"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

William Arthur Ward

Student assessment (Formative and summative)

I incorporate assessment in each class; I test the students' knowledge on the particular study outcome by the use of socrative. During class I also challenge students to come up with realistic examples relating to the subject matter.

Assessment should not only be seen as formative and summative. Informal assessment also prepares the students for future preparation. With the use of twitter, I also encourage students to take part in online discussions and sharing of ideas and thoughts.

For the purpose of summative assessment, students earn their participation mark as follows:

2 formal tests 1 e-fundi quiz	30%
1 semester test	20%
2 assignments	30%
1 group assignment	15%
Informal class activities and class participation	5%

With regards to assignments, it's a requirement for my module that students submit a soft copy on e-fundi as well as a hard copy to the secretary. I do not allow late submissions unless I am aware of a crisis that a student has experienced. I make use of turn-it -in and I observed that students are likely to plagiarise from internet sources. This semester, through the assistance of turn-it-in, I noticed that three students had plagiarised an assignment and this was taken up with the disciplinary committee.

In terms of student feedback with regards to assignments. I mark on a specific rubric; each assignment's rubric is structured according to the assignments outcome. I try to make each assignment different and applicable to the workplace.

For assignment 1 – the outcome is to write a paragraph on what social work managers do in the workplace and to provide a summary of an effective social work manager. However, I changed this assignment to "In response to an advert by the Teddy Bear Clinic for abused children, apply for the

social work manager post and provide a motivation why a you as a social worker would make a good manager for the organization"

For assignment 2 – the outcome was on different leadership styles. I provided the students with a different learning opportunity, my means of a video assignment. The students watched "the devil wears prada" and then answered questions relating to the movie.

For the group assignment – I wanted to encourage students to look at the module as a whole and not in specific study units. Therefore the assignment requirement was to create a video or presentation on how to handle stress for a fourth year student and to incorporate all the study units.

As I reflect on the ideas that I have instilled in my module, I feel a sense of encouragement that my students are learning in a creative way. However, I acknowledge my weaknesses – I should give more qualitative feedback on assignments, perhaps students will perform better in the future and not make the same mistakes. The ITEA panel evaluations really contributed to my existing teaching methods, sometimes I feel I am doing the right thing, but it's always good to get a view from the back. I incorporated the suggestions from the panel which were to conclude at the end of every session, to evaluate what the students have grasped, also, to speak louder and to grab student's attention.

This year, students did extremely well in their semester tests compared to previous years. 98% of students gained entry to the exam, one student did not get participation as she was absent for a test and did not submit the group assignment.

I received a 94% on the lecturer evaluations in which I am pleased. However, there is always room for growth and improvement