# TIDE Assessment for distance learning (ADL) activity Tutor Notes

Assessment for distance learning (ADL) RS documents to accompany these TNs:

* ADL 1 What is assessment and why is it important? PowerPoint slides, tutor version
* ADL 2 Guidance and feedback. PowerPoint slides, tutor version
* ADL RS Handbook documents (preparation material for participants)
* Handout 1 Assessment evaluation prompt questions
* Handout 2 Example answer with tutor feedback
* Handout 3 Feedback evaluation prompts

ADL 1 tutor slides have two answer slides (14 & 15) not provided in the participants’ handbook version. ADL 2 tutor slides are the same as the participants’ version.

Most of the activities do not have answer slides, but suggested answers and discussion points are given in the notes below.

ADL RS Handbook documents. This is a copy of the participants’ preparation material provided in their handbook. It has not been translated. Handout 1 is for ADL 1, Handouts 2 & 3 are for ADL 2. You give these out during the sessions. The contents of the RS Handbook docs and Handouts are outlined below.

Ideally the participants should sit in their teams so they can carry out the ADL activities together.

## Introduction

This activity is called Assessment for distance learning (ADL). It is spilt into two distinct sessions. Each session is based around a presentation, with activities structured into the slides.

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| ADL 1 (90 mins) | Presentation: What is assessment and  why is it important?  Activity: What is assessment?  Activity: Match the method with the purpose  Activity: Evaluate an assessment question | Tutor led  Group discussion (Slide 4)  Individually (Slide 12)  In teams & group discussion (Slides 18 & 19) |
| ADL 2 (90 mins) | Presentation: Guidance and feedback in assessment  Activity: Review the question guidance  Activity: Evaluate tutor feedback | Tutor led  In teams & group discussion (Slide 6)  In teams & group discussion (Slide 12) |

Note the colours follow the coloured heading in the slides, pink for presentation and blue denotes an activity.  
The Slide numbers for ADL 1 refer to the Tutor version of the presentation which has 2 answer slides not included in the participants’ version.

The activity has some preparation material that participants have received in their handbook, and there are three handouts in total, one for ADL 1 and two for ADL 2, details below.

**Note:** There have been two webinars on ADL, one in April and one in May, attended by a small number of the TIDE participants. This ADL RS activity repeats some of the material covered in the webinars and hence will be familiar to some participants.

## Participants

The ADL activity is for the original 2018 cohort. They are a mixed group of academics and support staff. Each university group is divided into teams consisting of 2 or 3 academics and 1 or 2 support staff. The mixed teams and varying roles means that not all will be involved with designing, writing and marking assessments. There is an opening discussion to help inform you of their experience with assessment. **Ideally the participants should sit in their teams so that they can carry out the ADL activities together**.

## Learning outcomes

After completing this activity participants should be able to:

* Describe the different purposes of assessment
* Identify different methods of assessment
* Explain the role of feedback in assessment
* Evaluate an assessment

## Preparation material (handbook) and handouts

The ADL activity requires participants to do some preparation ahead of the residential school which is provided in their handbook (in English only, not translated). See the document *TIDE ADL RS handbook*. It’s a good idea to familiarise yourself with this document. Although participants have been asked to read the material beforehand, you should be prepared in case they haven’t and you may need to summarise the contents.

The contents are:

*ADL Prep material 1 – Recording your personal water use activity and report writing*. This is an extract from an OU environment course on which the ADL activity is based. It is provided as an example of OU teaching and for reference. Participants don’t need to know all the content.

*ADL Prep material 2 – Example assessment question and guidance*. This is the assessment for the example teaching material. It forms part of the **evaluate an assessment activity** together with *ADL Handout 1 Assessment evaluation prompt questions* (for you to handout on the day, not in their handbook).

*ADL Prep material 3 – Example student answer to the assessment question*. This is provided in the handbook so participants can consider it ahead of the RS. There will be a version of it with tutor feedback added for you to handout on the day *ADL Handout 2 Example answer with tutor feedback* (not in their handbook). It forms part of the **evaluate tutor feedback activity** together with *ADL Handout 3 Feedback evaluation prompt questions* (for you to handout on the day, not in their handbook).

*ADL For reference – common process words*. The handbook also contains a list of assessment process words and their meaning for participants’ reference.

## ADL 1 What is assessment and why is it important? (90 mins) Slide notes and activity instructions and answers

The first of two 90 minutes sessions to be run on consecutive days. This session explains why assessment is important and considers different assessment purposes and methods.

