

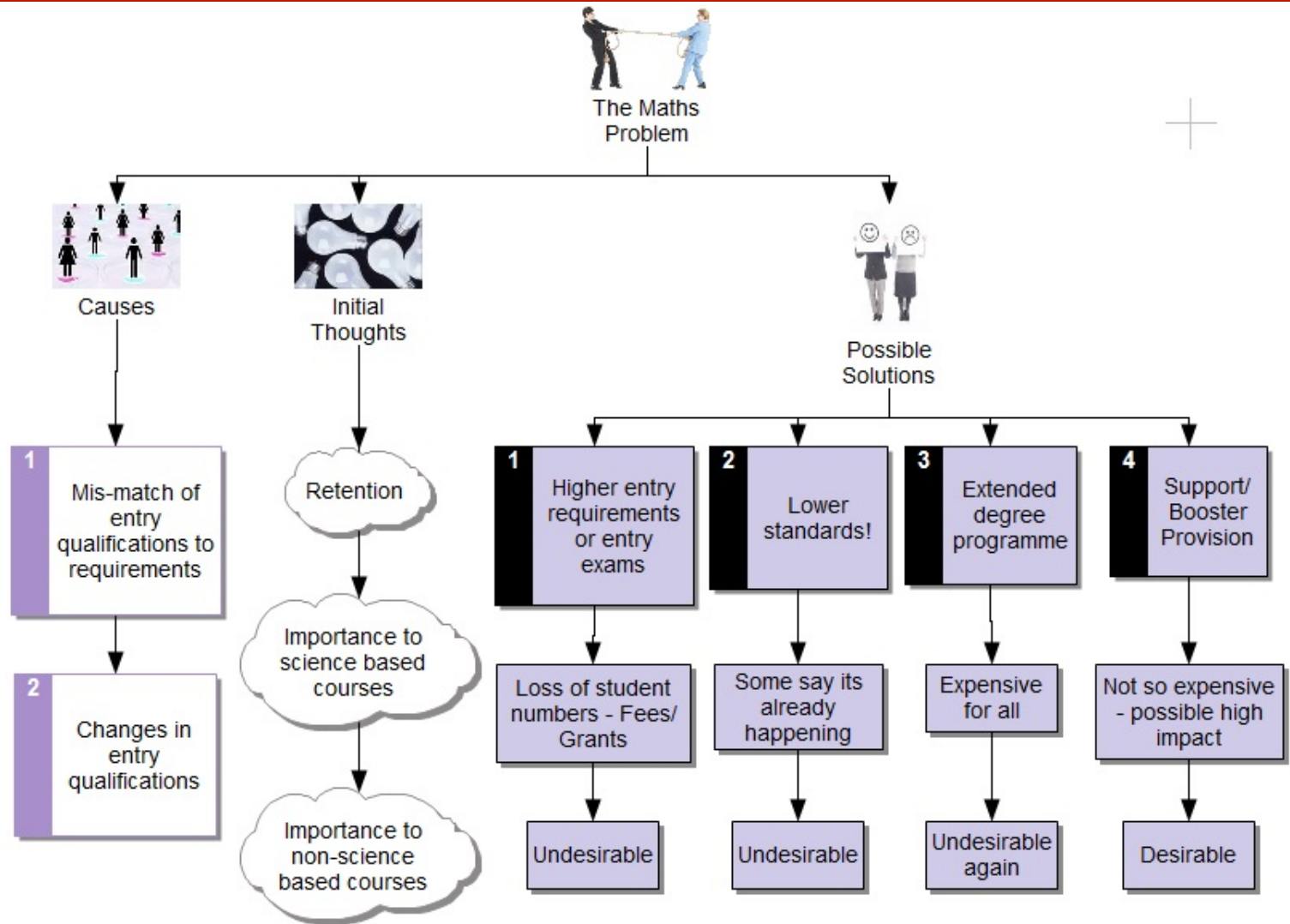


Beyond Diagnostics

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

The screenshot shows a Moodle course page for ACS123 examinations. The page layout includes a navigation menu on the left and a main content area. The navigation menu contains the following items:

- in ACS123 examinations
- Course Content
 - Semester 1
 - Semester 2
- Reading List
- Study Resources
- Assessments - old
- Assessments
- Discussions
- Web Links
- My Grades
- HELM workbooks
- Useful learning resources
- COURSE MANAGEMENT
 - Control Panel
 - Content Collection
 - Course Tools

The main content area displays the following items:

- If you have any queries, please use the discussions board on this site.
- Example exam format** (document icon)
- Overview of ACS123** (document icon)
 - Attached Files: Overview_acs123_12_13.docx (25.133 KB)
 - A summary of module organisation, content, delivery and assessment.
- Diagnostic Quizzes and Assessments** (folder icon) - This item is circled in red.
- Video of lectures** (video icon)
 - Enabled: Statistics Tracking
 - As available.
- Semester 1** (folder icon)
 - Any handouts and other info from semester 1.

