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Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Managing assessments: From planning to proofreading

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www.mtu.ie

In today's workshop:

- Analysing the brief
- Subdividing tasks
- Using deadlines
- When, how much and how often?
- Common queries about assessments
- What do markers want, anyway?!



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Part 1:

Work with your task brief

Analysing the task brief

- Are you currently working on an assignment?
- If yes, consult the task brief or task instructions you have received from your lecturer(s).
- How many different questions or instructions can you identify in your task outline?
- How can this information help you to get started with your assignment?

Practice, practice, practice

- Use the sample briefs to practice interpreting briefs.
- How many parts does each task have?
- What would you need to do in response to each part?
- What would need emphasis? How many marks are available for each part? Or do you need to figure this out yourself?

Drown out the noise!

- Think about it carefully...
- ...but don't over-think it!

- When is the best time to determine the task requirements?
- Analyse the brief: you have now decided what needs to be done!
- Is it constructive to revisit your brief analysis toward the end?!
- If you're stuck, **who** should be contacted?



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Part 2:

Divide the task into manageable chunks

Subdividing tasks

- Choose one of the sample briefs or work with your own!
- What are all the stages that would need to be gone through to complete this task?
- Start with the basics:
 - Interpret brief
 - Basic research
 - Brainstorm own ideas
 - More research...
 - ...
- Brainstorm the possibilities and share via the chat!

Now, apply to your own task!

- What are the steps you will need to take/stages you will need to go through to complete your task?
- Brainstorm and itemise them!
- Approximately how long will you need to devote to each stage?

Part 3: Figure out the timeline!

Using deadlines

- Work with your current assessment task and deadline.
- Alternatively, look at the task brief you have analysed and broken down into parts, and...
- ...imagine it had a deadline of Friday, 16 April.
- How long would each sub-task take?
- Work backwards from the deadline to make a realistic plan.
- What needs to get done (by) when?
- What about leaving time for proofing, edits and revisions?

Sample use of deadline

Week commencing	Tasks to be completed
22 March	<ul style="list-style-type: none">• Analyse task instructions• List tasks to be completed• Review notes on LOs 1 and 2• Check library for relevant eBooks• Download and organise journal articles
29 March	<ul style="list-style-type: none">• Read and annotate articles 1 and 2• ...
5 April	<ul style="list-style-type: none">• ...
12 April	<ul style="list-style-type: none">• ...• Proofread final draft + make edits• Submit by 5.00pm on Thursday

Scale up!

- Suggestions? How might I apply this planning principle if I have numerous tasks to complete?
- Which tools or strategies could be helpful?

Part 4:

When do I have time?!

When, how much and how often?

- Look at the sample time planner.
- Fill in your commitments (lectures, family, work...).
- When do you have time available?
- How many time slots/how much time do you need to complete all the sub-tasks?
- How often do you need to be working on this assessment?
- What about allowing time for delays or review?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							



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Part 5: I have a question about...

Over to you...

- Any questions so far?
- Anything we have not yet discussed that you would like to raise?

Common queries

- What is meant by third person and why have I been asked to use it?
- What is the difference between assess, discuss, evaluate, describe, interpret, analyse...?
- Why not Wikipedia?
- How can I evaluate secondary sources?
- Where can I find **reliable** secondary sources?
- Can technology make referencing easier? (Word, EndNote...)

Part 6:

Now that you know the question(s) you've been asked, let's think about how best to answer them!

How should I answer, anyway?

- Return to the task brief you have worked with.
- What are all the different questions you have to answer in order to give a full response to the brief?
- What kind of answer does each one require? Is it a description? An overview? An evaluation? An analysis?
- What are the differences between these?

Would you like to discuss assessments and assessment preparation further?

Who might be able to help if you have further questions to address?

Who can I speak to if I need to discuss my assessments further?



- Lecturers!
- Academic Success Coaches
- The Academic Learning Centre: Writing and Assessment Support

Academic Success Coaching

Student-led sessions

- 1-to-1 coaching
 - Workshops
 - Weekly drop-in (15m)
-
- ✓ Goal-setting
 - ✓ Time management
 - ✓ Motivation
 - ✓ Study Skills



**Academic
Success**
— Coaching —

Stay up-to-date or get in touch...

...with Academic Success Coaching

- Website: studentengagement.cit.ie/asc
 - ✓ Weekly 15-minute Drop-in Coaching
 - ✓ Self-access web resources
 - ✓ Coach booking forms
 - ✓ Events and workshops; mailing list sign-up
- AcademicSuccessCoach@cit.ie
- Canvas module
- Insta: mtucorkanseo
- Twitter: @mtucorkAnSEO

The Academic Learning Centre at MTU



- 1-to-1 personalised supports.
- Free and open to all students at all stages.
- Zoom or Teams call with our experienced lecturers.
- Book most subjects [here](#) and Maths Online [here](#).
- [Writing](#) and assessment support.
- Broad range of online learning [resources](#).
- Instagram updates at [mtucorkanseo](#)

Writing and Assessment at the ALC

What's it about? Who is it for?

- Interpreting the task.
- Research and referencing.
- Structuring your writing.
- Making clear arguments.
- Paraphrasing and summarising.
- Bring along your draft for feedback if you wish.



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Thank you!