University of BRISTOL
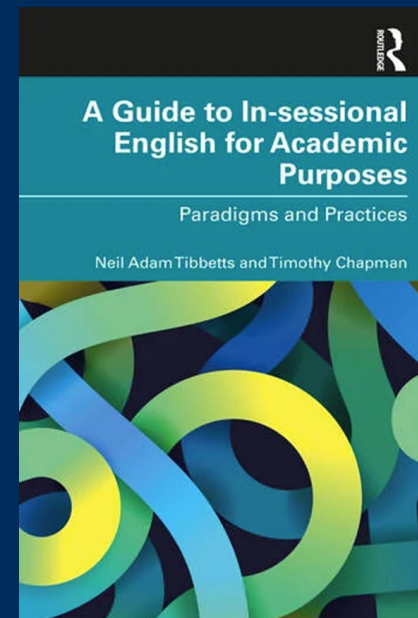Centre for Academic Language and Development

Realising the in-sessional dream?

Forging a successful collaboration with Engineering on jointly assessed summative assignments for Masters students.

Neil Adam Tibbetts

Introduction

- Collaboration CALD + 2 departments in Engineering
- In-sessional EAP context
- = Successful collaboration?

A Guide to In-sessional
English for Academic
Purposes

Paradigms and Practices

Neil Adam Tibbetts and Timothy Chapman

2 questions

1. Is this the in-sessional dream?

2. How close is this collaboration?

ISEAP and assessment What role should we have?

- In-sessional language provision - 'Fully inclusive: part of regular teaching, learning and assessment' (Wingate, 2016: 60)

- Co marking with content lecturers? Can be an 'eye –opener' e.g. AR in - Carr et al. (2021: 166)

- Working with lecturers- raising genre awareness while writing assignment briefs (McGrath et al., 2019)

- Boundaries between 'language' and 'content'? (Bond, 2017) Value of having feedback from both language practitioners and content lecturers? (e.g. Caulton et al., 2017)

- Possibilities for content lecturers to share marking workload with language practitioners, (Wingate, 2016: 62).

- Possibly more common for language practitioners to have a stake in assessment practices in Australian contexts? (Tibbetts & Chapman, 2023: 206-207).

CONTEXT Academic language and literacy (ALL)

- All levels (UG/PG) potentially up to 10000 students

- 40+ courses across all faculties at PG level

- ALL for all

- Embedded –CEM model (Sloan and Porter, 2010) but beyond this- integrated (Hanson et al., BALEAP 2023)

- In timetables, involved in the unit teaching pattern, CALD not seen as a separate 'provider'

- Summative assessment set up in collaboration with Engineering lecturers on 2 programmes – over 3 + year period, both courses Int'l + home, 100-150 ss.

CONTEXT 2 ALL provisions

- PG ALL COMP SCI- co-marking group presentations on the MSc Computer science programme (in TB1* unit Introduction to Computer Science)

- PG ALL EEE – co-marking individual research review reports on MSc Electrical and electronic Engineering (EEE) pathways (in TB2 unit Engineering Research skills)

*TB = Teaching block

PG ALL COMP SCI- What we did

Screenshots from COMSM0084 Introduction to Computer Science unit 2023-24 Blackboard

Centre for Academic Language and Development sessions for Introduction to Computer Science

Enabled: Statistics Tracking

Academic language and literacy sessions for Introduction to Computer Science

The content of these sessions: The Centre for Academic Language and Development (CALD) sessions have been developed in collaboration with your department and focus on developing your ability to communicate effectively within your subject. The sessions are interactive and workshop style and deliverd by a tutor from CALD.

Important: Please watch the 2 videos (approximately 15 minutes in duration each) to prepare for these sessions.