View Test Results

Feedback on answers after 2 Weeks

ps://vle.shef.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCc

MOLE Home Content Collection MOLE Support

User: Chetna Patel
Course: BMS109 Introduction to Biomedical Science (ACADEMIC YEAR 2014~15)
Test: BMS MASH Diagnostic Test 14/15
Started: 20/09/14 12:02
Submitted: 20/09/14 12:05
Status: Completed
Attempt Score: 0 out of 20 points
Time Elapsed: 3 minutes out of 2 hours.
Instructions

Question 1 0 out of 1 points

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 0 out of 1 points

The following plot displays the logarithm function

$$y = \log_a x$$

, which line indicates the log function with base

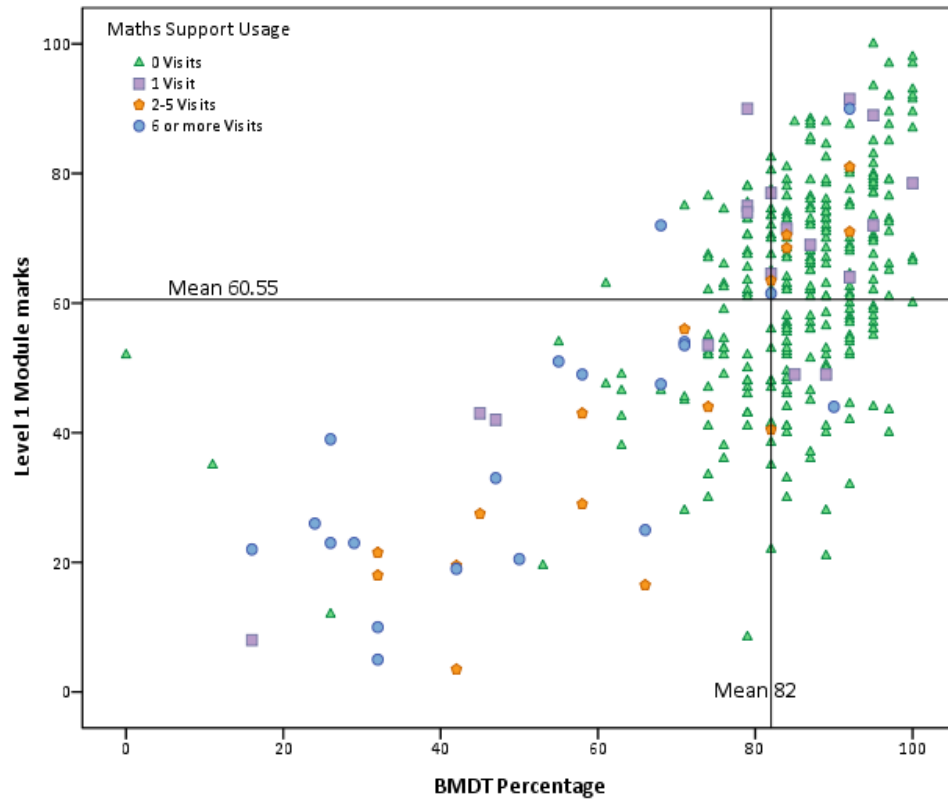
$$a = \frac{1}{2}$$

B12			
Sigma Notation			
A	B	C	D
Q#	Qname	Recommended Resources	Notes
1	BODMAS	http://www.mash.dept.shef.ac.uk/Resources/1_1_math_notation_n_symbols.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/web-formulae-julie.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/n1bidmas.pdf	
2	Ratios	http://www.mash.dept.shef.ac.uk/Resources/ratios.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/ratioswk.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/n8ratio.pdf	
3	Factors of Integers	http://www.mash.dept.shef.ac.uk/Resources/factorisingquadratics.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/A7comfac.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/1_3_simplificatn_n_factorisatn.pdf	
4	Addition of Simple Fractions	http://www.mash.dept.shef.ac.uk/Resources/addition_and_subtraction.pdf	
5	Sigma Notation	http://www.mash.dept.shef.ac.uk/Resources/sigma_notation.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/2_22sigmanotation.pdf	
		http://www.mash.dept.shef.ac.uk/Resources/A24sigma.pdf	

