CONTENT

What is the *Subject Diagnosis Tool*?

The *Subject Diagnosis Tool* is designed for educators to assess their own subjects, whether they have spent enough time on what they deem to be important in the subject and if there is a specific requirement or adjustment focus on their subjects. It helps in narrowing focus of subject and reducing possibly unnecessary resources spent on topics that may not be beneficial towards the development of student's knowledge

Expected desirable outcomes

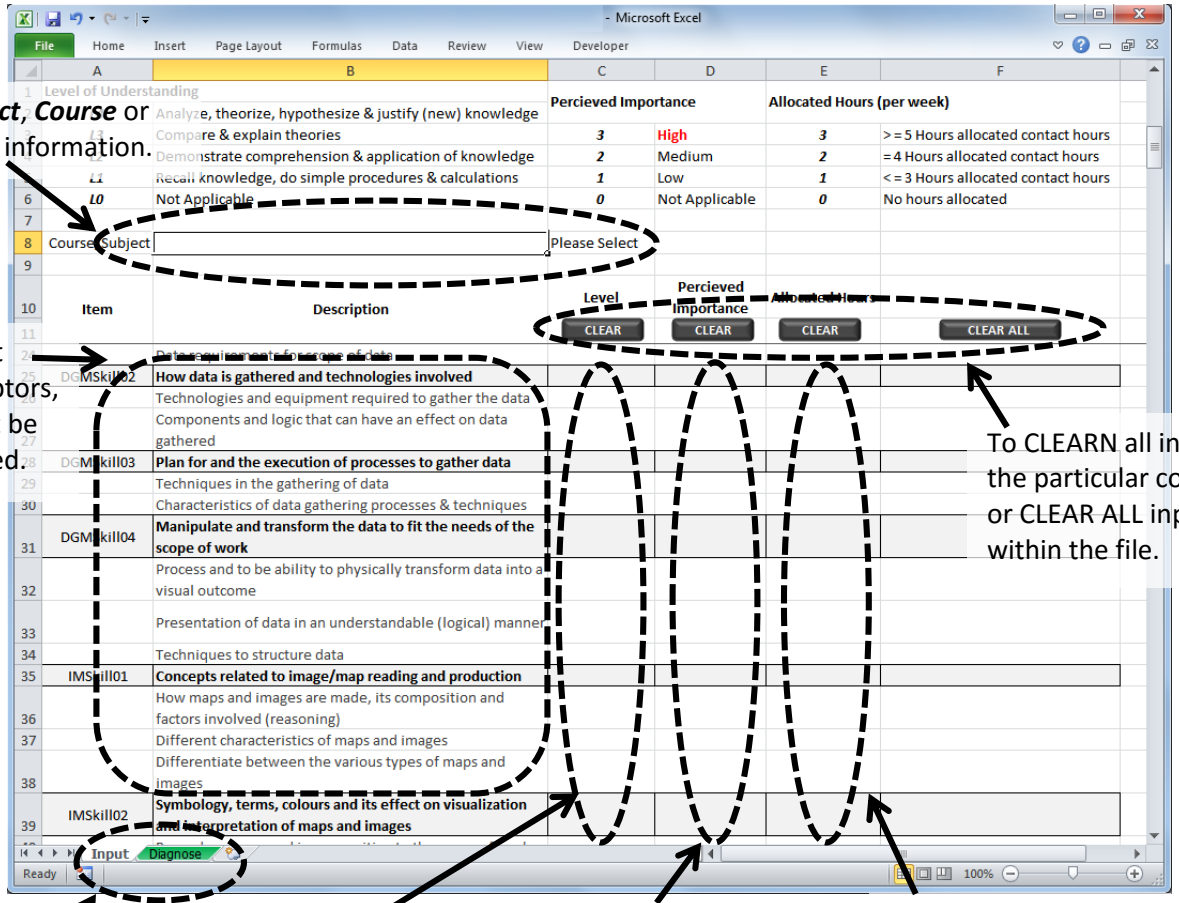
For Educators:

- To assess the condition of their own subject
- To be able to compare with other educators regarding the conditions of their subjects
- To have a better understanding of the distribution of time and effort placed on various topics of their subjects

