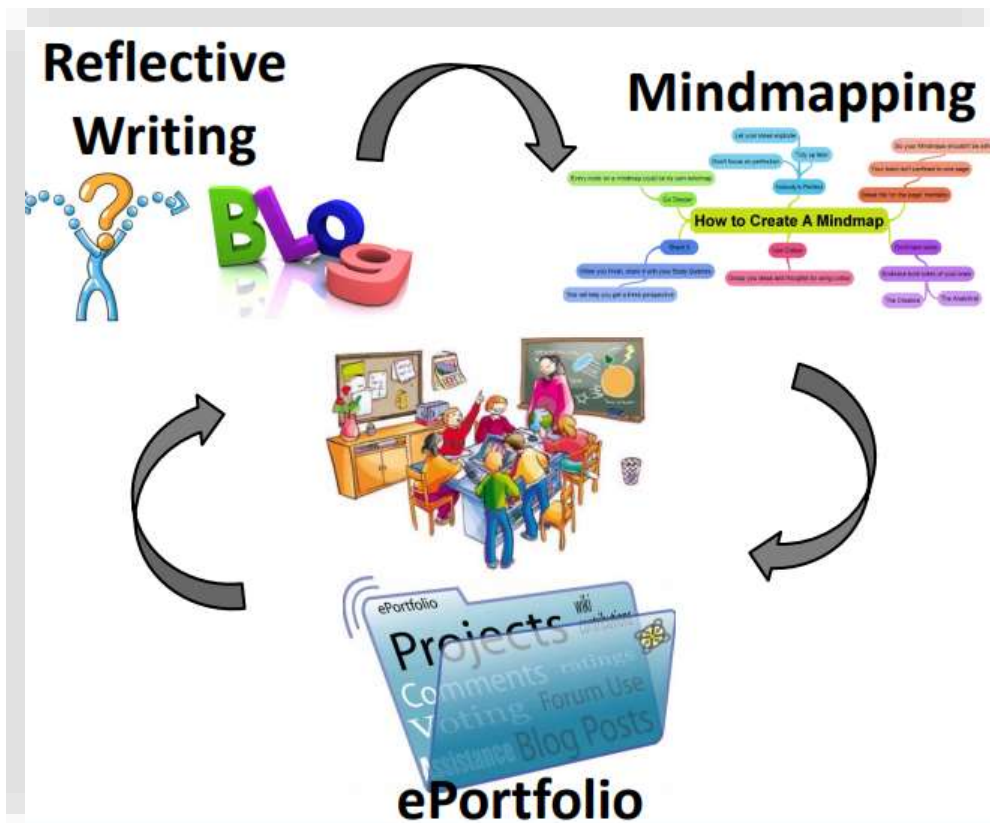
ePortfolio

Online environment to document your learning journey

Digitally document your learning (e.g. photos)
Store drafts and ideas of mindmaps
Collate electronic information to build your map/class

Will guide your personal learning path

Reflective Writing

Short weekly reflective blogs (300 words)
"What have I learnt?"
"How have I learnt?"
"Why have I learnt?"

Will guide your final reflective essay

Mindmapping

Final Module Output (1 mindmap/group)

Exploring your proposition....

- **Positive aspects**
- **Negative aspects**
- **Scientific Facts**

Will guide your teaching class

"Teach A Class"

Each group will 'teach' their map

Interactive resources encouraged
A chance to showcase your work
Learn from your peers
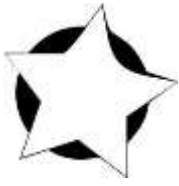
Will provide feedback for your reflections

Reflective Essay

Online environment to document your learning journey

Digitally document your learning (e.g. photos)
Store drafts and ideas of mindmaps

Will guide your teaching class

2 Stars and a Wish Peer Review

Describe your project to the group in **one minute**. The group will then discuss (for one minute) the things they like (stars!) and the things that might make it better (wishes!). Make notes of the Stars and Wishes for your video. Bring the completed sheet back to your group at the end

Star One	Star Two	Wish

of the session and discuss with your group mates the ideas that are good and things that might need some improvement.