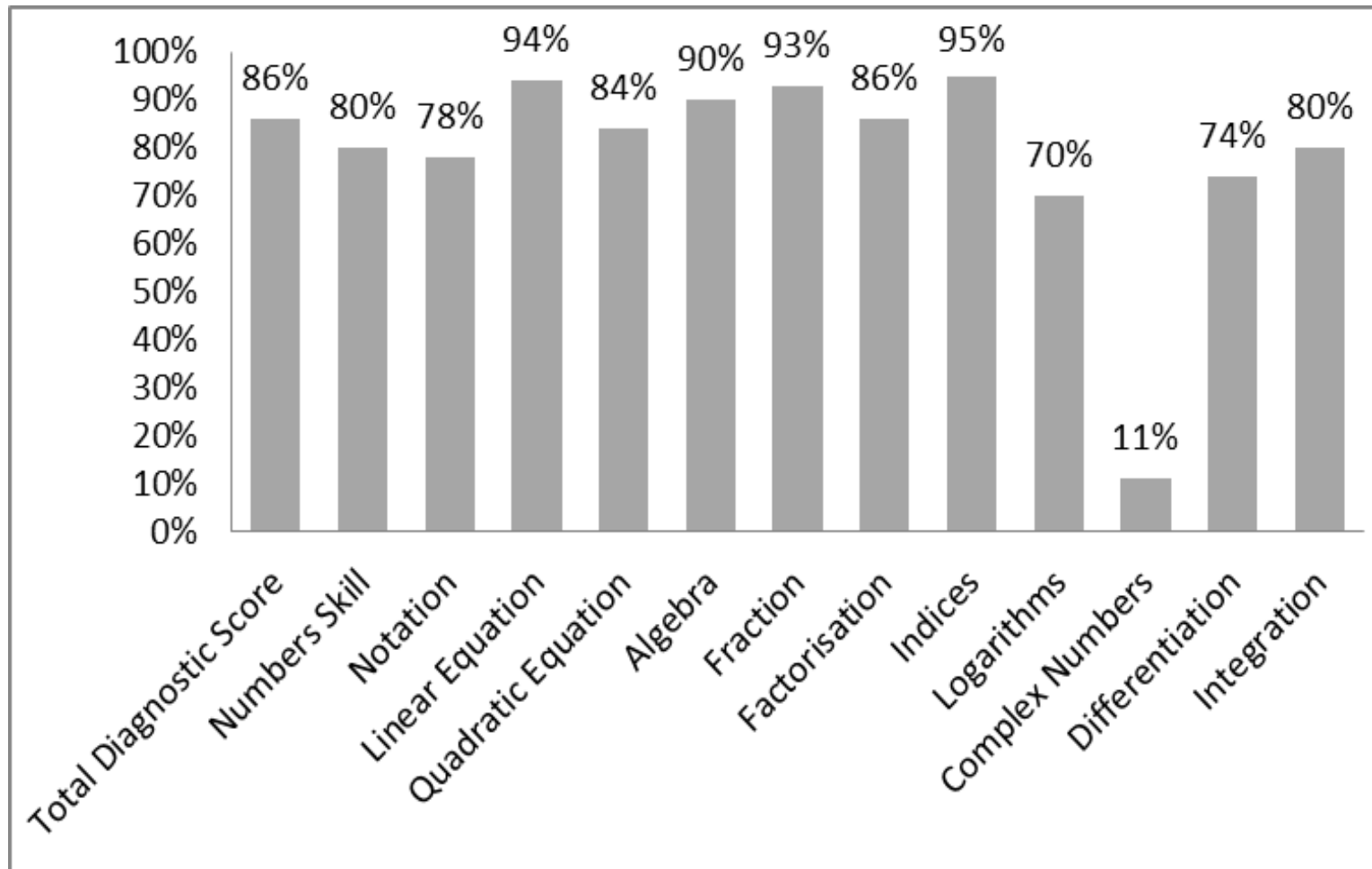
Profiles and resources Links

Faculty	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	Total
Engineering	638	604	587	435	534	944	3742
Foudation (Science)	0	0	0	0	34	53	87
Biomedical Sciences	0	0	0	0	229	198	427
Health and Related Research	0	0	0	0	19	28	47
Molecular Medicine	0	0	0	0	0	28	28
Total	638	604	587	435	816	1251	4331