Design of the *Subject Diagnosis Tool*

The *Subject Diagnosis Tool* is designed as a self-assessment tool, a tool for profiling the subject/course/programme in order to have a better understanding of the allocation of time and the Educator's perception within a chosen subject/course/programme. It can be used for a single subject, a course (specialism) or a programme. There are currently 2 versions of the *Subject Diagnosis Tool*:

> Fixed Version: Enables Educators to compare their course with the characteristics and elements identified to be important in Geospatial Education. Users of this version can interact with the tool via the input of Level of Understanding required for the particular topic/ subject/ course/ programme, Perceived Importance and amount of Allocated Hours (including lectures, lab times, and tutorials) per week.



Topic, ***Subject***, ***Course*** or ***Programme*** information.

Pre-set descriptors, cannot be changed.

To CLEARN all input in the particular column or CLEAR ALL input within the file.

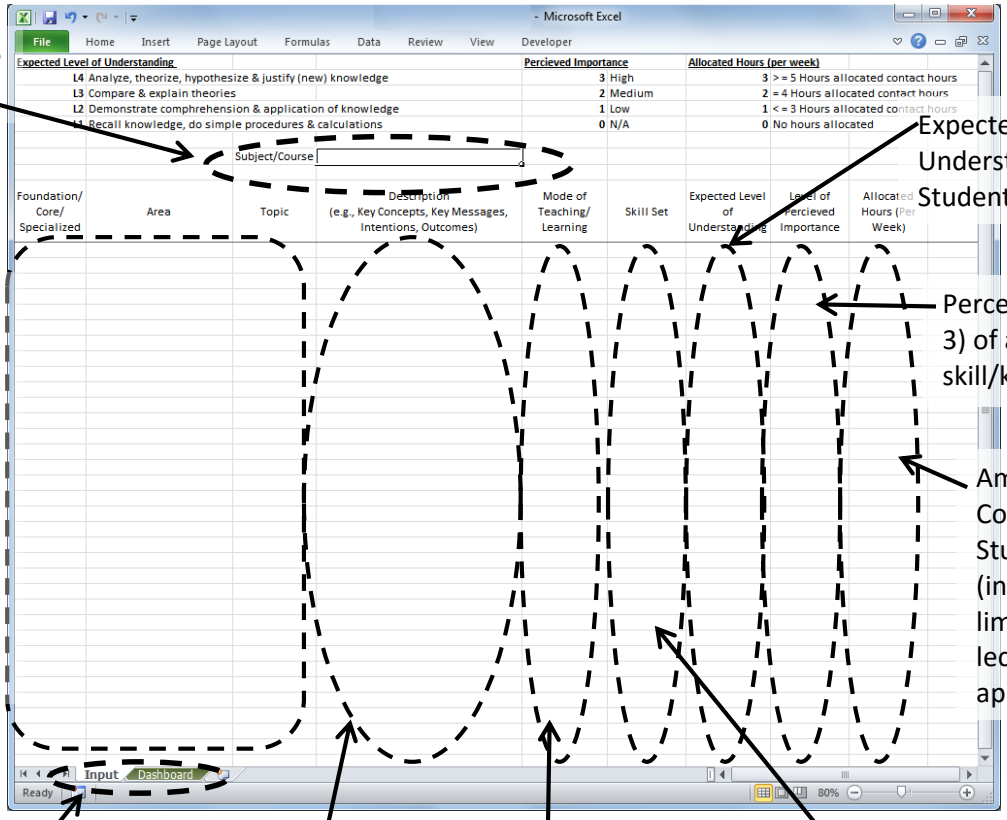
Input details of study then ***Diagnose*** its status.

Expected Level of understanding Students can achieve.

Perceived Importance of a particular skill/knowledge.

Amount of total Contact Hours the Student receives (including, but not limited to, tutorials, lectures, student appointments).

Customizable Version: Enables Educators input their own descriptors, allowing higher levels of customization, but still allows Educators to compare how their course/subject/topic/programme is performing. Though it has higher flexibility, it requires higher amounts of user input.



Subject/Course information

Expected Level of Understanding (L1-L4) Students can achieve.

Identify the type of ***Knowledge*** (Foundation, Core, Specialised) categories based on the Geospatial Curriculum

Perceived Importance (0-3) of a particular skill/knowledge.