Participants have copies of the slides in their handbook with translations.

Note for Session 1 there are two ‘answer’ slides (Slides 14 & 15) in the tutor version of the presentation which have not been provided to participants beforehand and not translated.

The headings in the slides are colour coded – the pink is a presentation slide, the blue is an activity.

This session includes three activities that are structured into the slides. The slide notes below give suggested instructions and answers. The activities involve working in small groups, ideally in their own university teams, so they should sit together if possible.

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| ***Slide*** | ***What the slide is and what to say and do***  *(Suggestions for you to use as needed, there are no notes included on the slides)* |
| 1 | **TIDE cover** |
| 2 | **ADL 1**  Hello and Welcome to Session 1. Introduce yourself. Type your name and role on thew slide in advance if you want to.  As this is the 2018 cohort they should already be familiar with the OU, but could mention 50th birthday and that millions of students that have passed through its virtual doors etc  Within the TIDE programme, this activity contributes to the pedagogy strand and the development of skills for distance teaching.  Check they can see slides.  Check they have right page in handbook.  *Slide notes:*  This session is an introduction to Assessment for distance learning (ADL) and will focus on what assessment is and why it is important. |
| 3 | **Sessions 1 and 2**  *Slide notes:*  Distance learners do not have a tutor or teacher with them when they study. These sessions look how we can use assessment in different ways to help learners learn at a distance  Today we will look at what assessment is and why it is important. This will include considering the purpose of assessment, linking learning outcomes and assessment, and how to evaluate assessment questions in a practical way, where you put some of what you are learning into practice.  Then, in the next session (tomorrow) we will look at guidance for students, evaluating an assessment answer and the role of feedback |