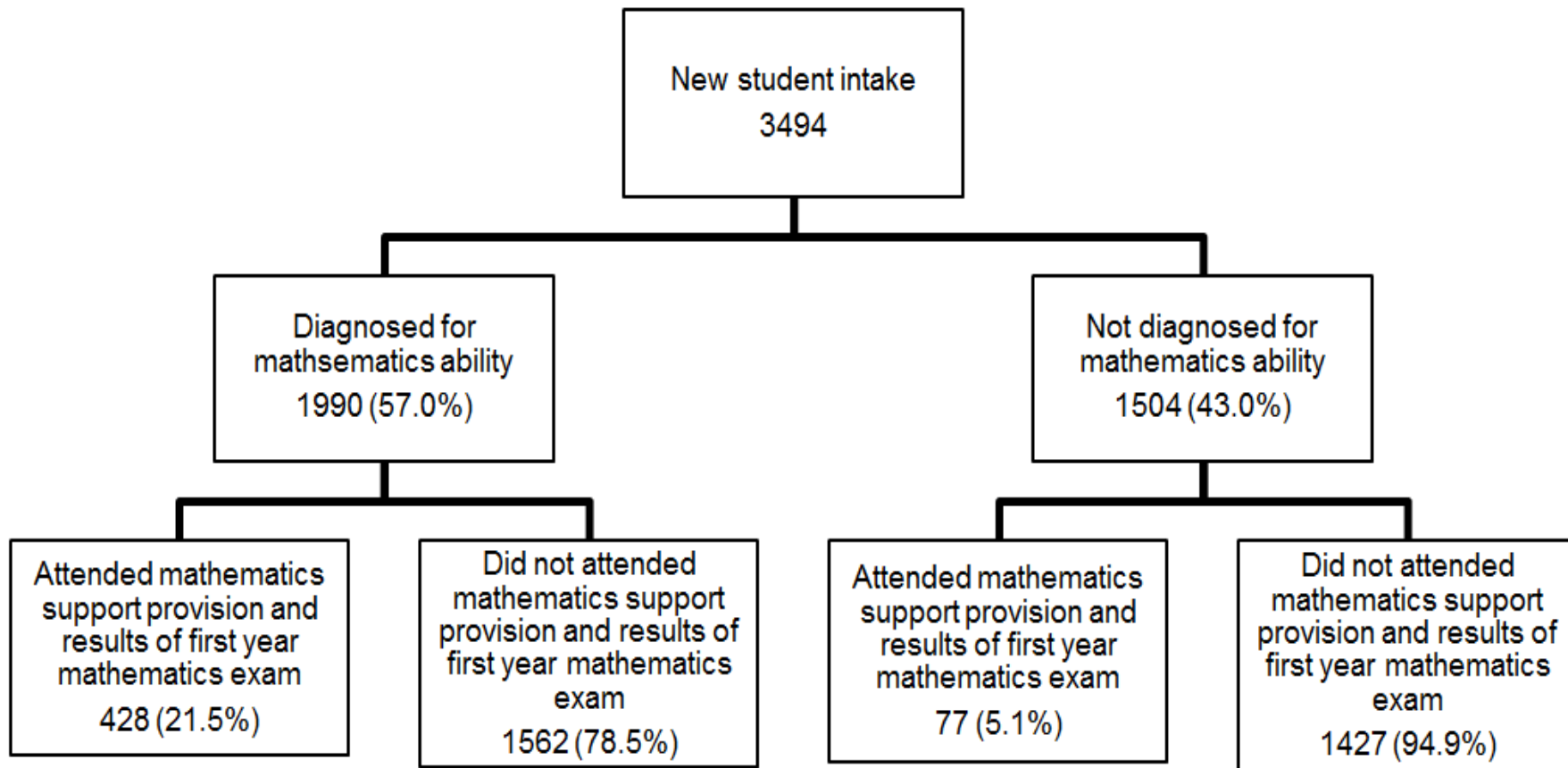
Figure by Academic years



Correlation

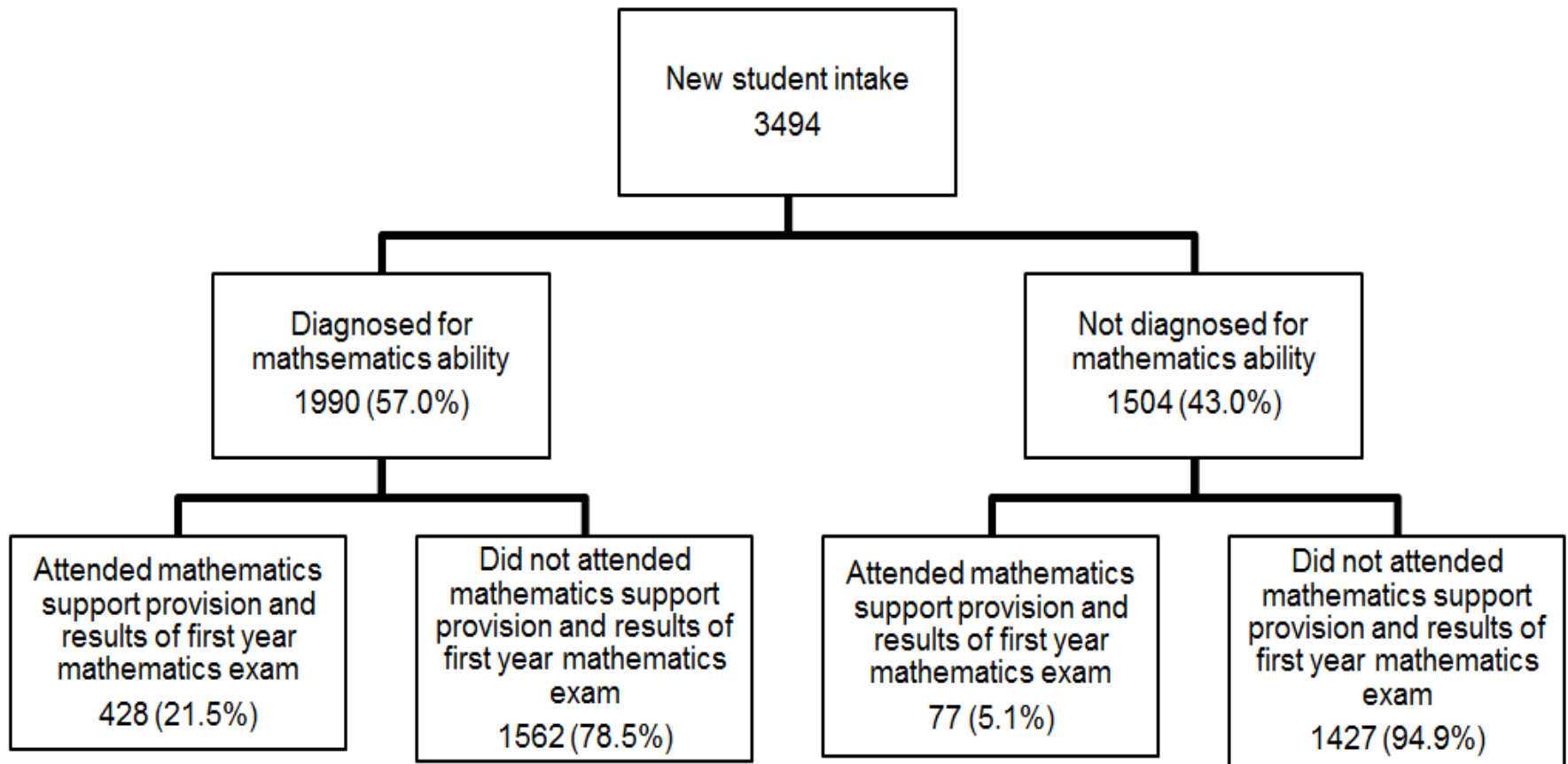


Scores by Topics



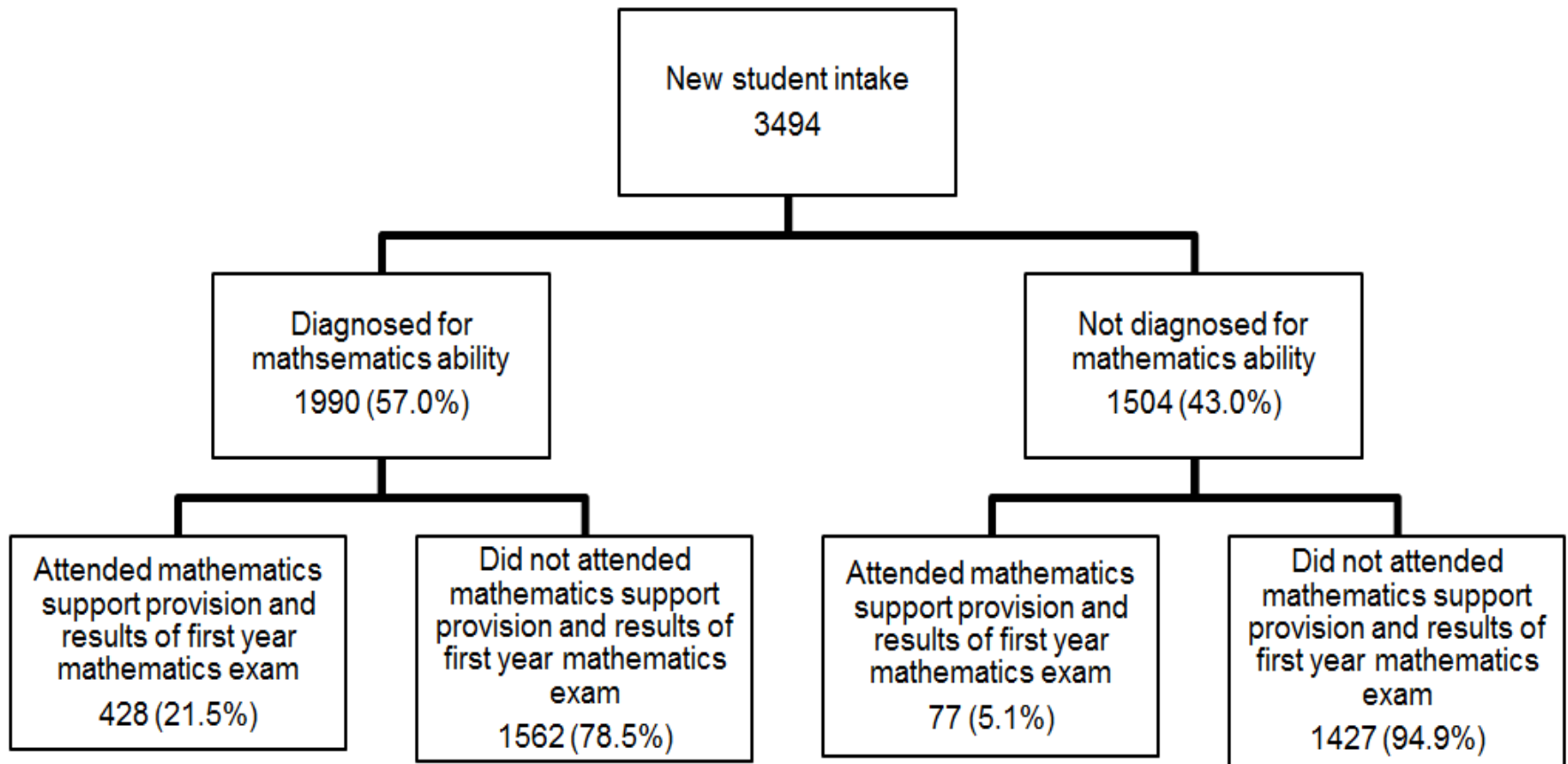
