

Assessing a moving target

Shane Sutherland

CEO : PebblePad



PebblePad
experience better

Employability → skills developed over time

Workplace learning → skills validated by others

Clinical skills → skills captured offline

‘Good standing’ & CPD → adaptable assessment workflows

Lifelong- lifewide-learning → continual learning, unlearning, relearning

Credentialing → badge support, certificates, HEAR

What I can do → rather than what I know

Process over product → content is no longer king (or queen)

Workbook

This is a PebblePad Workbook

The user engages with the content and enriches it with their own entries, comments and evidence

- Intro Activities
- Week 2 - Planning
- Self-study activities



This is where the learner engages with some content, or where they are signposted to [content elsewhere](#). This is where the learner engages with some content, or where they are signposted to [content elsewhere](#).

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How much of this did you understand?

☐ All of it
☐ Most of it
☐ Some of it

Explain your selection

Some guidance text can go here

Now for a follow up activity related to a video... Now for a follow up activity related to a video... Now for a follow up activity related to a video... Now for a follow up activity related to a video...

Now for a follow up activity related to a video... Now for a follow up activity related to a video...

How confident would you feel dealing with the scenario portrayed in the video?

You will have the opportunity to re-evaluate yourself later in this course

not confident: very confident.

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- Week 3 - Designing
- Your research question
- Week 4 - Clarifying
- Group evaluation

Provide a brief overview of your project

How well do you think your group achieved the project aims?

low achievement high achievement

How well do you think you achieved your research question?

low achievement high achievement

How would you define the ratings you have seen?

You can only select one option and will be asked to

☐ Both I and the group rated lower than expected
☐ Both I and the group rated higher than expected
☐ Collectively the group achieved more than my individual contribution
☐ My contribution was individually better than the group
☐ The group and I did what was expected

Please explain the results of your rating

If you and your group fell below expectations please explain why or if there was a disparity between the group and your own performance

As a result of this project what kind of feedback did you receive?

☐ Feedback given to the group as a whole
☐ Feedback targeted at my own performance

If you were able to design the feedback you would want to receive, what would it be?

Which of the following skills do you think you have developed?

☐ Leadership
☐ Self Management
☐ Time Management
☐ Clear Communication
☐ Innovation and Creativity
☐ Organisational Skills

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How much of this did you understand?

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feedback: This is a PebblePad Workbook

Colin Dalziel
1 Jun 2015 at 13:50

Workspace: #3 Reflective Submissions
Assignment: General Assignment

Shane,

this is a good start to this assignment but please note the comments I have made below:

Please allow time for more thorough proof-reading - you have included far too many spelling mistakes or typographical errors which cannot be identified by a spell checker!!

There is a difference between their view of themselves and the way they're represented by the media. Beware of different forms of similar sounding words.

If the article can be illustrated with pictures, find an appropriate place to position these images, where they relate closely to text they illustrate. If there might be doubt, draw attention to the image in the text. Also, paragraphs should be short enough to be readable, but long enough to develop an idea. Overly long paragraphs should be split up, as long as the cousin paragraphs keep the idea in focus.

Any questions, please ask

Shane Sutherland
1 Jun 2015 at 13:53

Thank-you for the feedback, it will help me improve my work before the final assignment. I'm a little bit confused about the feedback regarding paragraphs though - can you explain a little bit more or give me a link to somewhere where I can find out more about this?

Thank-you

Reply

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Week 3 - Designing

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Week 4 - Clarifying

Group evaluation

Week 5 - Pilot project

Peer-evaluation

Reflection and review



How much of this did you understand?

Explain your selection

Some guidance text can go here

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not confident 1 2 3 4 5 6 7 very confident

comments: This is a PebblePad Work...

X24Y65P

1 Jun 2015 at 14:06

I found your research question quite difficult to understand. I was under the impression that it should be real. It might jeopardise the quality of the findings. Obviously suggest working on this.

Your research design looks right - is mixed method a p...

I look forward to seeing your results. Good luck

M87T45B

1 Jun 2015 at 14:11

It looks like you've put a lot of thought and effort into t...

is quite difficult to understand on first reading but I thi...

is actually very important. 6 questionnaires seems quit...

do any more?

Your questionnaire design looks very professional but c...

how your targets feel working through this. Overall tho...

SAM iPad

Record

Pad

v3.pebblepad.co.uk

39%

Overseas Placement Officer

Where was the observation?

Placement Office

When did it take place?