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| 4 | **Learning outcomes for today** (as per the slide):  After completing this session you should be able to:   * Describe the different purposes of assessment * Identify the different methods of assessment * Evaluate an assessment |
| 5 | **Activity: What is assessment? (10-15 mins)**  A group discussion activity led by the tutor, to share understandings and experiences of assessment as a teacher, as a student or in other roles (10-15 mins)  This is an opportunity for us to learn about their current practice and experience.  *What is different for distance learning?*  Not having the students in front of you, you can’t see their misunderstandings or explain things in another way to them, can’t have that personal, individual contact, can’t always mark and give feedback  *Prompts for facilitators to use if needed:*   * Who writes the assessments? * Who does the marking? * Is there any feedback? * Does assessment mean sitting in a big room writing an exam? * Are there other sorts of assessment that you have done? * What are your experiences of being assessed? Is there anything you would change? * Is assessment always about getting the ‘right’ answer? |
| 6 | **Preparing for assessment**  If you are going to assess distance learners, there are some key questions to consider when you are planning and preparing for assessment.  We will be going through each of these questions in turn during today and tomorrow’s session. |
| 7 | **Assessment principles**  We will start with some key principles for assessment:  Plan the strategy and methods of assessment at the same time as developing the course content.  Have a clear purpose – know *why* you are assessing the students  Make sure the assessment matches the learning outcomes – I’ll come onto more about different types of LOs later  Be careful when designing assessment for a course that you only assess what has been taught or you can reasonably expect students to know i.e. don’t set questions that require knowledge not included in the course unless you know it was part of previous study.  Methods of assessment vary. Consider what is appropriate and feasible for students and for markers.  Inclusive –should be accessible to all students. The heart of the OU’s mission is to be open to people – this means all people regardless of previous education, background, culture, disability, location – our online courses have a global reach and also serve secure environments – currently have 1500 prisoners working towards their degree. Inclusive and accessible means all these types of students should be able to complete it and be successful.  Assessment should discourage the opportunities for copying and cheating. I’m sure some of you will be familiar with plagiarism and may have attended Jane Robert’s webinar on academic conduct. Jane talked about what you can do in your assessment design to discourage plagiarism and I will come back to this later |
| 8 | **Why do we assess students?**  What is the purpose of assessment?  1. Summative assessment or assessment *of* learning is what people usually think of when they hear the word ‘assessment’. These are the tests or exams at the end of a course, where the students get their marks and pass or fail a course.  2. Diagnostic assessment can be set at the start of a course. If you, as a teacher understand what your students know and can do at the start of a course, you can build in support for students. Your teaching can be more effective as you can build on students’ knowledge and skills. This can be difficult in DL as the teacher is not with the students.  3. Formative assessment or assessment *for* learning is a key feature of study. It is the questions or tests that help students learn as they study their course. In DL it can be difficult to achieve when you don’t have regular interactions with students, but can be developed through questions in the course material. You have heard previously about the concept of the ‘teacher in the text’ – think of formative assessment for DL in the same way – just as a teacher might ask questions in class, the teacher in the text uses questions in the DL material to help students learn.  In the next 3 slides we show you an example for each of these |
| 9 | **Assessment *of* learning** (example from OU course)  Assessment *of* learning can often be an exam at the end of a course, but it doesn’t have to be, other methods can work well for distance learning.  This is an example from an OU course that you will be working on later and in tomorrow’s session.  It asks students to complete an investigation of their personal water use and then write this up in a report for their assessment. As part of the course students complete an activity on collecting and recording their water use and there is teaching on how to write reports, which includes an interactive activity on how to structure a report. You have a summary of this teaching material in your handbook – *ADL Preparation material 1*  This example demonstrates that the learning outcomes are linked to the assessment and that the question assesses what has been taught |
| 10 | **Diagnostic assessment** (example from OU course)  This is used for students to see if a course is right for them or if they have the background knowledge to be able to study a course. With their results for the quiz, students will receive feedback telling them that they do have the right background knowledge or that they need to do some extra study before they come on a course  At the OU, maths and science courses often use diagnostic quizzes |
| 11 | **Assessment *for* learning** (example from OU course)  As an example – plotting graphs is an important skill for environmental scientists. How might we help students learn to become more proficient with this skill when they are studying at a distance?  Students need to practice the skill they are learning and they also need help to see if they are doing the right thing. So we can build assessment for learning into the course materials using in-text or self-assessed questions to help them practice. To support this practice we provide the answers, and also hints and tips on what to do.  Here again you see the learning outcome, linked to the teaching, linked to the assessment |
| 12 | **How do we assess students?**  Written exams where students turn up and sit the exam together in a large room is one option, but there are lots of other options too….  A note on practical work – sometimes people think it’s not feasible to have a practical assessment for distance learning. But the slide you saw earlier about the water use investigation and report is a really good example that practical work can be designed into assessment if it is done carefully and supported by the teaching. |
| 13 14 15 | **Activity: Match the method with the purpose (5 mins)**  The method of assessment you use depends on the purpose, the reason that you are using assessment.  In the slide in their handbook, ask them to individually draw a line across to match the assessment method (how students are assessed) with the purpose (why they are assessed).  **Note on answers** - there are two answer slides (Slide 14 & 15) that are not included in their handbook & translated PPT version:   * Exams are used in summative assessments (of learning) * SAQs and ITQs are used in formative assessment (for learning), designed to help the students learn * But some methods could be used for different purposes, e.g. computer marked questions (multiple choice) and practical work could be formative or summative |
| 16 | **Assessment covers different categories of learning outcomes** (LOs)  learning outcomes – cover both knowledge and skills  A good assessment will have a combination of different categories of LO  Knowledge and understanding examples include assessing students discipline knowledge and current thinking in a subject.  Thinking skills are about interpreting, problem solving, critical reasoning and reflection, often drawing on the students’ knowledge and understanding.  And practical skills often involves applying the knowledge and thinking skills to real life situations.  There can be other categories too. For example depending on the course you might want to add creative skills |