Largest group – diagnosed but no support used

- Informed about strengths and weaknesses
 - Access to resources
-



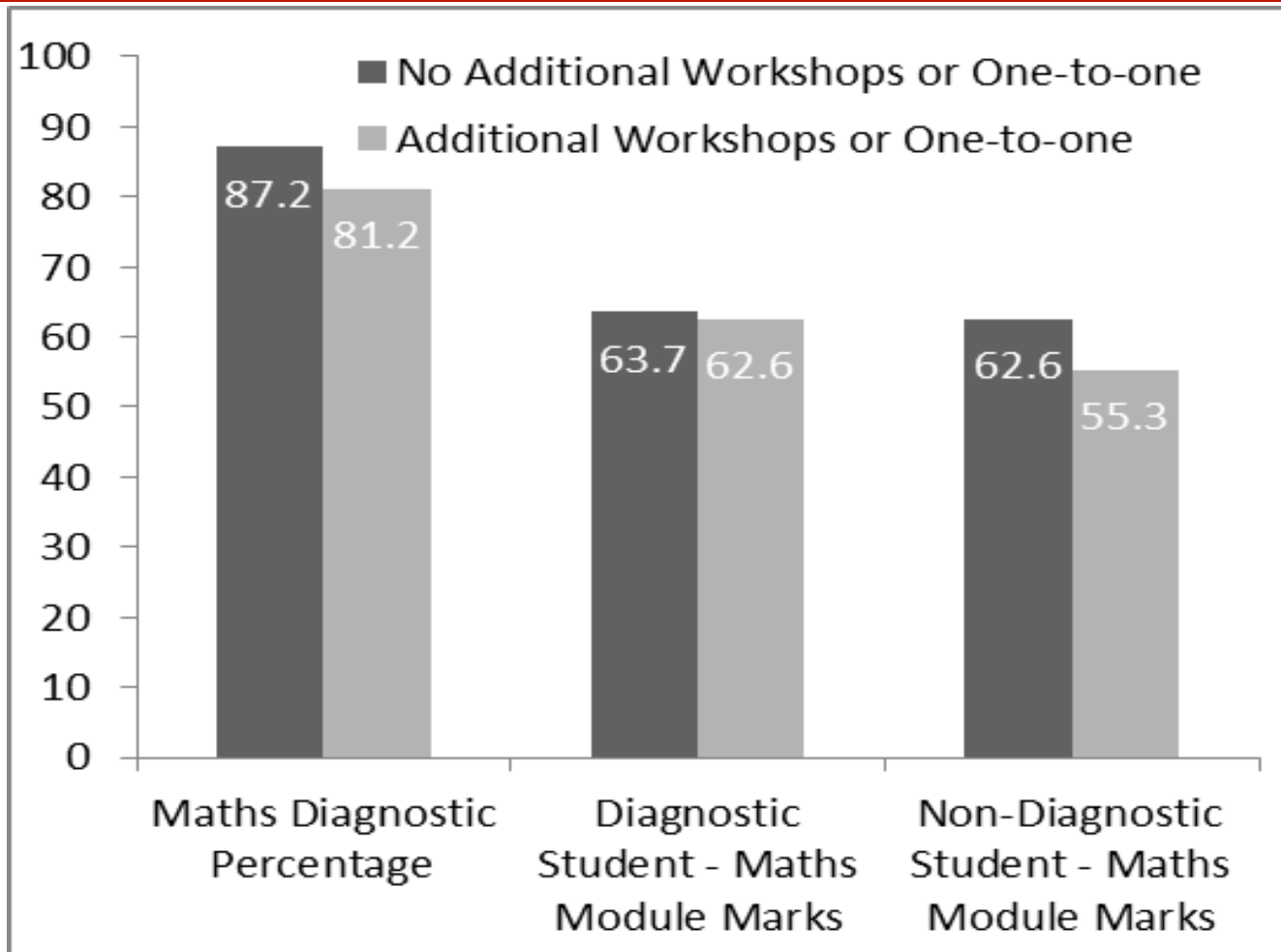
Smallest group – not diagnosed but used support

