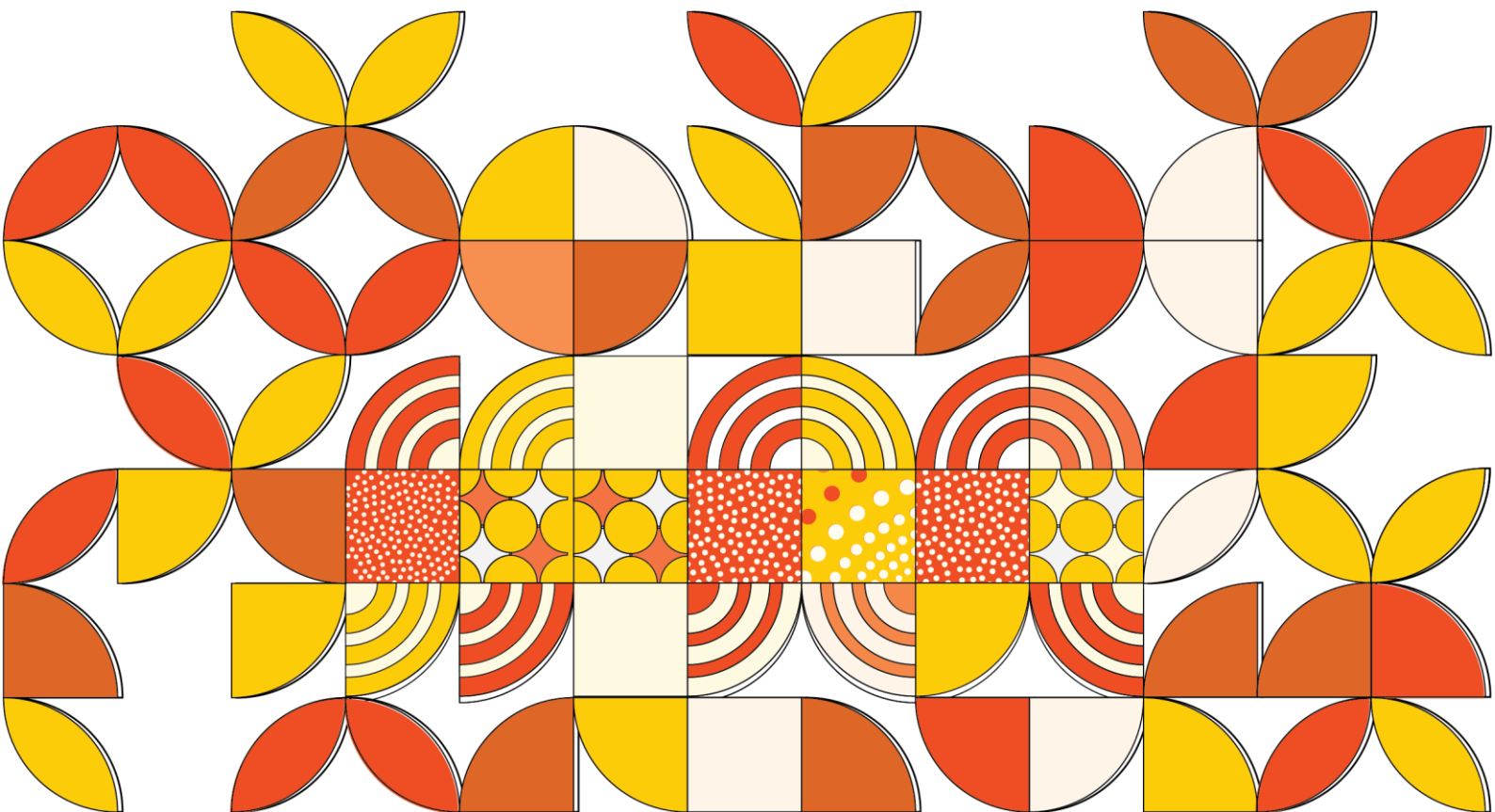


Assessment Guidelines

for IHM Students



How to prepare and submit assessment: A Guide for IHM Students

Table of Contents

Written Assessments.....	3
Writing based on evidence	3
Referencing.....	3
Formatting	4
Checklists	4
General presentation	4
Title page	6
Title Page Checklist.....	7
Submitting your assessment file.....	7
Uploading an Assessment File	7
Checking the Similarity Report	7
Academic Conduct.....	8
Quizzes and Exams	8
Oral Presentations.....	9
Submitting Multimedia Content in Canvas	9
Use of Visual Aids	9
Teaching Presentations or Mock Classroom Teaching.....	10
Conducting Teaching Presentations or Mock Classroom Teaching Online	10
Group Presentations	10
Conducting Group Presentations Online.....	11
Multimedia Assessment.....	11
Tools for Preparing an ePoster	12
Class Debates.....	12
Running a Class Debate Online	12

Written Assessments

Written assessment is a major component of all IHM postgraduate course. It includes a variety of document types including academic essays, discussion papers, literature review papers, appraisals, reports, reflective journaling and many others. Students are expected to learn and apply the conventions of each document type and to learn and apply the current APA system of referencing and formatting (currently APA version 7). All writing must be based on the best possible evidence, with sources cited in accordance with the APA system.

Writing based on evidence

Assessment is designed to test your ability to synthesise evidence into an original piece of work. You can download a sample assignment showing how to cite references and synthesise evidence by clicking this icon:



As in this example, the basic format of a paper or essay is an introduction, a body consisting of three to five main paragraphs, and a conclusion. This format applies whether your paper is an analytical essay, an argumentative essay or a literature review. This is one of two structural patterns you will see in published papers with the other being laboratory report format consisting of aim, method, results, discussion and conclusion. Both formats may be accompanied by an abstract at the beginning, which is a brief summary of the content. The IHM online library page has basic resources for learning this structure by clicking this icon:



Referencing

A requirement of all assessment in this course is that you cite references in the APA style. As a rule, whenever you write anything in your assessment you should:

Cite if...	Don't cite if...