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| 17 | **Process words – what students are asked to ‘do’ in the assessment**  Many of you will be familiar with this slide from Pam’s Putting the Teacher in the Text activity from last year.  Process words - These are verbs that are used in the assessment questions that tell the student what they need to do, a process word should always be included in a LO  There is a list in your handbook – with examples of words that you might use when you come to write assessment questions  Examples :  Describe = give a detailed account of something.  Explain = give details about how and why something is so.  It is important that the teacher and students understand what is being asked in the assessment question, and a common understanding of the process words can help keep that clear  Writing learning outcomes needs care. The words have to be meaningful to students and be easily understood.  They should be appropriate for the level of study, for example LOs for new students might include process words like ‘describe’ or ‘define’ but higher level courses could include more challenging skills such as ‘evaluate’ and ‘analyse’.  They must be ‘testable’, meaning it must be possible to write an assignment that will enable students to demonstrate they have achieved the LO, and the assessment should tell the student what LOs it is assessing. |
| 18 | **Fairness in assessment**  **Is the assessment accessible?**  Already mentioned that the assessment, like the courses, should be inclusive and accessible for all students, regardless of their previous education, background, culture, disability, location etc.  This may mean you need to come up with some alternative or adjustments for some students. If you are interested in this topic there is a TIDE Webinar recording of a session on Accessibility in Distance Education run by Andy Lane and Rachel Slater you can watch.  **Does it discourage cheating?**  At the OU many of our courses run for 8 years or more, with one or two presentations each year. So it’s important to change our assessment questions regularly  Can you personalise the assessment so it’s specific to the student? The water report question we saw earlier is an example and we’ll come back to that shortly.  If you’re interested in this topic there is a TIDE Webinar recording of a session on Academic Conduct run by Jane Roberts you can watch. As well as changing the question regularly, Jane suggests:   * Spreading out assessment task over the course (having all at the end can create time pressure and encourage students to take short cuts) * Ask students to ‘make’ rather than ‘tell’, by applying their knowledge to a specific context * Be aware of the signs of plagiarism and use the internet to check   I think cheating by getting someone else to completing the assignment and also downloading answers from online sources are both known problems in Myanmar so we should expect questions about how to prevent that - and have some answers! |
| 19  20 | **Activity: Evaluate an assessment question (30 mins)**  Students should have read *ADL Prep material 1 & 2* which are provided in their handbook:   * *ADL Preparation material 1: Recording your personal water use activity and report writing* * *ADL Preparation material 2: Example assessment question and guidance*   Explain that *ADL Prep 1* is an extract of OU teaching material that guides students through an activity to measure and record their personal water use, and teaches them how to write a report.  Participants are not expected to have completed the water use activity.  Recap the questions and LOs given in *ADL Prep 2*:  **Assessment Question:**  Write a report of your investigation of your personal daily water use at home following the procedure described in the Recording your personal water use activity.  **Learning outcomes (LOs)**  In this assignment you should demonstrate you have achieved the following learning outcomes:   * Demonstrate aspects of measuring, collecting and recording data * Write a report following standard conventions.   **Give out *ADL Handout 1: Assessment evaluation prompt questions***  Participants work in small groups (ideally their university teams) to evaluate the assessment question. **They should focus on the assessment question and LOs only. They are not evaluating the question guidance, this comes in the next ADL 2 session.**  The teams should work through the assessment evaluation prompt questions in the handout and note down their answers. Encourage them to note down things that are not covered by the prompt questions too.  The prompt questions are based on some of the principles described in the presentation. They are summarised in Slide 20 and copied below with some suggested answers and discussion points.  Suggest 30 mins for this activity – 20 mins in teams, 10 mins feedback  **Prompts and some suggested answers**  *Prompts for facilitators to use if needed (other points could be raised but here are some if you need them):*   * *What is the purpose of this assessment?*   + The learning outcomes give the purpose: to demonstrate aspects of measuring, collecting and recording data, and to write a report following standard conventions   + You also have a summary of the teaching and learning material that this question is assessing (*ADL Prep 1*) so it is summative as it’s an assessment *of* their knowledge and practical skills. However, they also receive tutor feedback that we will look at later, which should help develop their learning. * *Does it match the learning outcomes?*   + Yes it covers the stated LOs, but there could be other relevant LOs too. For example, completing the water use activity involves completing simple calulations. * *What knowledge and skills are assessed? Are these captured by the learning outcomes?*   + The measuring, collecting and recording data can be classed as a practical skill, but there is overlap with knowledge and understanding too, e.g. need to understand basic measurements and how to make estimates.   + Report writing requires knowledge and understanding of the purpose of a report, and structure and style. Report writing is also a skill, e.g. analysing the results to be presented, planning and communicating the findings. * *Does it assess what has been taught?*   + Yes, it follows on from the summary of teaching material given in *ADL Prep 1*. Note this is a shortened version of the original material just to give a flavour. * *What are the process words\* and is it clear what students have to do?*   + The question tells students they need to *write* a report based on their *investigation* following a given procedure. However the question alone cannot give them much more detail or support in what they have to do, this is explained in the Guidance that you’ll look at in more detail tomorrow. * *Does the assessment discourage copying and cheating?*   + Yes, because it’s specific to the individual student. They are taking their knowledge and skills and applying it to an activity. * *Is the assessment inclusive and accessible?*   + From the information given it is not clear whether the assessment is inclusive and accessible. What do students do if they are physically unable to measure their own water use? The original teaching material gives standard water use data for household activities (not included in *ADL Prep 1*). Student’s can use this standard data to complete the assessment if they are unable to measure their own water use.   \*For reference, some common process words used in OU distance learning assessments are given in *ADL For reference: Common process words used in OU assessments* in their handbook*.* |
| 21 | **Summary – tips for effective assessment**  Quick recap and any questions.  Suggest you could finish by returning to the LOs on Slide 4 and ask for a hands up if they feel they have met the LOs. And if not, why not / what could be improved. |
|  | **End of ADL 1** |

## ADL 2 Assessment guidance and feedback (90 mins)

## Slide notes and activity instructions and answers

The second of two 90 minute sessions to be run on consecutive days. This session focuses on assessment guidance and feedback, based on the example question they evaluated in ADL 1.