FOR VIDEOS SEE BELOW THIS ITEM

Week number (date)	Session number	Session title	Intended learning outcomes: this session will help you to
8 (week beginning 13th November)	1	**Preparing the group presentation:** Communicating your ideas clearly	• Effectively communicate key messages when presenting online • Structure the presentation to effectively highlight your key points
9 (week beginning 20th November)	2	**Writing the group report:** Effectively communicating the significance of your topic	• Evaluate and communicate the significance of your topic effectively • Organise ideas effectively in your report to map the field and identify your research space

How to approach and prepare for these sessions: The materials for these sessions are live on SharePoint and will remain accessible to you for the duration of your course. For each session you will need internet access in order to participate during the sessions, as we will be using shared documents based on SharePoint site.

What you will find when you click on the link to materials: You will arrive on a page with all the sessions listed in order. Go to the relevant session, download a copy of the **Session booklet** - which is your copy of the session materials to make notes in. During the session we will be working together in the **Shared document** - which you will find in the group folder under each session. (Please make sure you go to the correct group folder for this.)

At a glance

Week	Lecture	Lead	Location	Homework	Due	% of overall mark
1	Computer Vision and Deep Learning	Guest speakers	Bill Brown Suite Queen's Building	Blackboard quizzes	13:00 Mondays Weeks 3, 4, 5 and 6	5%
2	Human-Computer Interaction					5%
3	Artificial Intelligence					5%
4	Industrial Applications					5%
5	CyberSecurity					
6	Reading Week			Select group topic		
7	Ethics		Bill Brown Suite	Draft deliverables		
8	Presenting skills for CS	Neil Tibbetts	Online - see timetable	Draft presentation	See timetable	Formative
9	Report Writing skills for CS			Draft Report		Formative
10	Typesetting and LaTeX		Bill Brown Suite			
11	Assessment support drop-ins		Bill Brown Suite	Presentation	13:00 Wed	20%
12	Assessment support drop-ins			Report	13:00 Wed	60%

Introduction to computer science (COMSM0084) Group presentation	Overall comment:											
BAND	VISUAL COMMUNICATION (Assessed by CALD tutors) 25%			DELIVERY (Assessed by CALD tutors) 25%			ORGANISATION OF IDEAS (Assessed by CALD tutors) 25%			ACADEMIC CONTENT (Assessed by COMP SCI tutors) 25%		
	82	85	92	82	85	92	82	85	92	82	85	92
80+ An **exceptional** pass **Professional level presentation which might be worthy of dissemination (e.g. student conference).**	• Excellent quality of visual content (slides). All clearly labelled and referenced. • Visual content effectively communicates message throughout, no specific areas where this might be improved. • All visual aspects of the presentation are accurate throughout.			• Extremely well pitched to target audience. • Oral delivery combines extremely effectively with visual content of presentation to produce a consistently coherent presentation of the topic. • Extremely smooth transitions between presenters and slides. • Clear evidence of the whole group's contribution and teamwork.			• Structure and organisation of ideas is extremely well achieved throughout. • Coherent line of reasoning clearly present and explicitly communicated throughout. • Argument and connections between points is clearly signposted throughout, both in visual content and delivery.			• Presentation demonstrates an excellent and effective overview of key ideas. • Substantial engagement with context and history, excellent consideration of impacts and potential impacts, challenges, limitations, and future work related to the topic • Evidence of width and depth of research in preparation for the presentation is clear and there is an excellent level of engagement with this throughout.		
	72	75	78	72	75	78	72	75				
70+ A **very good** pass	• Very high quality of visual content (slides). • Visual content			• Well-pitched to the target audience. • Oral delivery combines			Structure and organisation of generally well a					

PG COMP SCI (Introduction to Computer Science)   Posts   Files   Notes   +1   Confidential
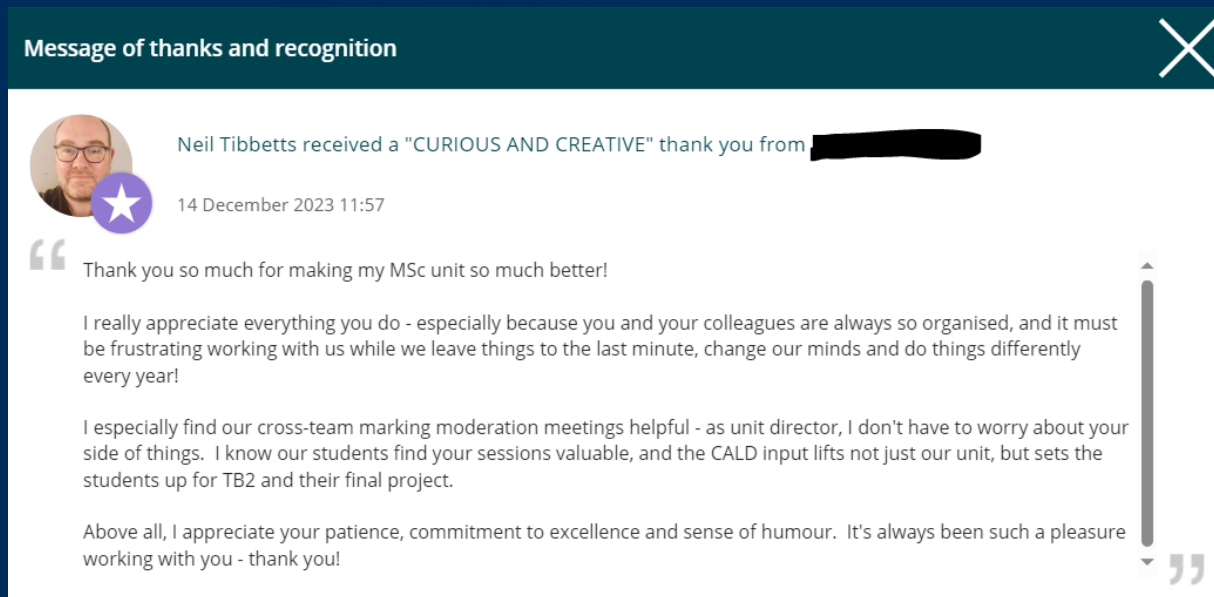
> Reply

Neil Tibbetts   05/12/2023 09:52

Preparation for Standardisation for group presentations...

Hi ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ and ▮▮ Just to remind you that it's that time of year again... yes, the standardization then the marking of the group presentations for COMP SCI is nearly upon us! Students are submitting today and we are downloading them and sorting them on Thursday. I will let you know then which 2 you need to watch ahead of our joint standardization meeting with Computer Science on Tuesday 12th December in Merchant Venturers' building L110 (you should all have an invite in your calendars). Please do come to this in person if you can, but we will try to make it hybrid for anyone who can't. We will be discussing the 2 videos you look at beforehand (I'll post about these at the end of Thursday afternoon) and then watching/grading another one all together on the day. You are obliged to attend this meeting so please let me know as soon as possible if there is some reason why you can't make this meeting as we will have to make other arrangements. You cannot start grading until you have been through the joint standardizing process.

👍 7

PG ALL COMP SCI- Impact

Message of thanks and recognition

Neil Tibbetts received a "CURIOUS AND CREATIVE" thank you from

14 December 2023 11:57

" Thank you so much for making my MSc unit so much better!

I really appreciate everything you do - especially because you and your colleagues are always so organised, and it must be frustrating working with us while we leave things to the last minute, change our minds and do things differently every year!

I especially find our cross-team marking moderation meetings helpful - as unit director, I don't have to worry about your side of things. I know our students find your sessions valuable, and the CALD input lifts not just our unit, but sets the students up for TB2 and their final project.