<ul style="list-style-type: none"> • Fact • Statistic or figure • Author's analysis, concept or thought • Image • Author's opinion 	<ul style="list-style-type: none"> • Common knowledge • Your own opinion • Your own analysis, concept or thought • Content that you created yourself • Your own research data

Please refer to this table when you are writing. Note that your own analysis and opinions need to follow logically from the content and evidence you are discussing.

You can access information about how to format APA citations from:

- The APA@IHM guide

- The APA Style Manual <http://www.apastyle.org/>
- Referencing guides such as the one published by La Trobe University here <https://latrobe.libguides.com/academicreftoolgroup>
- Referencing tools such as those built into Integrated Library (Alma Primo). However, these sometimes contain inaccuracies, so please check against one of the first two sources.

Formatting

All written assignments must be formatted in APA 7 style. According to the APA style manual this means that your assignment must have:

- **Font:** Times New Roman, 12 point.
- **Page margins:** One inch (2.54cm) from top, bottom, left and right side of each page.
- **Body text line spacing:** Double-spaced.
- **Paragraph indentation:** Indent the first line of each paragraph by half inch from the left margin. (Use your word processor's Help feature for instructions on formatting paragraph indentation.)
- All text is left-justified, with an unjustified (ragged) right margin.
- Do not hyphenate words at the ends of lines.
- Use a running heading throughout the paper. To have it show on every page automatically, use the Header function in your word processor. The header should contain a shorter form of the paper's title, should appear one-half inch below the top of the page, flush left, in all capital letters (up to 50 characters, including spaces). The page number appears in the upper right corner.
- Using a word processor, create a running footer with the student's name, number, and submission date. It should be one-half inch below the page's bottom line.
- Reference lists have double line spacing with a line break between entries. Each entry has a hanging indent. The font used in reference lists is size 12 times new roman, with italics for book and journal titles in accordance with the APA system.

Refer to the APA Style manual for more details and examples at <http://www.apastyle.org/>

Checklists

Run through these checklists before submitting your assessment. This will help you get the best possible marks for presentation and readability.

You can download an editable copy of the checklists by clicking this icon:



General presentation

For full details, please refer to the APA guide (APA@IHM). This checklist is a quick way to ensure that the essentials have been implemented.

<input type="checkbox"/>	The paper should be set out in the following order: <ul style="list-style-type: none"> Title page (cover page); Main text of the paper; References list (with hanging indents, double line spaced, one line break between entries); Appendices (if applicable);
<input type="checkbox"/>	Font: Times New Roman size 12
<input type="checkbox"/>	Margins should one inch (2.54cm) from top, bottom, left and right side of each page. (slight variations on this will not be problematic)
<input type="checkbox"/>	Double line spacing throughout the paper. The reference page: double spaced
<input type="checkbox"/>	Headings should be consistent throughout the paper, per the American Psychological Association (APA) heading style (see APA@IHM guide).
<input type="checkbox"/>	All pages numbered (numbers in the top right) from the start of the paper
<input type="checkbox"/>	Student name, number and date of submission included in the footer.
<input type="checkbox"/>	All statements that are not common knowledge or opinion based on evidence in accordance with 'when to cite' table
<input type="checkbox"/>	All citations in accordance with the APA system (see APA@IHM Guide)
<input type="checkbox"/>	The paper has a clear structure in accordance with the conventions of academic writing, with APA headings used to aid navigability
<input type="checkbox"/>	The language used is appropriate to the document type, subject matter and context
<input type="checkbox"/>	Content is relevant to and conforms with assessment instructions
<input type="checkbox"/>	Self-evaluation performed with reference to rubric

Title page

Your assignment should have a title page formatted like this:

<Title that Describes What the paper is about-No word limit>

Student Name:

ID Number:

Unit code and title:

Title of assignment:

Name of Unit coordinator:

Due Date: Extension date (if applicable):

Word count:

Academic Integrity Declaration

I verify that:

1. I have not cheated in any way in regard to this assessment.
2. This assignment is my original work and has been done in accordance with the Academic Honesty and Integrity Policy and Procedure.
3. All sources are duly cited using the APA citation style.
4. No part of this assignment was or will be reproduced as a part of any assessment to attain any other degree.

I Agree

Student name:

Student Signature:

The abbreviated title for the running head continues on each subsequent page, but the words 'Running head:' appear before it only on the cover page. Anything within <angle brackets> is to be removed, including the bracket, and replaced with the student's own content. Parameters with colons can either be replaced or followed by the relevant information.

You can download an editable template of this title page, combined with some planning of the structure to get you started, by clicking this icon:



Title Page Checklist

<input type="checkbox"/>	Title page information should include student name,
<input type="checkbox"/>	ID number,
<input type="checkbox"/>	Unit code and title,
<input type="checkbox"/>	Title of assignment (descriptive of content),
<input type="checkbox"/>	Name of Unit Chair or Lecturer,
<input type="checkbox"/>	Due date,
<input type="checkbox"/>	Extension date (if applicable), and
<input type="checkbox"/>	Word count. (The word count does not include headings, title page, references page, reference citations and direct quotes. Penalties apply if >10% over or under the word limit).
<input type="checkbox"/>	Academic integrity declaration

Submitting your assessment file

Uploading an Assessment File

To upload your assignment, follow these steps:

1. Log into Canvas
2. Click the class for which you are submitting an assignment
Find the assessment you are submitting under Assignments in the navigation menu on the left
3. Enter the details requested and upload the file

Checking the Similarity Report

After submitting your assignment in Canvas, you should always check the Turnitin similarity report, unless it is a multimedia assignment, because:

- It gives the overall percentage of similarity between your work and other sources. All assignments should be less than 20% similar to other sources and;
- Turnitin highlights sections of your work that are similar to other sources. If you have directly quoted from another source, the quote needs to be cited with quotation marks and a page number added to the in-text reference. Failing to do so is likely to constitute plagiarism and incur severe penalties.

