Week 12 Tutorial

Preparation

Before this tutorial you are expected to should prepare a short comment on each group member, including themselves, and assign a mark to each person. Look through records of tutorials to remind yourselves of who contributed what. Make the comments (positive and negative) as specific as possible. It is much more useful for everyone if you state specific things that a person does well, and specific things they could improve on, rather than making a fairly generic comment.

You must bring 2 copies of your preparation to the tutorial. One copy should be handed to your tutor at the beginning of the tutorial.

Aim

To determine final peer and self assessments for your group, and for you to reflect what you have learnt about IT, and what trends you can identify for the future of IT.

Questions

1. In Question 1 of Tutorial 1 you were asked to identify what topics you expect to cover in this course, and what you would consider esssential. Are either of your responses different now? If so, describe the differences. If not, explain why not.

2. “Nowadays, anyone who cannot speak English and is incapable of using the Internet is regarded as backward.” — Al-Waleed bin Talal. What will be considered ‘backward’ in this sense in say five years time?

3. In principle, VoIP and similar developments should make telephone lines redundant, but they still persist. Will this continue? Or will landlines become as redundant and forgotten as floppy disks?

4. What will computers look like in ten years time? Will it be likely that an assistant will ask a customer purchasing software “Would you like hardware with that?”

5. Under what circumstances would you fly on a plane which was flown solely by robots and/or computers?

6. Worms, trojan horses and other malware remain a problem. Will we ever be rid of these?

Peer and Self Assessments

The learning groups form an important part of the learning process. The ability to work in a group towards shared understanding of complex problems is an increasingly important ability. It is also of important to be able to assess the contributions of oneself and one’s colleagues in a professional manner. The members of the group are in the best
position to be able to judge fairly and accurately how much each person has contributed to the task of developing group understanding of the 259 subject matter.

It is important to realise that contribution to the learning of other group members can take many different forms. E.g.:

- Reading and sharing information - both technical content and judgements as to what is worth reading.

- Explanation of things not understood. Here it is important not to just tell someone the answer, but to explain it so that the other group members learn and understand, and able to apply that knowledge to other problems as well.

- Suggesting a solution which is examined by the group.

- Going through someone else’s solution in detail and finding problems with it.

- Comparing one solution to another and identifying points of difference.

- Asking questions - showing what is not understood. In this case it is important to have done some preparation beforehand, so that it is not simply a matter of saying ”I don’t understand this” because you have never seen anything like it before, but to have attempted to understand before the tutorial and to have some understanding of what it is that is understood and what is not.

- Sit together in the lab and help with problems. Here it is important to consider not just the help per se, but whether the assistance given helped someone else to learn. In other words, did X help Y learn or just help Y get the assignment done?

**Mark Guidelines**

These are some guidelines for assigning marks in the self and peer assessment.

Suggested grades:
NN  Has mostly not attended and has made little useful contribution.
OR  Has attended sporadically and made some contributions to group understanding and learning. However contributions have not been of sufficient significance to counterbalance poor participation.
OR  Has attended relatively regularly but has mostly been passive, making little contribution to the group’s learning.

PA  Has made some genuine efforts to participate and assist all members’ learning
CR  Has made some useful contributions to the group, either by regular attendance and participation in tutorials or by some other means
DI  Has made significant and useful efforts to assist group learning, either in a steady, regular manner or somewhat irregularly but very helpful when present
HD  Has taken a consistently active role in developing better understanding within the group - note that this can just as easily be by preparing and asking specific questions as by giving explanations. A good mark for this aspect of assessment is not primarily to do with having a good understanding oneself.

Once you have determined a grade, use the following table to establish a corresponding mark out of 20.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
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<tbody>
<tr>
<td>NN</td>
<td>0-9</td>
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<tr>
<td>PA</td>
<td>10-11</td>
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<tr>
<td>CR</td>
<td>12-13</td>
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<tr>
<td>DI</td>
<td>14-15</td>
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<tr>
<td>HD</td>
<td>16-20</td>
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For the NN case, you should use the range 0-5 for the first case, and 5-9 for the other two.

Process

First you should review the quality of tutorial work handed in by group members over the semester. This will provide an indication as to how successful you were as a group in helping each other master the material. This will provide some of the information for deciding your marks. Make a summary for your tutor of how well group members went in doing the tutorial questions.
Next you should go through each person’s comments and marks for each other person. The person being assessed can ask for clarification of comments but may not argue or defend themselves - they have an opportunity to make their own comments on their performance in the form of the self-assessment.

If there are differences of opinion as to an individual’s level of contribution this should be discussed until the group reaches consensus agreement. If consensus cannot be reached the differing viewpoints and marks should be noted, along with information as to who held what view. It is NOT acceptable just to average out the mark. If this is done all members of the group will have their mark decreased.

Once agreement has been reached regarding an individual, the mark should be noted and some information recorded justifying this mark.

When marks have been recorded for all members, the marks should be reviewed as a whole to ensure that relative differences seem appropriate. E.g. if X has 13 and Y has 14 you should consider in the light of the full picture whether this relative difference seems right. Any adjustments that you wish to make at this stage should be noted following your original list of marks and comments. You should also ensure that the marks are appropriate given “evidence” (the tutorial work handed in).

Make a final list of marks.

Hand in the group’s material - i.e. the summary of quality of individual work handed in over the semester, the original marks you gave each other and justifications made during the process, plus any adjustments you wish to make at the end. Put a list of the final recommended marks at the end.

**Outcome**

Fill in the tutorial summary sheet as best you can, including the group’s assessment of how well each person has worked in the group.

Hand a list of marks, with justifications, that the group has decided on to your tutor.

**Reflection**

Information technology is constantly evolving, and it is likely that some of the things that you have learnt will be obsolete by the time that you graduate. How will you be able to recognise these? Can you identify some likely possibilities now?
Tutorial 12 Summary Sheet

Summary of outcomes:

Questions solved:

Questions attempted but unfinished:

Questions not attempted:

Points to raise with tutor or lecturer:

Peer and self assessment: (see the final tutorial for mark guidelines)

<table>
<thead>
<tr>
<th>Name</th>
<th>Peer</th>
<th>Self</th>
<th>Justification</th>
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Other Comments: