

CERE 2011 coursework v.1

This handout will probably be updated: this is only a preliminary version.

The tasks

1. Working by yourself, put together an essay plan for an answer to your assigned exam question: just a short paragraph or list, indicating what you will mention and your argument/conclusion. Post this on your group's Moodle wiki by Session 3 (1st March). Don't look at each other's before you post yours or your group will lose the benefit of diverse ideas.
2. Working together as a group, put together a better answer by combining and refining ideas. The result can be an essay plan or a complete exam essay: but no longer than you could write in an exam (1,000 words is probably too long). You can organise this task how you wish: possibly a single group answer, possibly 6 separate ones, most likely 2-3 contrasting answers following different approaches. Part of the point is that there are many ways to write a good answer to each level 4 exam question. These must be complete and posted by session 5 (15 March).
3. Add comments underneath each essay (signed by yourself) discussing what is good and bad about the outline essay. Deadline for finishing this 23rd March.

I will introduce you to the Moodle wikis elsewhere. You may well want to write your essays offline, then paste them into Moodle when complete. Do NOT paste in from Word as it seems to cause big problems: WordPad is OK; or saving Word as plain text (not RTF) then pasting that in should be OK.

Moodle records your actions: don't be late posting your stuff or you will impede your group and I will penalise you. The eventual mark will be partly about adhering to the timescale, partly about your contribution to the eventual quality of the more developed answer outline, and to commenting on these.

The topics

The tasks and topics revolve around creating answers to last year's exam questions: each student will be assigned to one or another of them. Starting points for reading are last year's student wiki pages (labelled here by the last name of the student); and the reading reference list for the course on the web, where each entry is tagged for its relevance to topics on the course.

Last year's exam questions:

1. Does teaching make a difference to undergraduate learning?
Make the strongest arguments for and against that you can, and then state what your overall view is.
Starters: Botterill, Grant, Macnaughton, Rose, Smith, Waddell.
Tags: "teacher"
Students: Zhuo Chen, Frances Holborn, Linda Irving, Lisa McMunn, Rebecca Ross, Alexandra Russell
2. Compare and contrast several different important senses of high and low quality learning.
Starters: Bell, Campbell, Kennedy, Malone, Mccarlie, Tang, Foster
Tags: "deep and shallow", "Perry", "Laurillard"
Students: Manus Cross, Mary-Louise Kilgour, Catriona May, Joseph McCarthy, Lisa Murray, Angela Thumath
3. Discuss a few big effects in education, and the sense in which they are "big".
And discuss whether the main value of what is learned in HE is content, a way of thinking, or something else.
Starters: Waddell, Bannerman, Friel, Mccarlie, Smith,
refs: Crouch&Mazur, Hunt, Biederman, Hake
Students: Jonathan Bingham, Katherine Harvey, Gemma Mcfarlane, Jen Norris, Angela Ramage, Iain Walker