To access and review the similarity report:

1. Under Grades, there is a link to the Turnitin similarity report next to the relevant assignment. Because an accurate similarity report from Turnitin takes at least 24 hours to generate, students should review it at least three days before the due date. This will display within a few minutes for your initial resubmission attempts, but there will be a 24-hour delay after your third try.
2. Look through the parts of the paper highlighted by Turnitin and consider carefully whether they constitute plagiarism. If in doubt, rephrase them and/or add citations to ensure that no plagiarism has occurred.
3. Look at the overall percentage of similarity. Is it above 20%? If yes, consider rewriting part of your assignment to avoid plagiarism.
4. Download a copy of the report for your own records.
5. If you need to make changes, you may resubmit as many times as you like until the assessment due date.

Academic Conduct

Students must always observe the following principles when undertaking assessment:

- All work must be free of plagiarism. This is achieved through use of citations for any material that is quoted or paraphrased, the avoidance of overdependence on one or two sources and adherence to conventions of academic writing.
- Titles and set phrases that are used commonly to refer to things should not be changed during paraphrasing.
- Documents such as policies should be referred to using their exact title and a citation must be given.
- Use of paraphrasing software such as Spinbot is not recommended as it usually paraphrases inappropriately and makes a mess.
- Students' work is based on synthesis of a variety of sources. Overreliance on a single source can constitute plagiarism even if it is correctly cited, since it means that original work is not being produced.
- All work is done by the student who is being assessed. It cannot be done by a classmate, friend or relative or contract cheating service
- Wherever possible, assessment is a genuine reflection of a student's ability
- Students may receive advice and having a classmate or other person proofread for grammatical errors is permissible and encouraged. However, the proof-reader must not write any of the content
- Work prepared for a specific assessment cannot be resubmitted for another assessment. Use of large portions of what was written for a previous assessment is considered self-plagiarism and is unacceptable as it means that original content is not being synthesised for the assessment

Quizzes and Exams

All quizzes and exams must be completed independently by each student. Any form of collusion such as sharing screen images or looking at each other's answers is strictly prohibited and will result severe penalties.

Studying and reviewing content such as lectures and set reading material each week will ensure students are well prepared for each quiz or exam.

Oral Presentations

Oral presentation assessments require students to speak to their classmates and lecturer about a specific topic in a structured, scholarly manner. Students will be evaluated not only on the content they present, but also the structure and quality of delivery.

To present effectively, students will need to:

- Engage the audience in a variety of ways, including bilateral and multilateral interaction.
- Be responsive to the reactions of the audience and adapt the way content is delivered accordingly.
- Use tone, eye contact and body language effectively: It is a cliché, but a true one, that the majority of communication is non-verbal.
- Make effective use of visual aids (but never resort to reading out what is written on them).
- Ensure all content is evidence-based and acknowledge sources by using citations in visual aids and mentioning the sources when speaking.
- Plan and manage time, allocating an appropriate amount of time to each part of the content covered, whilst remaining within the overall time limit specified.

Submitting Multimedia Content in Canvas

A staff member will set the Turnitin Plugin in Canvas to 'allow all file types'. For some file types such as images or links to websites, Turnitin will not generate a similarity report. The Lecturer who marks your assignment will use other methods to check the originality of your content and your use of referencing.

For Word Documents that contain only a cover page and a URL directing the Lecturer to online content, the similarity index may be very high, but that is not a reflection of your content and is to be disregarded.

Use of Visual Aids

Visual aids such as PowerPoint slides, Prezi, posters and the showing of digital material may be used in oral presentations. All content needs to be evidence-based and acknowledge sources through the use of the APA citation system. This includes providing an image source for images, unless they have been drawn or photographed by students themselves.

Principles for effectively using visual aids include:

- Use no more than three font styles per slide.
- Include only 3 – 5 bullet points per slide.
- Ensure all content is evidence-based and correctly cited. Text and images on slides must have in-text citations and a separate slide (or slides) with a reference list must be shown at the end. The reference list slides should have a hanging indent, a line break between each reference, no bullets and should be in font size 12 Times New Roman.
- Express each point succinctly using as few words as possible. Additional and incidental information and explanations should be given orally and the writing should be there only for emphasis and to remind the audience of the topic being discussed.
- Use images, diagrams and charts wherever possible; as these complement what is being said. Remember to acknowledge cite the sources and explain the significance of what they show.

