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What is the *Assignment Effort Table*?

It is a tool that is designed for educators to assess and align expected effort with the students' effort by defining what types of effort the student will have to put into an assignment/assessment.

Expected desirable outcomes

For Educators:

- ❖ Realizing their perception of effort
- ❖ Assessing the abilities of students and their use of resource
- ❖ Assessing whether they have provided enough resource
- ❖ Aligning their expectations to student's ability to perform
- ❖ Identifying possible struggles the students may have encountered

For Students:

- ❖ Reflecting on the types of effort placed into completing an assignment/assessment
- ❖ Aligning what they can perform to what is expected by the teachers

Design of the *Assignment Effort Table*

Both Educators and Students use the same table to assess effort.

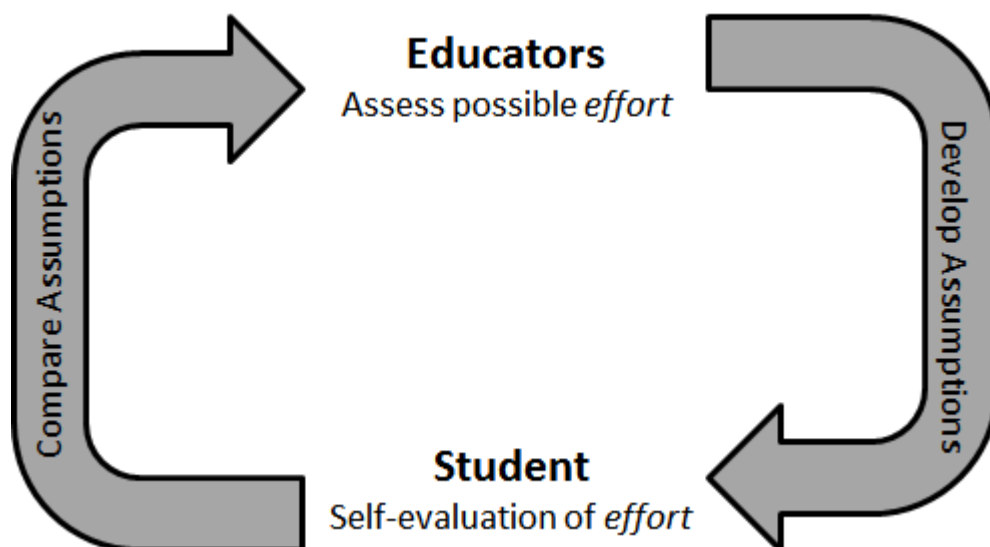
The diagram shows a table with five rows of activities. The first column contains checkboxes, and the second column contains lines for recording hours. Annotations indicate that educators and students check whether effort is required/used (pointing to the checkboxes) and indicate the amount of hours spent (pointing to the lines).

| | |
|--------------------------|--|
| <input type="checkbox"/> | Research (incl. reading, going through journals/reports) _____ |
| <input type="checkbox"/> | Data Collection (incl. field work) _____ |
| <input type="checkbox"/> | Data Analysis (incl. post processing/computer analysis) _____ |
| <input type="checkbox"/> | Peer Discussion _____ |
| <input type="checkbox"/> | Writing (incl. checking & editing) _____ |

How to use the *Assignment Effort Table*

Implementation of *Assignment Effort Table* is a continuous process:

- 1) Educators assess the amount of effort they deem the students should put on the assignment/assessment
- 2) Educators develop buildup the assumptions they have on the students
- 3) Students reflect on the amount of effort they put onto the assignment/assessment
- 4) Educators compare their expectations with the results gathered from the students
- 5) Educators assess whether they have overestimated/underestimated the students
- 6) Adjustments can be made on the next assignment/assessment



Suggested applications

The *Assignment Effort Table* can be customized to reflect the types of work required by the discipline and/or subject.

E.G. General Assessment Report

| | | |
|--------------------------|--|-------|
| <input type="checkbox"/> | Research (incl. reading, going through journals/reports) | _____ |
| <input type="checkbox"/> | Data Collection (incl. field work) | _____ |
| <input type="checkbox"/> | Data Analysis (incl. post processing/computer analysis) | _____ |
| <input type="checkbox"/> | Peer Discussion | _____ |
| <input type="checkbox"/> | Writing (incl. checking & editing) | _____ |

E.G.: Research Report with Presentations

| | | |
|--------------------------|-----------------------|-------|
| <input type="checkbox"/> | Literature Review | _____ |
| <input type="checkbox"/> | Field Work | _____ |
| <input type="checkbox"/> | Post-Processing | _____ |
| <input type="checkbox"/> | Report | _____ |
| <input type="checkbox"/> | Poster Production | _____ |
| <input type="checkbox"/> | Presentation Practice | _____ |

E.G. Survey Report

| | | |
|--------------------------|------------------|-------|
| <input type="checkbox"/> | Network Planning | _____ |
| <input type="checkbox"/> | Field Work | _____ |
| <input type="checkbox"/> | Report | _____ |
| <input type="checkbox"/> | Discussion | _____ |

Share your Ideas

Send us your ideas and share with fellow educators on:

Geo-spatial Education Platform: <http://www.polyu.edu.hk/proj/gef/>

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