

Toeing the line



Ana Maria Ducasse

Lecturer
Spanish Program, Historical
and European Studies
La Trobe University

email: a.ducasse@latrobe.edu.au

Mapping graduate attributes on to speaking and writing assessment in the Humanities and Social Sciences.

A project that targets the improvement of assessment practices by stimulating reflection, by domain experts, and results in action across a faculty.

Academics from all levels will flesh out what Graduate Attributes (GAs) mean to their programs, how they are assessed and whether they are taught.

WORKSHOP PROCEDURE

Participants will:

1. verbalize what the ten faculty GAs mean to their discipline
2. describe if and how the GAs are taught and the way the assessment aligns with attainment
3. decide what marks the difference between one year level and the next

The major finding was that academics are willing to express how different their disciplines are from others and this is a way into achieving alignment with assessment and GAs.

FINDINGS

OUTCOMES

- the first practical outcome is eliciting a description of what the 10 GAs from the Faculty of Humanities and Social Sciences means to an academic discipline
- alignment of the description of GAs onto current assessment maps out the status quo, identifies gaps and starts the conversation on changes needed to incorporate GAs in the program unit guide
- the end result is that what domain experts have been doing is now explicit and accessible to students in the unit guides and there are improved Course Exit Questionnaires

| | Archaeology | History | Spanish | Visual Arts | Philosophy |
|-------------------------------------|--|---|--|--|--|
| Effective communication in writing | <ul style="list-style-type: none"> • Logical and clear identification of problem. • Logical and clear presentation. • Appropriate use of evidence. • Appropriate use of disciplinary jargon. | <ul style="list-style-type: none"> • Sentence structure. • Essay structure. • Being articulate Argument style. | <ul style="list-style-type: none"> • Clarity. • Succinctness. • Ability to address topic. • Coherence. • Appropriate register. • Discipline specific vocabulary. | <ul style="list-style-type: none"> • Ability to write in a clear way. • Ability to understand forms of writing. • Writing text and content. • Articulate communication of ideas & concepts. • Being able to communicate the meaning of viscous materials. | <ul style="list-style-type: none"> • Creating spaces for exchange/evaluation of ideas, not mere transfer of information from teacher to student, or from student to each other. • Being open to reformulate views. |
| Effective communication in speaking | <ul style="list-style-type: none"> • Succinct and clear presentation of problem and argument. • Ability and readiness to engage in critical discussion and exchange of ideas. • Ability to ask pertinent questions. | <ul style="list-style-type: none"> • Dialogue. • Listening. • Fluency. • Tact. • Confidence. • Presentation skills. | <ul style="list-style-type: none"> • Getting to the point. • Ability to listen and to respond. • Adequate interaction. • Managing speech speed. • No mumbling i.e. articulating | <ul style="list-style-type: none"> • To verbalize concepts and communicate them effectively. • To verbalize viscous perception and means of communication. • To build an appropriate genre specific vocabulary. • Understanding of cultural ground. | <ul style="list-style-type: none"> • Placing importance on asking questions and listening to views not shared. |

Acknowledgements: Archaeology, Cinema Studies, English, History, Linguistics, Philosophy, Spanish, Visual arts.