- Use no font smaller than size 32 on your slides when presenting in a classroom as smaller fonts will not be readable for those in the back row. This will also help you to include only key points and no extraneous information. Note: For presentations that are done online, such as in a webinar, smaller fonts (as small as 24) may be used, but care should be taken not to add excessive amounts of text that would confuse the viewer.
- Additional information should be placed in the 'Notes' section that accompanies each slide. This is both a guide to you as you are presenting and a means of including additional detail for presentation files that are submitted to your lecturer.
- Care should be taken to ensure that all visual material looks professional, neatly formatted and appropriate to the situation and content. This includes selecting a clear and appropriate front and ensuring consistent margins and positioning of content.
- PowerPoint should use Presenter View to effectively control the presentation while having access to notes. Students who are not sure how to use PowerPoint and Presenter View can find more information here.

Teaching Presentations or Mock Classroom Teaching

Where students are to be assessed on their application of teaching methods or theory, the assessment may take the form of a teaching presentation or mock classroom teaching session. In such assessments, each student takes a turn of running a teaching session in either a classroom or webinar setting, with their classmates acting as their students.

When such a session is conducted in a classroom setting, the student presenting is given a designated timeslot within the tutorial session. During their presentation or session they are observed and marked by the Lecturer, who grades their performance using the applicable rubric.

Conducting Teaching Presentations or Mock Classroom Teaching Online

Where a teaching presentation or mock classroom teaching session is conducted online, the student who is presenting or teaching should choose teaching methods and resources that are appropriate to a webinar setting.

When it is a student's turn to become the webinar presenter, the Lecturer will right click on their name in the Webinar attendees box and select 'Make Presenter' from the right click menu. The student will then be able to share their screen and be heard and seen (through their webcam and headset) by their Lecturer and classmates. They will also be able to receive 'hand up' notifications, mute and unmute participants, view questions and chat from the participants and share files, resources and polls. Details of how to do this should be provided to students in the form of a video while they are planning for their teaching presentations or mock teaching sessions.

Where students are to present or teach in groups, a collaboration meeting space may be provided prior to the session by scheduling a Conference for each group in Canvas. The students may also be allocated document collaborations so that they can co-edit their teaching resources using Office 365.

Group Presentations

Working collaboratively is an important skill and one which is a requirement of most professional roles. Collaborating with classmates on a group presentation is a way of modelling that skill in an educational setting. When a group presentation is used for assessment, students are being assessed not only based on the content and quality of the presentation, but also based on how well they have collaborated with their classmates.

To ensure that the group presentation is successful students should:

- As a group, discuss a variety of ways to engage the audience and implement some of them.

- Present content in a logical sequence by planning who will say what when. It may help if the topic is broken down into themes and each speaker focuses on one of the themes, just as you would do for paragraphs in an essay.
- Acknowledge sources using appropriate APA referencing.
- Ensure that each speaker acknowledges the others and:
 - Makes it clear how their content follows on from that of the previous speaker.
 - Reminds the audience of how what they are saying relates to the overall position taken by their group.
 - Foreshadows what the next speaker will do.
- Evaluate the prior knowledge of the audience and relate content to what they already know.

Groups must submit evidence of their collaboration process. Usually this will take the form of meeting minutes and/or screen images from online collaboration tools, as well as a summary (known as a contribution sheet) of what each group member contributed with an estimated percentage of the overall work they did.

For more on how to work as a team to prepare an effective group presentation, students may refer to:

Gibbs, G. (1994). Learning in teams: A student guide. Oxford Centre for Staff and Learning Development.

Conducting Group Presentations Online

Students are allocated to teams. Each team is allocated to a 'conference' in Canvas (Lecturers may prepare the group lists and set up the Conferences beforehand to facilitate this). Students are allocated a topic statement and a side (affirmative or negative) and are given a set duration of time to prepare. The conference times may be scheduled prior to the tutorial time.

