EAP in the North, University of Glasgow

16 February 2018

Our portfolio experiences in EAS

- o In-sessional undergraduates, Writing for the Arts & Humanities (WAH)

- o Year Round Pre-sessional course (YRPS)

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Writing the Arts & Humanities

o Offered to level 3 non-Honours sts in College of Arts

o Runs in semester 1, worth 30 credits

o 24 sts, inc 3 EU

o The portfolio = 100% of the course assessment

Portfolio Assessment submission consists of:

- 6 – 8 pieces of original written work (max word count 5000 in total submission)
- Inc short reflective commentary
- Length of each piece must be 'genre appropriate'
- Portfolio must reflect wide range of disciplines and genres discussed in course
- Portfolio must include at least 3 different writing genres
- Eg blogging, criticism, journalise, cartoons, bids

Must include 3 different disciplines (*from Archaeology, Celtic & Gaelic, Classics, Comparative Literature, English Language, English Literature, Film Studies, History, History of Art, Information Studies, Modern Languages and Literatures, Music, Philosophy, Scottish Literature, Television Studies, Theatre Studies, Theology and Religious Studies)*

Assessment criteria

➢ Ability to write clearly, confidently in variety of non-academic genres
➢ Ability to tailor content of and approach to genre conventions and audience
➢ Subject-specific knowledge and evidence of research
➢ Ability to reflect critically on writing practice
➢ Spelling, grammar, presentation

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What worked well?

➢ Allows sts to experiment with wide range of genres

➢ Can find interesting inputs from outside lecturers

➢ Confident creative sts respond well to freedom of choice

What did not work so well?

➤ Impossible to prepare sts on even 50% of potential genres – suggestion: wider use of samples of good work

➤ Difficult to link inputs

➤ Less imaginative sts struggle with lack of structure

Sts Profiles

- Small class of 10.
- All PG. Entry level IELTS 4.5 – 5
- Chinese, Saudi Arabian, Turkish, South Korean
- 3 tutors: tutor 1 R & W, 1-1 tutorials, tutor 2 L & S, tutor 3 Supported Independent Study

❖ Portfolio was assessed separately from 4 skills
❖ Original form was paper, change in week 6/10 to electronic form (Moodle blog function)

Portfolio Assessment submission consists of:

o Weekly written reflection plus evidence (eg an essay with feedback, a self-study exercise)
o 9 weeks
o 150 word limit

Weekly feedback from tutor consisting of

➢ Comments, questions, appropriacy, focus of objectives, strategies, resources
➢ Sts could nominate tutor for feedback eg W tutor or L tutor

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Reflections based on Gibbs (1988) reflective cycle

- o Identifying the area
- o Describing the situation/feelings
- o Analysing the situation
- o Describing past responses
- o Collaborating to make action plan
- o Carrying out and evaluating plan

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Assessment criteria

- *Needs further work/satisfactory/strong*

➢ Presents evidence illustrating language learning issue

➢ Reflection; describes situation/emotion

➢ Analyses the situation

➢ Sets goal, takes action

➢ Evaluates action and LL outcome, with evidence

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What worked well?

- ➢ Relevant to sts' personal experiences
- ➢ Sts took responsibility for selection of goals and solutions
- ➢ Sts monitored and evaluated own progress
- ➢ Development of graduate attributes
- ➢ connection to PGT programme requirements (reflective writing)
- ➢ Some sts enjoyed discursive nature of tutor feedback
- ➢ Sts required to engage with feedback

What did not work so well?

- ➢ Some sts struggled with st – t roles
- ➢ Some sts disliked open-ended learning
- ➢ Time-consuming activity
- ➢ Possible conflict with personal privacy
- ➢ T need to 'coach' some sts – what's appropriate strategy
- ➢ T often had to give substantial feedback (eg if all sts nominate same T)
- ➢ Duplication of feedback (esp with 1-1 consultations)

Final comment from Sts

- ➢ First 5 weeks paper portfolio then move to e-portfolio (visible only to T and St)
- ➢ Sts preferred this
- ➢ Standard formatting
- ➢ One repository
- ➢ Easy to attach documents

And from Ts

- ➢ Clear task parameters/deadlines essential

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Thank you to:

➢ Rachel Elmslie, EAS (YRPS)

➢ William Guariento, EAS (WAH)

Reference:

Gibbs, G., 1988. *Learning by doing: A guide to teaching and learning methods*. FEU.