- Found out about MASH via publicity or work of mouth
 - Suggesting promotion element of diagnostic process
-

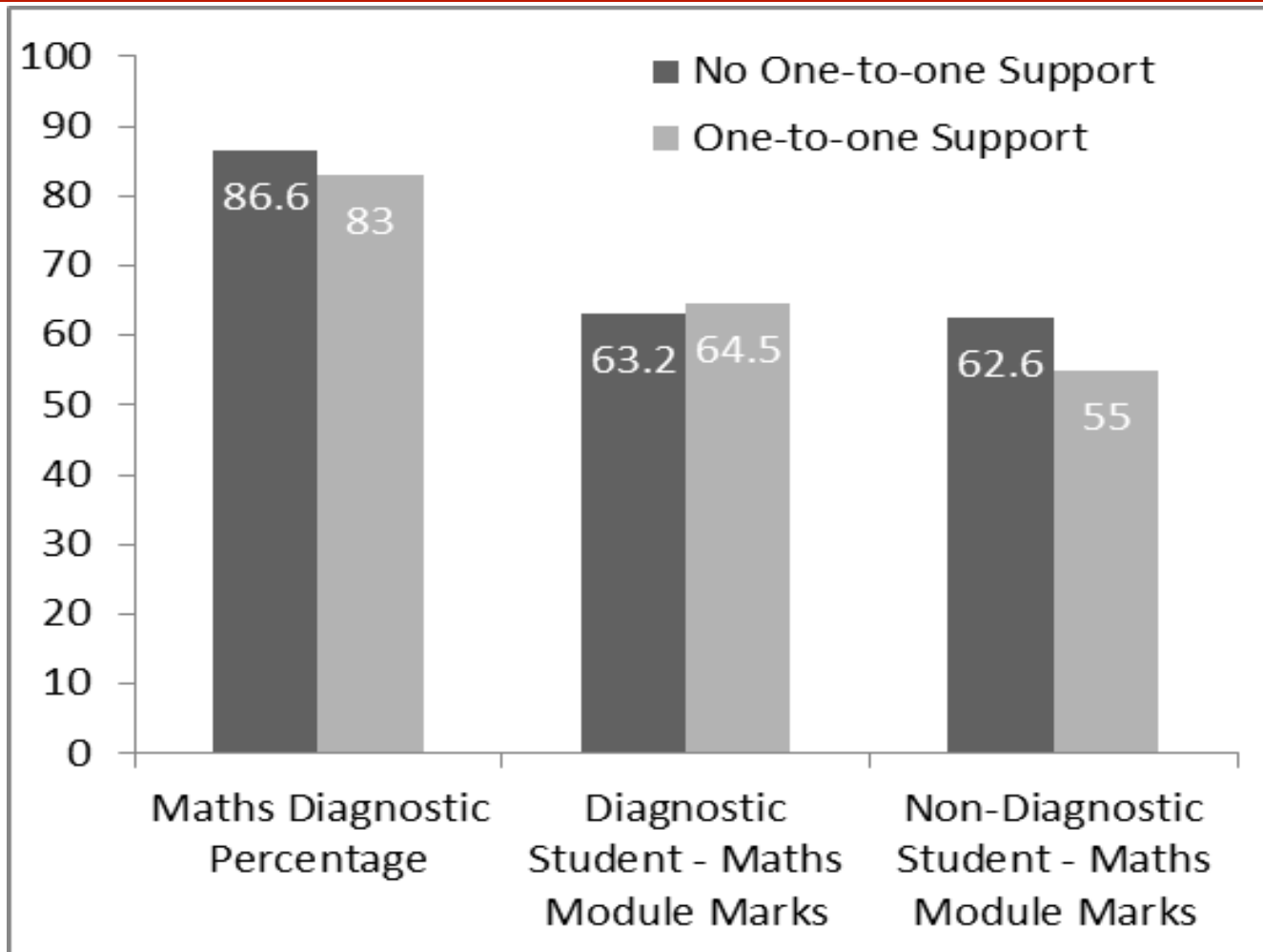


Next largest group – not diagnosed and not used support

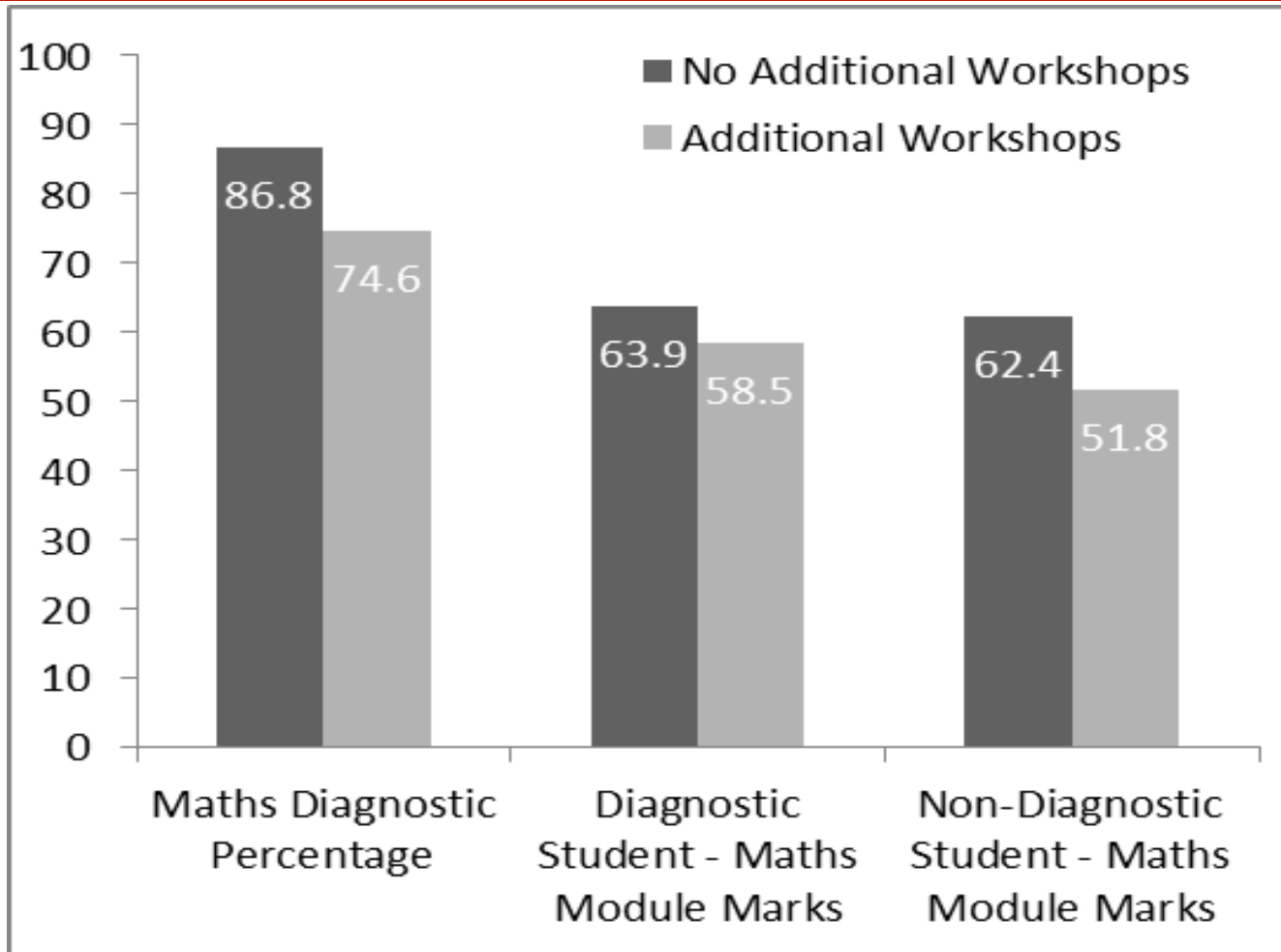
