

ITT3030

Multisensory Media for Teaching and Learning

2013-2014

PGCE (QTS) Early Years Education

**Assessment Guidance**

**ITT3030 Multisensory Media for Teaching and Learning**

**Assessment Item: ITT3030AS1 ePortfolio**

AS1: ePortfolio – Compile an electronic portfolio including a range of resources, documents, music, video and static images. Critically evaluate these materials as appropriate including critical engagement with planning and appropriate safeguarding materials. (2500 words equivalent. Level 6)

The submission date for this work is 4th April. All work on your assignment must be completed by this date. The return date is May 16th.

You will be given guidance on how to create an ePortfolio using the MyPad software accessible from your Nile homepage during your first multisensory media session. Further sessions will cover a range of techniques. These skills will enable you to create regular posts reflecting on the multisensory media seminar sessions as the course progresses. You will be able to link to websites you find useful and add images, media and files to illustrate your work. In addition to this, the resources you make with others will be uploaded to a shared repository accessible to all students, providing a useful starting point for curriculum planning. You will be expected to share your posts and your collaborative work with your peers and tutors during the course, and use the comments tools to engage in learning dialogues with others via the comments facility. Formative feedback on your work in progress will be provided during the sessions from tutors and peers.

The opportunity to document personal progress by reflecting and commenting on each session and to read and comment on each other’s posts promotes the development of two fundamental teacher skills: personal reflection and membership of a professional community. The finished ePortfolio will reflect your engagement with the taught sessions and collaborative work, your further reading and browsing, and your growing appreciation of the role of multisensory media in society and schools.

Assessment will focus on the following:

* your use of the format and features of the ePortfolio tool, to show that you have achieved a high standard of output which effectively illustrates the development of your specialist skills in multisensory media.
* how well you cover the session content and further readings, to indicate that you can critically review, consolidate and extend your subject knowledge in multisensory media across a range of subjects.
* the quality of your reflection and commentary, to demonstrate your ability to evaluate concepts and evidence from a range of sources and to apply your multisensory media knowledge creatively across a number of varied teaching and learning contexts.
* your contribution to the group tasks in multisensory media, to show that you have accepted accountability for determining and achieving a high quality of materials.

We suggest you look carefully at the marking guide on the next page.

All assessment items involve a re-sit opportunity for those students who for various reasons fail to provide evidence of successful engagement in the first attempt.

In this case the re-sit assignment is as follows:

Re-submission of the ePortfolio taking full account of the suggestions made for improvement after the first submission. The date for re-submission is 14th August, 2014.

