Beyond Diagnostics

Dr Chetna Patel
The University of Sheffield
• Rational & Strategy
• Preparation & Technical
• Our experience
• Results
• Reflection

Overview
Possible solution 4
• One-to-one
• Working with groups
• Paper-based and online learning resources
• Hands on workshops
• Diagnostic testing
• Audits and consultations
• Feedback

Maths & Stats Support
• Collaborating with departments
  • Academic
  • Technical
  • Professional
• Steering group
  • Inform
  • Endorse

**Diagnostic Testing Element**
Diagnostic Quizzes

If you have any queries, please use the discussions board on this site.

- Example exam format
- Overview of ACS123
  - Attached Files: Overview_acs123_12_13.docx (25.133 KB)
  - A summary of module organisation, content delivery and assessment
- Diagnostic Quizzes and Assessments
- Video of lectures
  - Enabled: Statistics Tracking
  - As available.
- Semester 1
  - Any handouts and other info from semester 1.
Feedback on answers after 2 Weeks

View Test Results

https://vle.shef.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCc

MOLE

User: Chetna Patel
Course: BMS109 Introduction to Biomedical Science (ACADEMIC YEAR 2014-15)
Test: BMS MASH Diagnostic Test 14/15
Started: 2009/14 12:02
Submitted: 2009/14 12:05
Status: Completed
Attempt Score: 0 out of 20 points
Time Elapsed: 3 minutes out of 2 hours
Instructions

Question 1
If \( \log_a P = 2.8 \) and \( \log_a Q = 3.9 \), what is the value of \( \log_a (PQ) \)?

Give your answer correct to 1 decimal place

Selected Answer: [None Given]

Question 2
The following plot displays the logarithm function

\[ y = \log_a x \]

, which line indicates the log function with base

\[ a = \frac{1}{2} \]
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<th>Qname</th>
<th>Recommended Resources</th>
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Figure by Academic years
Correlation
Scores by Topics

- Total Diagnostic Score: 86%
- Numbers Skill: 80%
- Notation: 78%
- Linear Equation: 94%
- Quadratic Equation: 84%
- Algebra: 90%
- Fraction: 93%
- Factorisation: 86%
- Indices: 95%
- Logarithms: 70%
- Complex Numbers: 11%
- Differentiation: 74%
- Integration: 80%
New student intake 3494

Diagnosed for mathematics ability 1990 (57.0%)
- Attended mathematics support provision and results of first year mathematics exam 428 (21.5%)
- Did not attend mathematics support provision and results of first year mathematics exam 1562 (78.5%)

Not diagnosed for mathematics ability 1504 (43.0%)
- Attended mathematics support provision and results of first year mathematics exam 77 (5.1%)
- Did not attend mathematics support provision and results of first year mathematics exam 1427 (94.9%)

Largest group – diagnosed but no support used
- Informed about strengths and weaknesses
- Access to resources
Smallest group – not diagnosed but used support
- Found out about MASH via publicity or work of mouth
- Suggesting promotion element of diagnostic process
Next largest group – not diagnosed and not used support
• MEC dept opted out of the diagnostic programme
• Good level of maths
• Covered basic maths at the beginning
One-to-one and Workshop Appointments or Drop-in
One-to-one
Appointments or Drop-in
Workshops
Bespoke required to attend because of low scores in diagnostic test
One-to-one
- With diag and MASH results better – 1%

Workshop
- Diag score <70%
- Diag group do better - 7%
• Promotion to science based
• Non-science
• Deeper diagnostic
• Follow up
• Procedural

Reflections
• Healthy Connections with Academic Departments
• Good relationship with Professional and IT Departments
• Good 2-way Communications and Commitment with and to Senior Management

Underpinned by a Meaningful Understanding of The Student

Through ...
Any Questions?