



Hospitality, Leisure, Sport & Tourism
Towards Learning Creatively



Get rewarded for your good practice in assessment. Write a reflective case study for the TLC Project.

Reflective Case Study Handbook

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The TLC Project

The Towards Learning Creatively (TLC) project initiated in October 2004 and based in Hospitality, Leisure, Sport and Tourism, aims to support the work of lecturers in developing more inclusive modes of assessment. The project particularly focuses on the needs of dyslexic students, as these are the largest group of students with disabilities in Higher Education today. On the TLC website the resources for lecturers include a variety of reflective case studies, divided into oral, practical, visual and complex (see below for examples) or visit the resources section of our website:

<http://www.creativeassessment.org.uk/resources/default.asp>.

Would you like to write a reflective case study for the TLC Project

'Buds' are lecturers who produce resources and materials for the TLC website. If you would like to write a reflective case study or other resources, please contact us to discuss your ideas. Payments are available for producing a variety of website resources and these are listed on page 4.

	<p>Oral reflective case studies could include assessments such as:</p> <ul style="list-style-type: none">• Interviews• Presentations• Vivas
	<p>Practical case studies could include assessments such as:</p> <ul style="list-style-type: none">• Coaching• Observation of student competencies• Running an event• A Game Show
	<p>Visual case studies could include assessments such as:</p> <ul style="list-style-type: none">• A Poster• A Video• An Album

Payments for Lecturers

Lecturers will be paid for writing their reflective case studies and there are also a number of other activities lecturers could become involved, following negotiation with the Project Director or Manager. All payments quoted are gross of tax.

Reflective case study (compulsory)	£200
Research into the student experience of assessment	
Quotes (5-10) with brief description of students	£30
Student unit feedback questionnaire at time of assessment (min 10 students)	£30
Student unit feedback questionnaire, three months later (min 10 students)	£30
Developing resources to be used on the website	
Good quality photos of the activity with student permission (min 5 photos)	£50
Good quality video (3-5 minutes) of students and lecturers (with permission given)	£100
Quality audio recording (10 minutes) of students and lecturers (with permission)	£50
Produce a reflective diary of the year/term illustrating the developing of your innovative assessment.	£150
Write a literature review that underpins your assessment (500-1000 words)	£150
Supporting other lecturers	
Act as a mentor to someone else in your organisation who is developing innovative assessment, produce a brief log of the mentoring experience.	£50

Other activity. If you have an idea you think would be beneficial to the TLC project, please contact us to discuss it further.

The editorial board must approve all case study submissions in order to maintain the quality of the website. All case studies need to be completed and submitted by the end of June 2007.

Template for reflective case study (this is also available from the website)

TLC Project Assessment Case Study

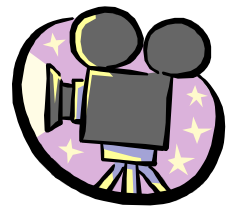
Assessment Strategy	
Subject and module	
Useful for students who are:	
Keywords	
Assessment activity	
How does this assessment improve student learning?	
Underpinning assessment theory links	
What went well	
What could be improved	
What support for staff is needed to implement this method of assessment?	
What support for students is needed to implement this method of assessment?	
What are the time implications?	
Other resource implications?	
What are the risks?	
How can these be minimised?	
Implications for dyslexic students?	
Institution where this was trialed	
Lecturer	
CATS	
Level	
Compulsory/optional	

Relationship to other modules	
Delivery pattern	
Student profile Year 2004/5	
Learning outcomes assessed	
References	

Assignment Brief and assessment criteria to be attached

Pictures/video to be forwarded if available.

Information on Producing images, video and audio material for the TLC website.



Tips on how to produce a successful video:

- Preparation is the key to success. Decide on exactly what you want to film. Think about the shots you want to focus on and the sequence of events. You may want to select a particularly interesting part of your assessment. Students will need to give their permission for the film to be used on the website.

Filming

- Press the record button 5-10 seconds before commencing action to avoid losing the first piece of action.
- Use a tripod to avoid camera shake.
- In noisy environments use an external microphone rather than the one on the camera. Using headphones will help ensure the sound is good.
- Always film more than you need. Try shots from different angles, or close-up and wide shots.
- If you are not sure if the shot was a success, play it back and review it.

Technical specifications

- Videos should be in QuickTime (MOV), video files (MPG or MPEG), AVI and Windows Media (WMV). Videos in the form of flash movies may also be used.
- Photos need to be under 500k in file size (Jpegs).
- Audio files (mp3 format)

You may want to approach your Media Resources Department for further advice or help with making videos.

Declaration for Participants in photo/audio/video that they agree to their image/voice being used on the TLC website.

I (print name of student) give my consent for this video/photograph/audio recording to be used on the TLC website.

Signed(student)

Date

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