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| **A**  **A Distinction** | **B**  **A very strong merit** | **C**  **A Merit, Sound quality** | **D**  **Broadly Satisfactory Quality** | **F – Fail**  **Work falls short of the standards** | **Tutor Grade** |
| **Use of the blog format to communicate reflection on multisensory media sessions. 20% of Overall Mark** | | | | | |
| Makes outstanding use of media, blog tools and features to communicate high quality outputs.  Demonstrates strong and purposeful command of the tools.  Attractive format shows originality in the choice of theme and layout. | Makes good use of media, blog tools and features to communicate quality outputs.  Demonstrates command of the tools for a purpose.  Format is distinctive and appropriate in choice of theme and layout. | Makes sound use of media, blog tools and features to communicate sound outputs.  Satisfactory use of the tools.  Clear and readable format. | Makes satisfactory use of media, blog tools and features to communicate outputs.  Use of tools lacks purpose. Format is satisfactory but lacks originality. | Makes minimal use of media, blog tools and features to communicate outputs.  Uninviting format. |  |
| **Understanding of concepts and theory, with evidence of session coverage, reading and browsing. 25% of Overall Mark** | | | | | |
| A rigorous, comprehensive and detailed knowledge base demonstrating a sustained ability to analyse, evaluate and interpret concepts and theory in a considered manner through detailed coverage of all sessions.    Strong evidence of browsing and reading around the session topics, covering specialist skills and theoretical understanding.  All posts include relevant links and related resources.  Writing on session themes is clearly articulated and accurate, and demonstrates an integration of theory and practice, with evidence of a personal interpretation of ideas. | Demonstrates a strong knowledge base and theoretical understanding, including an assured grasp of concepts and principles.  All sessions covered, many supported by evidence of further browsing and reading.    Posts include relevant links and related resources with some coverage of specialist skills and theoretical understanding.  Writing on session themes is well communicated and demonstrates an integration of theory and practice, with evidence of a personal interpretation of ideas. | Demonstrates a firm knowledge base demonstrating a good grasp of theory, principles and concepts.  All session reflections in place although some may be covered minimally.  Some posts include relevant links and related resources with satisfactory coverage of specialist skills and theoretical understanding.  Writing on session themes is sound and demonstrates some integration of theory and practice, with evidence of a personal interpretation of ideas. | Demonstrates a reliable knowledge base and understanding of some key theories.  Some sessions missing or covered minimally. Limited evidence of further browsing and reading, and of links and resources.  Writing on session themes is satisfactory, and demonstrates some understanding of theory and practice, and some evidence of personal interpretation. | Demonstrates a limited conceptual and theoretical knowledge base. Some session notes missing.  Minimal evidence of further reading. Few links or related resources.  Writing on session themes is poorly articulated, and demonstrates little integration of theory and practice or evidence of a personal interpretation of ideas. |  |
| **Reflection on the development of personal skills and their application to teaching concepts in art, music and TEL. 30% of Overall Mark** | | | | | |
| Reflections show a very good awareness of pedagogical approaches and classroom strategies.  Strong evidence of competence across a range of specialised skills and an ability to use them to plan and evaluate and to develop own judgements.    Personal development of skills and their application to produce individual ideas is very well documented.  Commentary is clear, fluent, has individual voice and is appropriate to the audience. | Reflections show a good awareness of pedagogical approaches and classroom strategies.  Good evidence of competence across a range of specialised skills and an ability to use them to plan and evaluate and to develop own judgements.  Personal development of skills and their application to curriculum contexts is well documented.  Commentary is clearly expressed, has voice and is appropriate to the audience. | Reflections include some coverage of pedagogical approaches and classroom strategies.  Sound evidence of competence across a range of skills.  The development of personal skills and an ability to apply them to curriculum contexts is soundly covered.  Commentary is clearly aimed at an audience. | Reflections include some coverage of pedagogical approaches and classroom strategies.  Some evidence of competence across a range of skills.  An attempt is made to document the development of personal skills and some ability to apply them to curriculum contexts is demonstrated.  Commentary lacks clarity and readability. | Reflections show minimal coverage of pedagogical approaches and classroom strategies.  Little evidence of competence across a range of specialised skills.  Minimal attempt is made to document the development of personal skills and apply them to curriculum contexts.  Commentary unclear and difficult to read. |  |

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| **Responsibility for the nature and quality of group outcomes in art, music and TEL. 25% of Overall Mark** | | | | | |
| Accepts accountability for communicating group outcomes effectively, accurately and reliably.  Resources provide sound evidence of creative curriculum planning and thorough understanding of digital technology skills relevant to session themes.  A responsible contribution is made to all group efforts, resulting in coherent and original resources, each with a clear curricular focus. | Accepts accountability for organising and communicating group outputs.  Resources provide evidence of sound curriculum planning and demonstrate good understanding of digital technology skills relevant to session themes.  A responsible contribution is made to all group efforts, resulting in focussed resources. | Accepts some accountability for organising and communicating group outputs.  Resources provide evidence of curriculum planning and demonstrate understanding of digital technology skills relevant to session themes.  A contribution is made to all group efforts, resulting in useful resources. | Group outputs are communicated satisfactorily.  Resources provide some evidence of curriculum planning and demonstrate some understanding of digital technology skills relevant to session themes.  An inconsistent contribution is made to most group efforts. | Group outputs are communicated with minimal understanding and application.  Resources provide scant evidence of curriculum planning and demonstrate poor understanding of digital technology skills relevant to session themes.  Contribution to group efforts is minimal & this has impacted on the quality of the resources. |  |