Amount of total Contact Hours the Student receives (including, but not limited to, tutorials, lectures, student appointments).

Input details of study then ***Diagnose*** its status.

Descriptor for the item.

Identify how the topic is taught and/or learnt by students

Indicate the types of skills the particular topic is attempting to cultivate in students

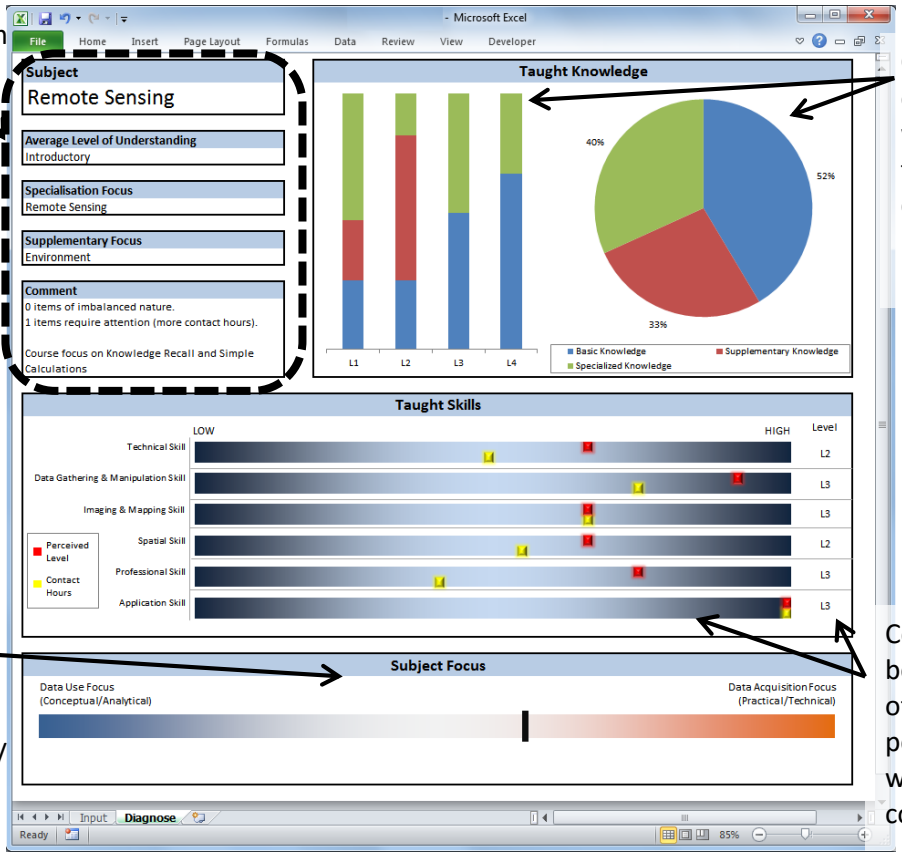
How to use the *Subject Diagnosis Tool*

This tool can help educators visualize how their subjects/course/program is faring and allows educators to compare their own subjects with the status of other subjects with ease regardless of the specialty/discipline.

Fixed Version

NB. Assumes the assessed Topic/Subject/Course/Programme is Goespatial based.

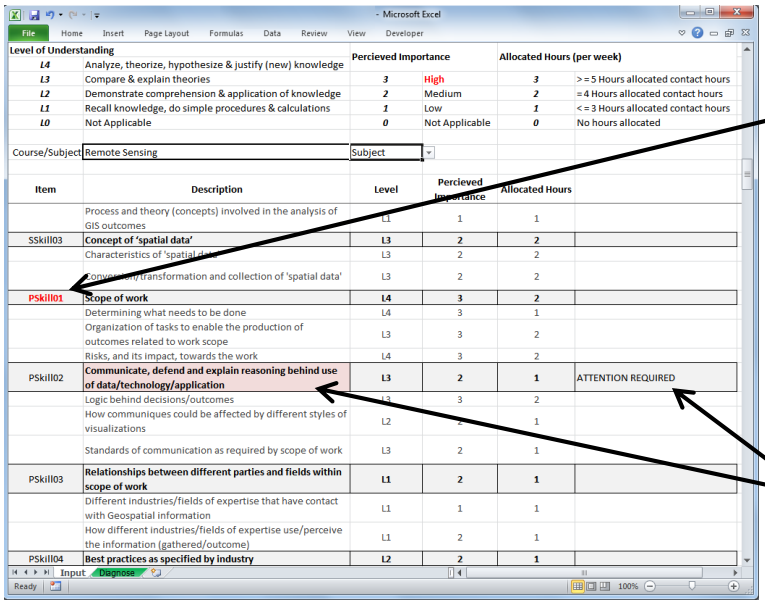
Description from computer diagnosis.