- MEC dept opted out of the diagnostic programme
 - Good level of maths
 - Covered basic maths at the beginning
-



One-to-one and Workshop Appointments or Drop-in



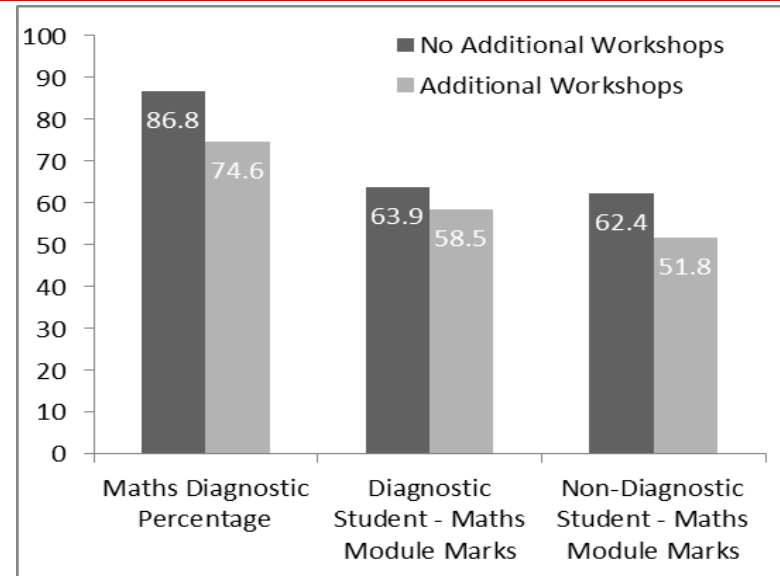
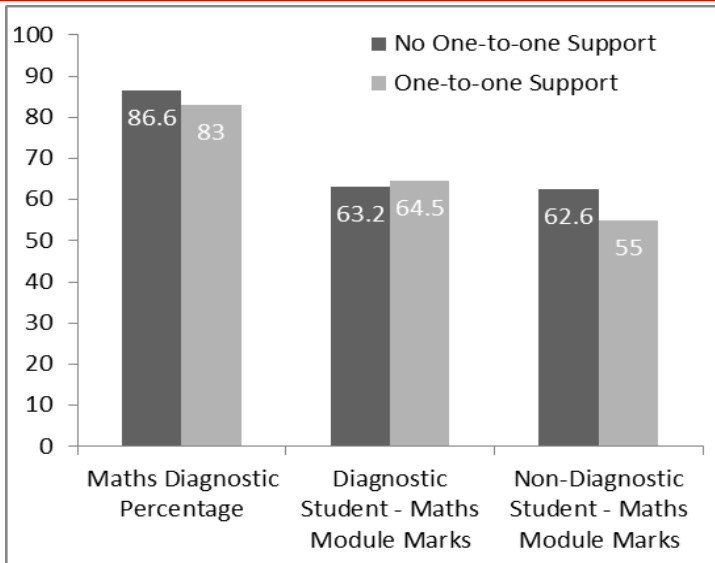
One-to-one Appointments or Drop-in