Participants will have copies of the slides in their handbook with translations. The tutor slides are the same as the participants’ slides for ADL 2, i.e. there are no additional ‘answer’ slides for the activities. Suggested answers and discussion points are given in the notes below.

The headings in the slides are colour coded – the pink is a presentation slide, the blue is an activity.

This session includes two activities that are structured into the slides. The notes below give suggested instructions and answers. The activities involve working in small groups, ideally in their own university teams, so they should sit together if possible.

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| ***Slide*** | ***What the slide is and what to say and do***  *(Suggestions for you to use as needed, there are no notes included on the slides)* |
| 1 | **TIDE cover** |
| 2 | **ADL 2**  Hello and Welcome to Session 2. Remind them who you are and type your name and role on the slide in advance if you want to.  Check they can see the slides  Check they have the right place in the handbook |
| 3 | **Sessions 1 and 2**  Yesterday we looked at the purpose of assessment, linking learning outcomes and assessment and how to evaluate assessment questions in a practical way, where you put some of what you are learning into practice.  Today, we will look at assessment guidance for students and the role of feedback in learning. You will do some activities evaluating an assessment answer |
| 4 | **Learning outcomes for today**  In the last session you evaluated the assessment question, in this session, you will get to evaluate other parts of the assessment, i.e. the guidance to students and some example feedback from a tutor  After completing this session you should be able to:   * Explain the role of feedback in assessment, and * Evaluate an assessment |
| 5 | **Assessment**  Today we carry on with number 3: What assessment will be the most effective, and address number 4: why do we give feedback? |

