

Using scenarios to reflect on learning: Tutor/marker perspective

<p>Reporting and responding: What did I ask students to do? How did this task relate to the objectives of the unit? Which lectures/tutorials/workshops included information for this task?</p>	<p>Relating: What skills from this assessment task might be transferrable to other assessment tasks? What new discipline knowledge does this task develop?</p>
<p>Reasoning: Why were the criteria weighted the way they were? What kinds of thinking skills did this assessment require? What forms of learning/reasoning (visual, verbal, kinaesthetic, logical, interpersonal) were needed to complete this assessment?</p>	<p>Reconstructing: What are the different possible ways that this task could be undertaken? What opportunities are there for a creative response? What other links could be made between the unit learning outcomes, unit activities and this assessment task?</p>