Comparison of level of taught knowledge with the amount of time spent and the composition of knowledge at each level

Computer diagnosis of focus of Topic/ Subject/ Course/ Programme

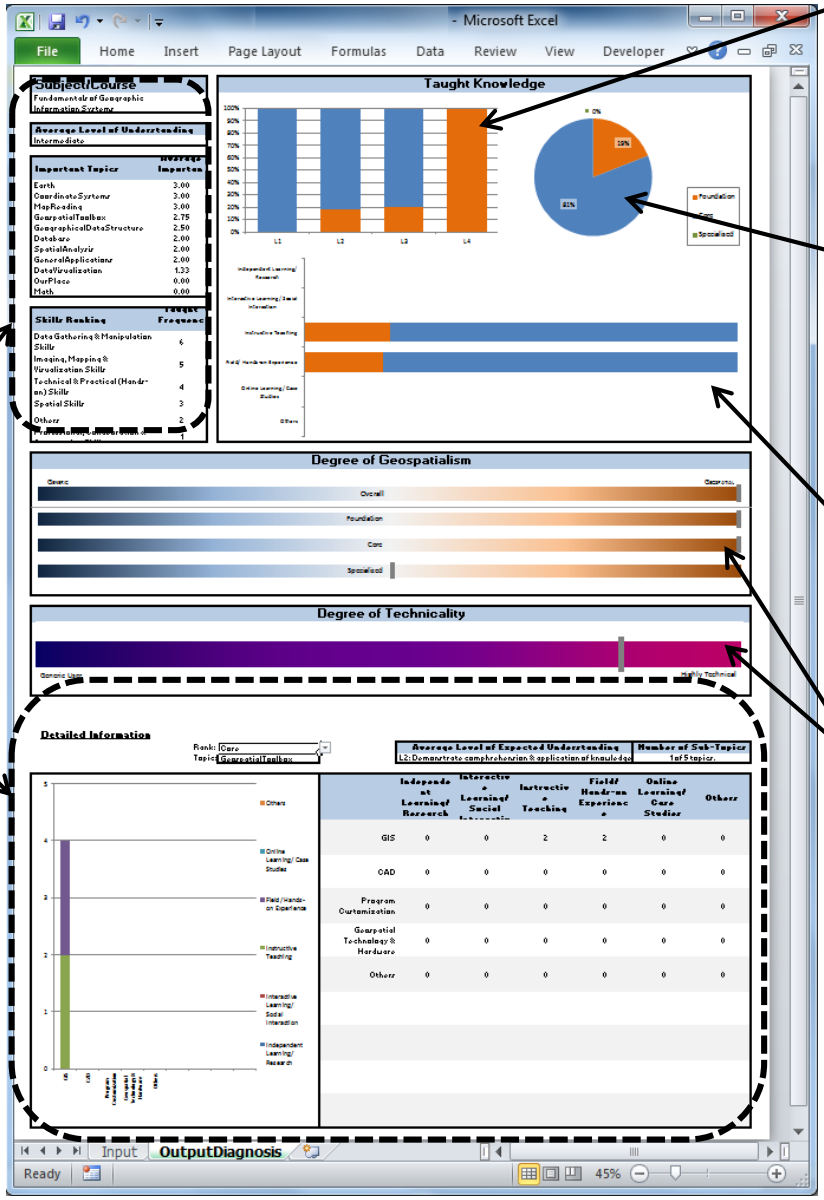
Comparison between the levels of understanding, perceived levels with the amount of contact hours spent



Highlight of items with High importance

Identifies items with requires **ATTENTION** (mismatch between perceived importance with expected level of understanding and/or contact hours)