Workshops

Bespoke required to attend because of

low scores in diagnostic test



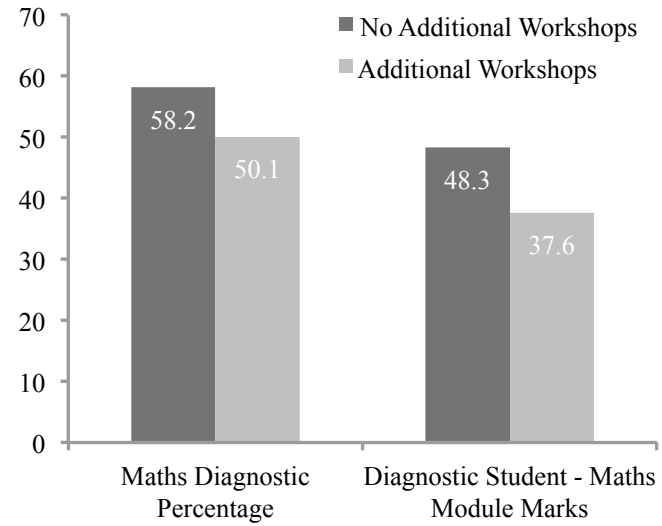
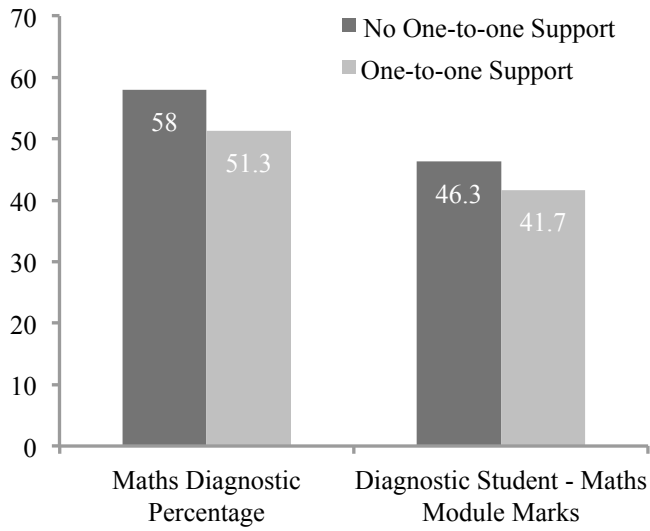
One-to-one

- With diag and MASH results better – 1%

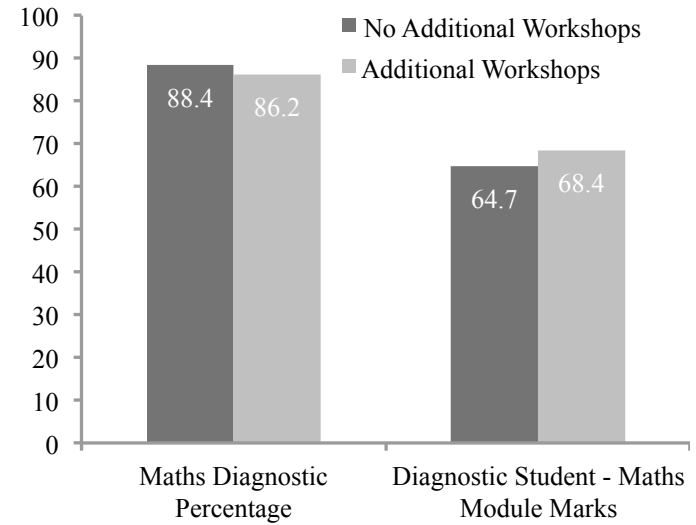
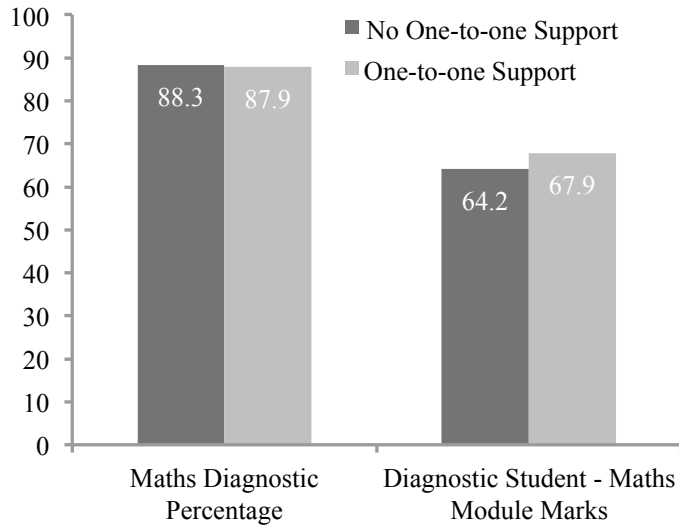
Workshop

- Diag score <70%
- Diag group do better - 7%

Diag score < 70%



Diag score > 70%



- 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?

Chetna Patel