Above all, I appreciate your patience, commitment to excellence and sense of humour. It's always been such a pleasure working with you - thank you! "

From UoB staff Thanks and Recognition 'wall' Dec 2023

PG ALL COMP SCI- Reflections

1. History of working on collaboration on assessment. Grading of group presentations over 3 years
2. Co-written (but not acknowledged) marking criteria
3. Shared standardization and moderation processes CS/CALD
4. Input on literacy- slide design/presentation skills
5. Only involved in the presentation, not in the group written report
6. Chance to meet lecturers as equals for CALD
7. Positive reputational impact (personal)
8. Intro to CS Unit disappearing in 2024-25

Issues…
- L1/non L1 English cohort - Facilitating group dynamics?
- Lecturers treating EAP markers as equals?
- Who decides the mark?

PG ALL EEE- What we did

- Feedback on drafts*
- Co-created marking criteria (2020, reviewed 2022)
- IPP (Interim project plan), RRR (Research review report)
- Grading 30% of IPP (15% of the unit mark)*
- Grading 20% of the RRR (85% of the unit mark)

- *2020 and 2021 only, 2022-2023 RRR marking only.

PG ALL EEE- Collaboration

Session	UoB Week	Session Focus:	CALD tutors-feedback/marking
1	15 (w/c 5/2/24)	Approaching the IPP	
2	17 (w/c 19/2/24)	Coherence and cohesion	
3	19 (w/c 4/3/24)	Language and style	Remind students to bring drafts of RRRs and feedback on their IPPs if they have received it by then to the final session (week 22)
4	22 (w/c 15/4/23)	Planning your RRR: Applying Feedback	
	End TB2 (from week 23)		'RRR' graded by CALD tutors by 3/6

- We have involvement in welcome week lecture
- Introduced as equals
- 'Dr. Neil Tibbetts'
- 'CALD sessions', 'CALD tutors'

PG ALL EEE- Processes

EENGM0004 Engineering Research Skills unit 2023-24 Blackboard

MSc Research Review Report

Project Title

Unit Name:	Engineering Research Skills
Unit Code:	EENGM0004
Student Name:	ABC XYZ
UoB Account:	ab123456
Date:	1st May 2023
Supervisor:	Dr. ABC

1 Introduction

The main coursework for Engineering Research Skills unit is a Research Review report. This expands on the Background and Related work sections of the MSc Interim Project Plan submitted earlier in this term, and provides a detailed and critical review of the research area that you are investigating in the project. Based on the literature review, a detailed methodology and work plan should also be provided for your project. The material in this report may be reused as part of your final dissertation.

Assessment Methodology

	Coursework		Interim Project Plan (IPP)		Research Review Report (RRR)	
Marks		15%			85%	
Breakdown	100% Technical	(Feedback) Academic Language		80% Technical	20% Academic Language	
Assessment	Assessors	CALD Tutors		Supervisors	CALD Tutors	
Total Credits			20 Credits			

N.B. IPP and RRR marking criteria are available on Blackboard.
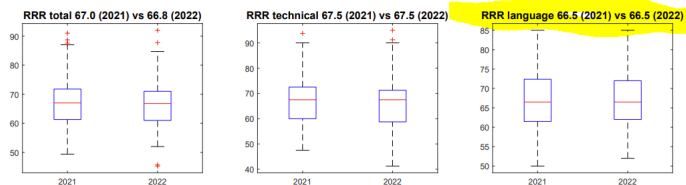
Marking Criteria for the Research Review Report