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| 6 | **The role of guidance**  To be effective, assessment needs to be understood by students – we therefore provide guidance so the student can understand what they are supposed to do. This is especially important for students learning at a distance who do not have everyday access to a teacher  Guidance is … information provided with the assessment question  It’s role is …to help and support the student to complete the assessment  The different types of guidance that are used are:   * Explanations * Instructions * Pointers to relevant teaching * Word counts * Number of marks |
| 7 | **Activity: Review the question guidance (20 mins)**  Having focused on the example assessment question and LOs in *ADL Preparation material 2: Example assessment question and guidance*, attention now turns to the guidance.  Working in small groups (ideally their teams) and using the prompts on Slide 6 (copied below), identify what types of guidance are provided for students – ask them to find an example of each type (10 mins)  What types of guidance are provided for students in *ADL Preparation material 2*?  • explanations  • instructions  • pointers to relevant teaching  • word counts  • number of marks  Then a group discussion on the types of guidance found in the example (10 mins)  **Suggested answers** (*other points could be raised but here are some if you need them)*   * *Explanations*   + First line of Guidance explains the two purposes of the assessment   + The expected report structure and style is explained * *Instructions*   + Clear instructions on how to structure the report with headings given with what should go into each section * *Pointers to relevant teaching*   + Paragraph 2 of the Guidance refers back to the relevant activity in the teaching material (Recording your personal water use)   + There is no reference back to the report writing teaching, this could be added * *Word counts*   + Yes the overall word count is given and Table 1 gives guidelines for each section. They are also told to include the word count at the end of the report. * *Number of marks*   + Yes, Table 1 gives the maximum marks available for each report section. The overall marks could also be given at the beginning of the questions. |
| 8 | **Why do we give feedback**  Feedback is information about how we are doing in our efforts to reach a goal. In education – the goal is learning, and feedback is the information students get back from teachers on how they are progressing towards that goal.  Feedback helps students learn by showing them:   * What is done well * What is incorrect * How to improve   Feedback should be supportive and encourage students to do better |
| 9 | **Different types of feedback**  Distance learners can get feedback on assignments that they send to tutors  Other opportunities for feedback for distance learners are important as they play the part of the ‘teacher in the text’   * Print materials have answers (in the back of course books). * Online materials have a button to click to reveal answers – often with a try again facility that includes hints and tips for improvement   Key to the feedback for distance learning is that the student is monitoring their own progress, with help from the teacher in the text |
| 10 | **The Open University assessment system**  At the OU we have an electronic assessment system for the students’ submission, collection by the tutor for marking and feedback and return to student.  This is called the eTMA or electronic Tutor Marked Assignment system.  After students have submitted their assignment, it is collected by the tutor who marks it and gives feedback. Feedback comments are electronically written onto the assignment (for example using comment boxes or track changes in Word).  The tutor also completes a separate Assessment Summary for the student which highlights the main points of what was done well, what can be improved and how, often with some important action points to help the student develop their knowledge and skills.  This Assessment Summary is a good place for the tutor to explain to the student whether, and to what extent, they have demonstrated they have met the LOs for the assessment. |
| 11 | **Feedback: Some OU examples**  This is an in-text question, allowing feedback to be given to the student as they are studying. If this was in printed material, the answer would be at the back of the book. In online material, there is a button to click to reveal the answer. This type of question and feedback helps students to monitor their own progress. |
| 12 | **Feedback: Some OU examples**  This is an online, Self-assessment Question, allowing hints to be given to the student using the check button. Here the student has answered incorrectly – the answer and the units are incorrect – the student has been shown the correct answer, but importantly they have also been shown how to calculate the answer correctly  Once a student has had the practice of doing this kind of calculation within the course and guidance to where they have gone wrong they have a better chance of being successful in any final examination or assessment |
| 13 | **Activity: Evaluating tutor feedback (45 mins)**  **Give out:**   * ***ADL Handout 2: Example student answer with tutor feedback* and** * ***ADL Handout 3: Feedback evaluation prompt questions***   Working in their teams, participants should select feedback they think is helpful in developing student’s learning and explain why, and highlight aspects of the feedback they think could be improved and give examples of how.  To carry out the evaluation, they work through the feedback evaluation prompt questions (*ADL handout 3*) and note down their answers. Encourage them to note down things that are not covered by the prompt questions too.  The prompt questions are summarised on Slide 12 and copied below with some suggested answers and discussion points.  The session will close with a discussion among the group about the key learning points from the assessment answer and feedback and an opportunity for questions.  Suggest 45 mins, 30 mins for group work and 15 mins feedback  **Prompts and some suggested answers**  *Prompts for facilitators to use if needed (other points could be raised but here are some if you need them):*   * *Does the tutor show what is well done?*   + *Yes, eg in the introduction Good points – well done for stating the aim*   + *The marks table shows what the student got against the maximum*   + *The tutor could have highlighted other points that were well done* * *Does the tutor show what is incorrect?*   + *Yes, eg the student is shown where there is a calculation error*   + *But not all errors are picked up – eg spelling error in the table AVRAGE instead of AVERAGE – but is it necessary to pick up all errors?* * *Is the student told how to improve?*   + *Yes, eg when telling the student ‘You have not included the headings, I have added suggested headings in blue.’*   + *Also, the tutor states ‘Word count about 720 words, the word limit was 1000, so you had space to explain your points in more detail.’* * *Is the feedback encouraging to the student?*   + *Yes, eg at the start ‘Good points – well done for stating the aim’*   + *Although, some might say the comment ‘Because of your calculation error this statement is also incorrect! Check your data. Your water use is actually close to the national average’ could be seen as discouraging?* * *What is helpful and why?*   + *The tutor points the student to the Question Guidance where they can find more info on how to structure a report ‘It is the convention to write a report in sections and give section headings as it states in the Question guidance. This will help make the information given in your report easy to locate and follow.’*   + *The tutor also can be seen getting the student to think about what they have written eg ‘It would be interesting to consider if five days of actual use rather than three days would make your results more accurate’* * *What could be improved and how?*   + *In the overall summary, tutor states that the LOs are partially achieved – but not what LOs are and are not achieved. Could be improved by being more specific, e.g.* You have partially achieved the LO ‘Writing a report following standard conventions’,Although I could see your report was clearly organised in sections these were not labelled with headings so the report did not look as professional as it should have.  Making sure you do this and following the advice given in the question is something to take note of for the future. |
| 14 | **Summary**  Recap and any questions?  Suggest you could finish by returning to the LOs on Slide 4 and ask for a hands up if they feel they have met the LOs. And if not, why not / what could be improved |
|  | **End of ADL 2** |