

SCHOOL OF EDUCATION

STUDENT FEEDBACK FORM

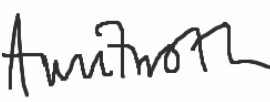
- (i) Performance descriptors for the grade are included on the enclosed sheet.
 (ii) Provisional grades may subsequently be modified following ratification by the relevant School Committee.
 (iii) Formative feedback for each criterion may be given on the following pages or on a separate sheet.
 (iv) The Intended Objectives/Learning Outcomes and the Transferable Skills assessed in this assignment are indicated on the course unit outline in your specific Course Handbook.

SECTION A

Student ID (quoted on student card):	
Course: e.g. MA TESOL	MA: DTCE
Course Unit Code:	EDUC61712
Course Unit Title:	Media and Information Literacy

The below provisional grades are agreed by internal examiners

Provisional Overall % Grade:	Individual Component provisional grades:
%	Portfolio (0.7 of total mark): % Presentation (0.3 of total mark): %

Name of First Examiner:	Drew Whitworth
Formative Report: (to be continued on additional sheets if necessary)	
I am satisfied that this work is original and was produced within the School guidelines on supervision/consultation.	
Signature of First Marker:	
Date:	May 2012

Any additional remarks by second internal examiner: (if second marked as part of course unit sample)

Name of Second Examiner:	
Formative Report: (to be continued on additional sheets if necessary)	

I am satisfied that this work is original and was produced within the School guidelines on supervision/consultation.	
Signature of Second Marker:	
Date:	

COURSE UNIT EXAMINERS PLEASE ENSURE THE FOLLOWING IS ACTIONED ONCE MARKING IS COMPLETE	
1:	The <u>original feedback form or electronic copy</u> is returned to the Postgraduate Office ready for sending out to the student.
2:	<u>One photocopy of the feedback form</u> is returned to the Postgraduate Office for the student file. Electronic copies will be stored on the School S Drive
3:	The original assignment with <u>a photocopy of the feedback form</u> attached is provided to the necessary Teaching Group for archiving

SECTION B - FORMATIVE MARKING

The following criteria and scales are intended to provide more focused feedback. Please note that criteria may not be equally weighted and so the overall mark may not represent the aggregate of the analytic grades.

% overall mark:	%
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Achievement of learning outcomes:				
A	B	C	D	E
See notes on first page.				

Teaching & learning Activities:				
A	B	C	D	E

Justification:				
A	B	C	D	E

Understanding of key theories and frameworks:				
A	B	C	D	E

Presentation:				
A	B	C	D	E

Other activities/reflection:				
A	B	C	D	E

LEARNING OUTCOMES	A (70%+)	Fully meets the objectives/learning outcomes for this module
	B (60-69%)	Meets most of the objectives/learning outcomes for this module.
	C (50-59%)	Meets some of the objectives/learning outcomes for this module; serious limitations in some objectives/learning outcomes.
	D (40-49%)	<i>Fails to meet most or all of the objectives/learning outcomes for this module.</i>
	E (below 40%)	<i>Work is inappropriate/inconsistent with the objectives of this module, and/or failure to achieve them.</i>
T & L ACTIVITIES	A (70%+)	Original, creative activities, described comprehensively and clearly
	B (60-69%)	Activities may lack a certain originality but are interesting and clearly described
	C (50-59%)	Satisfactory activities but they may be unoriginal and/or not described clearly enough
	D (40-49%)	<i>Weak activities, not at all clearly described and/or lacking in any originality or creativity.</i>
	E (below 40%)	<i>Activities very weak, cursorily described or missing altogether.</i>
JUSTIFICATION	A (70%+)	Activities are fully justified by the commentary, which makes interesting and pertinent points about the deficits faced by the target audience and backs them up with reference to literature or factual sources where appropriate.
	B 60-69%)	Activities are justified by the commentary, which describes clearly the literacy deficits faced by the target audience.
	C (50-59%)	The commentary tries to justify the activities but there are weaknesses either through failing to clearly identify a target audience, lack of any reference to the literature, or weaknesses in the arguments used.
	D (40-49%)	<i>Insufficient justification of the activities by the commentary.</i>
	E (below 40%)	<i>The activities are not at all justified by the commentary.</i>
THEORETICAL UNDERSTANDING	A (70%+)	Full awareness is shown of the difference between functional, personal and critical views of the literacies being addressed, as well as other theories or writings pertinent to the area of concern; all are fully referenced. The full range of approaches is then addressed by the activities.
	B (60-69%)	Correct use is made of the functional/personal/critical framework, but there may not be much attempt to go beyond this, and/or there might be slight gaps in understanding or application.
	C (50-59%)	Reference is made to key theories and writings in parts, but there is a lack of coherence, and it is not clear how the activities address different aspects of literacy.
	D (40-49%)	<i>Little awareness is shown of relevant theories or writings and where reference is made, the discussion is inadequate.</i>
	E (below 40%)	<i>No attempt is made to refer to theories or other writings on literacy.</i>
PRESENTATION	A (70%+)	Demonstrates entirely appropriate and accurate use of the full range of transferable skills applicable to this module and assignment. Well presented and with no errors in spelling or grammar.
	B (60-69%)	Assignment demonstrates a good range of appropriate transferable skills. Few errors in spelling or grammar.
	C (50-59%)	Assignment demonstrates a range of relevant transferable skills but it could have been better presented and there are several errors in spelling or grammar.
	D (40-49%)	<i>Assignment demonstrates few transferable skills; mastery of transferable skills is weak or inappropriate; frequent errors in spelling or grammar.</i>
	E (below 40%)	<i>Assignment demonstrates little competence in the expected transferable skills; shoddily presented; excessive errors in spelling or grammar.</i>
OTHER ACTIVITIES/ REFLECTION	A (70%+)	Notes on other activities are complete. They, and the portfolio as a whole, show clear evidence of self-reflection. The student has clearly advanced in their understanding of information literacy as the course has progressed.
	B (60-69%)	Notes on other activities are complete. They, but perhaps not the portfolio as a whole, show evidence of self-reflection. There is some awareness of changes in how the student conceives of information literacy.
	C (50-59%)	Notes on other activities are complete, but largely descriptive rather than reflective. It is not easy to tell whether the student's conception of information literacy has changed during the course unit.
	D (40-49%)	<i>Notes on other activities are incomplete and descriptive, with no evidence of reflection.</i>
	E (below 40%)	<i>Notes on other activities are missing.</i>