DUT
DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

INVITATION

11 AUGUST 2022 | 14H00 - 16H00

INTERACTIVE

SURE
SUPPORTING UNDERGRADUATE
RESEARCH EXCELLENCE

WEBINAR

TOPIC: SPECIFICATIONS OR SPECS GRADING

CLICK HERE TO REGISTER

Driven by DUT's ENVISION2030, SURE aims to enhance scholarly excellence in undergraduate research, innovation, and teaching and cultivate learning and creativity by inquiry while fostering a host of graduate attributes.

Specifications or Specs grading promotes designing assessments that *focus on learning rather than performance (See Annexure 1)*. It fosters co-responsibility for learning where students are accountable for the grades they achieve. Following the SURE/SOTL webinar and Curriculum Conversations on specifications or specs grading held earlier this year and in preparation for the in-person workshop in mid-September 2022 on using a backward design to scaffold and strengthen undergraduate research in the curriculum, this session will provide the opportunity to re-conceptualize the prescribed learning outcomes, assessments, and rubrics you currently use in your course. Specifically, the webinar will provide guidance and techniques for redesigning the aspects of your course to ensure you leave the specs grading workshop with a syllabus you can implement. This webinar will be highly interactive and will involve small group activities. For this webinar, please bring the existing learning outcomes, assessments, and rubrics you currently use in one of your assignments, modules, or subjects.

Prof. Tyrone Groh
GUEST SPEAKER
Tyrone Groh is an associate professor in the Global Security and Intelligence Studies programme at Embry-Riddle Aeronautical University. He received his Ph.D. in Government from Georgetown University in Washington D.C. Prof. Groh is a fellow for his university's Centre for Teaching and Learning Excellence. He has jointly published two articles on undergraduate education (Putting Students in the Front and Center and Integrating Research into Undergraduate Courses). Prof. Groh has also published a book with Stanford University Press entitled Proxy War: The Least Bad Option.
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Dr Anne Boettcher
GUEST SPEAKER
Anne Boettcher is Assistant Dean of Research at Embry-Riddle Aeronautical University in Prescott, Arizona. She also served as a SACSCOC QEP Lead at her institute. She is a past-president of CUR and has been a member since 1999. Boettcher has chaired the Undergraduate Research Programs Division of CUR, and served as facilitator and host for several CUR Institutes. Prior to joining Embry-Riddle, she was a professor of biology and undergraduate research program director at the University of South Alabama. While at South Alabama, she served as co-principal investigator for NSF-REU and principal investigator for Merck-AAAS programs, mentored more than 60 undergraduate and graduate research students, and integrated research and ethics components into all her courses.
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Prof. Sibusiso Moyo *(PhD Mathematics)*
FACILITATOR
Prof. Sibusiso Moyo (PhD Mathematics) is the Deputy Vice-Chancellor of Research, Innovation and Engagement at DUT who developed Postgraduate Support Directorate as a key support engine in the areas of research and innovation management that involve the management of research ethics and integrity, grants acquisitions and management, research capacity development, statutory reporting of publication counts and various tailored reports for stakeholders. She is currently responsible for driving the research, innovation and engagement agenda including supporting student entrepreneurship and innovation through the newly established DUT Centre for Entrepreneurship and Innovation (Innobiz) in Durban and Midlands. The Centre is positioned to become a gateway to entrepreneurship supporting student incubates at DUT and youth in the KZN region in partnership with the ecosystem partners.
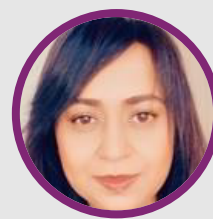
Dr Anisa Vahed
FACILITATOR
Dr Anisa Vahed is a Dental Technology academic, researcher, and practitioner in the Dental Sciences department at DUT. A Fulbright Fellow, Teaching Advancements at Universities fellow, and Y2 NRF rated researcher, her research interests include undergraduate research, scholarship, and creative inquiry, unfurling the post-school education and training sector, and internationalising the curriculum through Collaborative Online International Learning, which uses digital technologies to infuse intercultural and global dimensions into curriculum content. She has delivered numerous papers, workshops, and seminars on these interests in a range of national and international settings.
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ANNEXURE 1

"LEARNING directs the performance/scores.
Performance DOES NOT directs the learning."

SPECIFICATIONS GRADING
Linda B. Nilson

Specifications or Specs Grading: *What is it all about?*
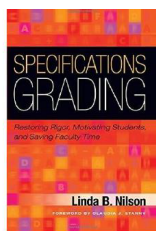
A grading system that uses assessment to focus on learning rather than performance.

Fosters co-responsibility for learning where students are accountable for the grades they achieve.

Grading is based on a simple binary system of Pass/Fail or Satisfactory/Unsatisfactory, according to whether the work meets or exceeds predetermined criteria for quality.

Instructors craft a set of clear, detailed specifications or specs for tasks that define what Satisfactory or Unsatisfactory work looks like.

Grading is based on using clearly defined rubrics to assess whether students meet the Satisfactory requirement.

An A/B/C/D/F course grade reporting approach is generally used. There are no points, so there is no partial credit.

Rather than calculating complex weighted averages of points, letter grades are earned by completing "bundles" of work that are linked explicitly to course learning outcomes.

This increases in size and scope as the letter grade targeted goes higher. Basically, the higher the grade, the more and/or higher the quality of work the student must supply as evidence.

The grading system requires instructors to give detailed feedback on student work and includes giving students the opportunity to revise their work based on the feedback and submit a revision as an attempt to meet specs.

The grading system uses tokens (virtual) or second chances. Depending on the overall number of assignments/tasks, students can receive between 1 to 3 tokens at the start of the semester.

If a student wants to re-do an assignment or submit an assignment late, it costs a token. Tokens can be used for some but not all assignments and tasks. For example, students can re-submit an assignment but not re-take a test.

Students can earn extra tokens linked to extra credit in terms of redoing an assignment/task, or earn an extension on an assignment submission, or excusing an absence.

Drafted by Dr Anisa Vahed
SURE: Project Manager & Co-Leader
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ENVISION2030
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fairness • professionalism • commitment • compassion • excellence

THE 2022 TOP 120