Customizable Version



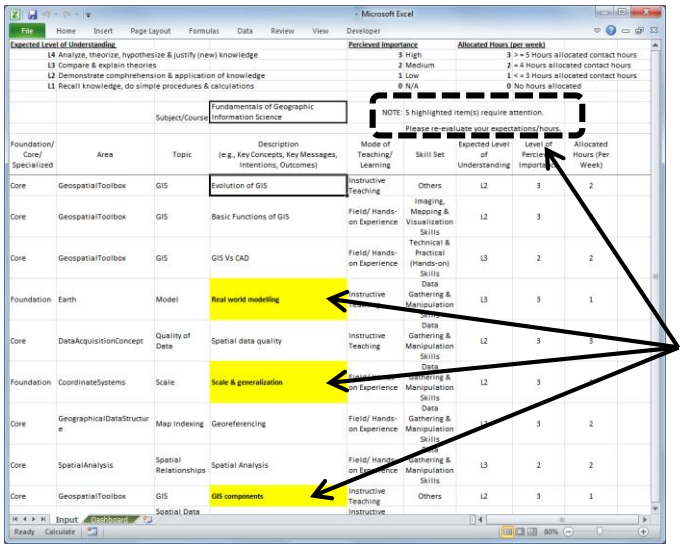
Distribution of Level of Understanding within Topic/ Subject/ Course/ Programme

Distribution of Knowledge types within Topic/ Subject/ Course/ Programme

Description from computer diagnosis.

Distribution of Tuition method used to teach various types of Knowledge

Computer diagnosis of degree of Geospatialism and Technicality of Topic/ Subject/ Course/ Programme

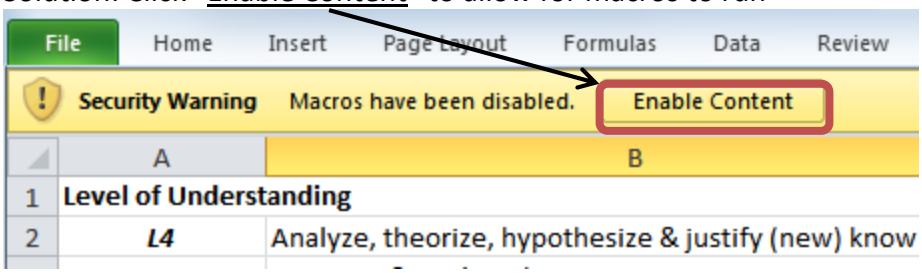


Makes note and identifies items with requires **ATTENTION** (mismatch between perceived importance with expected level of understanding and/or contact hours)

Troubleshooting

1. *Cannot enter values in **Input***
   Solution: Do not enter value directly using the keyboard, select via dropdown menu

   To access dropdown menu, select the cell first. All entry values (with the exception of Descriptions) have to be entered this way.
2. *Security warning displayed*
   Solution: Click "Enable Content" to allow for macros to run



3. *Cannot run file*
   Solution: Please ensure you are running Windows Office from a desktop computer and not via the Internet (i.e. please download file first onto desktop and not run directly from the browser or using Internet version of Windows Office). If running from an older Windows Office (before Windows Office 2010), you may want to consider using the non-macros version (please note, this is only available for the *Fixed Version*).
4. *Want to make notes on the file itself*
   Solution: Unfortunately, this feature is not available for both versions
5. *Will not **Diagnose***
   Solution: (a) Save file, close application fully, open file again. (b) Display **Input** again then **Diagnose** to refresh
6. *Not enough input lines*
   Solution: Unfortunately, the current *Customizable Version* can only cater for 240 lines of input.
7. *Screen froze during input/reaction is slow*
   Solution: Please allow some time for calculations to be made, it can take a few minutes depending on the machine and the amount of input.

Suggested applications

This tool can be used for both assessing existing subject plans and for planning a new subject plan. For new subject plans, educators can input the intended number of contact hours to visualize the various aspect. For existing subjects, educators can visualize the amount of time with respect of the level of importance, to help better manage the limited contact hours.

Share your Ideas

Send us your ideas and share with fellow educators on:
[INSERT WEB ADDRESS]