Students can be allocated to a 'Collaboration' around an online document or file such as a shared PowerPoint Presentation. All students will be able to edit and comment on the file together.

Once students are ready to present they can either:

- A. Present in their Conference, turning on the 'Record' function and submit a video of their presentation or;
- B. Present in a webinar, using the slides and notes they have developed as a team.

All students should show their webcam while presenting, as well as sharing any visual aids such as slides.

Multimedia Assessment

Some assessment involves creating websites, ePosters and other media. When creating these, the principles of acknowledging sources using the APA citation system apply, but the APA formatting conventions for a written assessment do not. Students are therefore free to choose formats and fonts.

However, the following principles apply:

- Information should be presented in a logical sequence or arrangement, such as by categories.
- Fonts and visual material should be selected so as to be appropriate to the content and purpose of what is being produced.
- Font sizes should be sufficient to be clearly readable and appropriate to the medium. In the case of posters and ePosters, the content should be eye catching and easy to see from a few metres away.

- Content should be evidence-based and sources must be cited using the APA referencing system.
- Students need to apply principles of effective design appropriate to each medium. A specific guide may be provided, or students may be asked to research design principles, depending on the specific requirements of each assessment.
- Students need to consider the ‘user experience’ of the media they produce.

More information about using APA in multimedia content can be found in the APA@IHM guide.

Tools for Preparing an ePoster

Students creating ePosters may refer to the ePoster LibGuide, which contains information on software to use and instructional videos showing students how to create ePosters. ePosters should be submitted as a .pdf document and the LibGuide includes a video showing students how to convert to .pdf if they use software that produces other file types. ePosters should be made in accordance with the general principles for multimedia assignments set out above.

Class Debates

Class debates are sometimes used as a form of assessment. When this is done, they need to be structured to ensure all students can participate and be assessed on their engagement with the debate topics and thereby be assessed in a manner that is equitable.

Conduct of debates in the classroom is accomplished by allocating students into groups, allowing preparation time, providing debate rules and instructions, chairing and judging the debate (the person who does this is traditionally referred to as a Chair Judge, according to the Cambridge University debating system) and then providing group and individual feedback. Scoring depends on points and rebuttals and Lecturers should include an explanation of the scoring system in the debate rules provided to students.

Running a Class Debate Online

Class debates in the Canvas LMS can be engaging and stimulating and are not difficult to arrange. They are conducted in three stages: preparation, debate and review.

Stage 1: Preparation

Students are allocated to teams. Each team is allocated to a ‘conference’ in Canvas (Lecturers may prepare the group lists and set up the Conferences beforehand to facilitate this). Students are allocated a topic statement and a side (affirmative or negative) and are given a set duration of time to prepare.

Conferences are provided through the Canvas Big Blue Button integration, so students in the group can hear and see each other (with webcams and headsets), create shared notes, create a multi-user whiteboard, share documents and send and receive instant messages. An instruction sheet (.pdf) may be shared in each conference with instructions for how to organise a debate team, which would include the selection of a team captain and an order of speakers as well as a summary of the debate rules.

Stage 2: Debate

All students return to the webinar. Pairs of teams face each other with the Lecturer or other suitable person acting as the Chair Judge. The Chair Judge calls upon the affirmative team’s first speaker, then the negative team’s first speaker, then the affirmative team’s first speaker and so on, until the final speaker for each team has given their concluding remarks. Each speaker shows their webcam and is unmuted while they speak. The Judge Chair may sound minute bells

to warn the speaker when their time is running out. All other class members are muted but asked to listen attentively. Members of the opposing team should pay particular attention and note points to rebut. The Chair Judge may unmute themselves when necessary.

Stage 3: Review

After each debate, the Chair Judge (and optionally peers) give each team feedback about their performance and the points they made. Each team is given a score based on their points and rebuttals in accordance with the conventions of debate scoring, or any other system the Lecturer has chosen to stipulate in the debate rules.

Note: *If multiple pairs of teams are to debate, they may all undertake the preparation (Stage 1) together, then stages two and three are repeated.*