RRR	EEE Markers Technical Aspects of the Report (80%)					CALD markers: Overall Quality of Writing (20 %)	
BAND	**INTRODUCTION (10%)**	**LITERATURE REVIEW (30%)**	**METHODOLOGY (20%)**	**WORKPLAN and RISK ANALYSIS (20%)**	**PRESENTATION (20%)**	**COHERENCE AND COHESION (10%)**	**LANGUAGE AND STYLE (10%)**
						82 85 92	82 85 92
80%+: Exceptional quality.	The context of the project is exceptionally and comprehensively described. Very clear and very convincing description of how this project would fit into the context and how the project helps to solve the sub-set of problems identified. Exceptionally high-quality summary of the grand scheme and overall target of the research. Exceptionally well-defined set of objectives. All objectives are qualitatively	The reviewed work is extremely well described in own language. Professional standard in-depth critical analysis is included which demonstrate a thorough understanding of the state-of-the-art. Problems to be solved in the topical areas are very well identified.	The report provides an exceptional description of the general approach and methodology and an excellently structured breakdown of the project work into tasks of appropriate granularity. Necessary activities or steps needed to successfully complete the project are clearly provided, displaying a convincing path toward the achievement of the project objectives.	The project plan demonstrates a very well-defined critical path to the Objectives of the project, with milestones and deliverables very clearly defined and linked to the project. The tasks/activities of the project are very clearly mapped onto a timetable and expertly visualised using graphic tools (such as a Gantt Chart). The report provides a very comprehensive RISK ANALYSIS with very	The report meets the highest academic standards in terms of presentation. The style is consistent and professional. All citations clearly referenced. Bibliography is provided in a consistent professional format (e.g., IEEE). No errors in	Coherent line of reasoning clearly presented throughout the project/report. Between paragraphs, sophisticated organisation and transitions. Within paragraphs, fully coherent development of ideas. Sophisticated use of a wide variety of cohesive devices.	Exemplary use of noun phrase grammar for conciseness, meaning totally clear throughout. Extensive range of precise vocabulary. Accurate word choice and form throughout. Critical evaluation is successfully and clearly communicated with effective choice of language.

PG ALL EEE- Impact

Coursework Result - RRR

RRR total 67.0 (2021) vs 66.8 (2022)
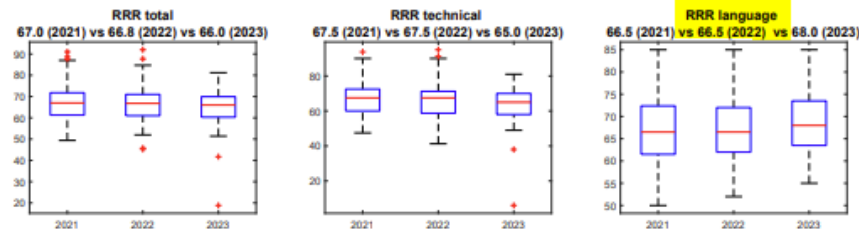RRR technical 67.5 (2021) vs 67.5 (2022)
RRR language 66.5 (2021) vs 66.5 (2022)

Total number of students: 181 (2021) vs 192 (2022)

No significant change was observed compared to 2021-2022 results!

Coursework Result - RRR

RRR total
67.0 (2021) vs 66.8 (2022) vs 66.0 (2023)

RRR technical
67.5 (2021) vs 67.5 (2022) vs 65.0 (2023)

RRR language
66.5 (2021) vs 66.5 (2022) vs 68.0 (2023)

Total number of students: 181 (2021) vs 192 (2022) vs 109 (2023)

- Smaller variations with overall/tech marks.
- Higher language marks this year.

PG ALL EEE - Reflections

1. Repeated over 4 years
2. Joint Development of marking criteria- our section – IPP and RRR
3. Included as equals in opening lecture
4. Not joint practices such as moderation/standardization (unlike Comp Sci)
5. Not invited to the exam board
6. ERS Unit being revised- moving to group project

Issues…
- Treated as separate providers within the unit
- Impact- Status of ALL with Engineering faculty
- Benefit to CALD teaching staff
- Language + Content

Summary- criteria for successful in-sessional assessment collaboration?

- Involvement in procedures (marking criteria, assignment briefs, set up, standardization, marking, moderation)

- Experience and expertise for us - involvement in Masters level summative marking

- Reputation/visibility/impact for EAP centre

- Sustainability of collaborative assessment practices

- Collaboration and advisory role

- Our positioning with lecturers

- Literacy development, advocacy for language + content together

1. Is this the in-sessional dream?

2. What type of collaboration do we seek in in-sessional EAP? Is assessment part of it and if so, what should be our involvement?

Any other experiences of collaboration in in-sessional + assessment?

References

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