27 May 2015

Overview of findings/observations

Well, the way they make shows is, they make one show. That show's called a pilot. Then show to the people who make shows, and on the strength of that one show they decide to make more shows. Some pilots get picked and become television programs. Some do nothing. She starred in one of the ones that became nothing.

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How authentic was the setting?

Low authenticity 1 2 3 4 5 6 7 High authenticity

Signature of observee

Please sign this form if you agree with its contents. You are also agreeing to its use as p...

student led research project

Signed on: 01/06/2015 at 14:06

Change signature

JkScott

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Reflection and review

Observation Records

Digital Safety Officer

Accessibility and Inclusion Co-ordinator

Netball Society President

Overseas Placement Officer

Observation Record

Overseas Placement Officer

Where was the observation?

Placement Office

When did it take place?

27 May 2015

Overview of findings/observations

Well, the way they make shows is, they make one show. That show's called a pilot. Then they show that show to the people who make shows, and on the strength of that one show they decide if they're going to make more shows. Some pilots get picked and become television programs. Some don't, become nothing. She starred in one of the ones that became nothing.

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How authentic was the setting?

Low authenticity High authenticity

Signature of observee

Please sign this form if you agree with its contents. You are also agreeing to its use as part of this student led research project

JkScott



Submissions

Community

Conversations

Management

Submissions

 Manage submissions Manage feedback Export ▾ Upload a file Report ▾ The revision deadline for this assignment

You are viewing: Workplace Learning Project

 filter the submissions

0 Item(s) selected

Submission details



This is a PebblePad Workb

The user engages with the o

Submitted late: 1st Jun 2015 1



Work-based Learning Project

Different elements of this w

Submitted: 20th Jan 2014 13:22



Work-based Learning Project

Different elements of this w

Submitted: 20th Jan 2014 12:45



Work-based Learning Project

Different elements of this w

Submitted: 20th Jan 2014 11:24



Work-based Learning Project

Different elements of this w

Submitted: 20th Jan 2014 11:23



Work-based Learning Project

Overview

Evidence

Enquiry & research skills

Total responses: 7

Average (mode) 6

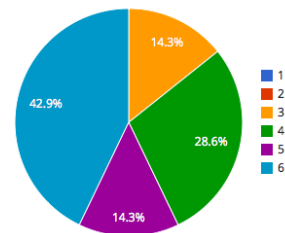
Ratio of answers

developing - developed

1	0 (0%)
2	0 (0%)
3	1 (14.29%)
4	2 (28.57%)
5	1 (14.29%)
6	3 (42.86%)

Total with evidence 4 (57.14%)

Total with plans 1 (14.29%)



1
2
3
4
5
6

▲ Hide Users

Submission Title

Work-based Learning Project

Work-based Learning Project

Work-based Learning Project

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Work-based Learning Project

Work-based Learning Project

Work-based Learning Project

Reflection and Evaluation (30%)

The extent to which the reflections illustrate the ability to effectively critique work and demonstrate insight, learning and development.

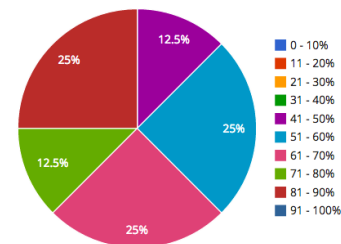
Total responses: 8

Highest score: 90

Lowest score: 50

Average score: 68

▲ Hide responses



0 - 10%
11 - 20%
21 - 30%
31 - 40%
41 - 50%
51 - 60%
61 - 70%
71 - 80%
81 - 90%
91 - 100%

Submission title	Publisher	Assessor	Component score	Overall score
Ann Teak Portfolio	Ann Teak	Shane Sutherland	90%	84%
Dwain Pipe's Portfolio	Dwain Pipe	Shane Sutherland	70%	70%
Hazle Nutt's Portfolio	Hazle Nutt	Shane Sutherland	50%	55%
Jo King's Portfolio	Jo King	Shane Sutherland	85%	86%
Kerry's Portfolio	Kerry Oki	Shane Sutherland	55%	67%
Matt Tress' Portfolio	Matt Tress	Shane Sutherland	55%	58%
Shane Eccles Portfolio	Shane Sutherland	Colin Dalziel	74%	80%
Toby LeRone's Portfolio	Toby LeRone	Shane Sutherland	65%	70%

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Thank-you any questions?

Shane Sutherland

shane@pebblepad.com



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