



# Urban Legends

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Defining the  
problem



# HIST30071: Urban Legends

- Annual interdisciplinary summer intensive. Taught across 2 weeks in February.
- Taught through SHAPS –combines discourses of history, museum studies, urban studies, geography, cultural studies.
- Originally designed by Prof. Kate Darian-Smith.
- Co-taught with external partners including Museum Victoria & the City of Melbourne
- Significant breadth enrollment from Science, Business & Economics, MSD, as well as across the Arts faculty.
- Pedagogy combines lectures, tutorials, site visits and independent field work.

# Original Assessment Model.

- Assessment 1: Student Participation (10%)
- Assessment 2: Exhibition Review (20%) Due during teaching period
- Assessment 3: Design a walking tour (20%) Due during teaching period
- Assessment 4: Essay (50%) Due 1 month after the conclusion of class.

# Original Assessment Model.

- Identifiable challenges:
  - Disjuncture between assessment
  - The work from Assessment 3 was largely mediocre and students had a hard time translating ideas of the unit into the end product.
  - Large numbers of breadth students unused to this style of assessment.

# Options Paper



# Options Paper

- Limiting factors
- Focus on existing assessments
- Scaffolding the assessment



## Advantages of Project work



# Project work

- Authentic task/s
- Elicit more engagement
- Better conceptual understanding, knowledge retention
- Better grasp of professional practice

Redesign



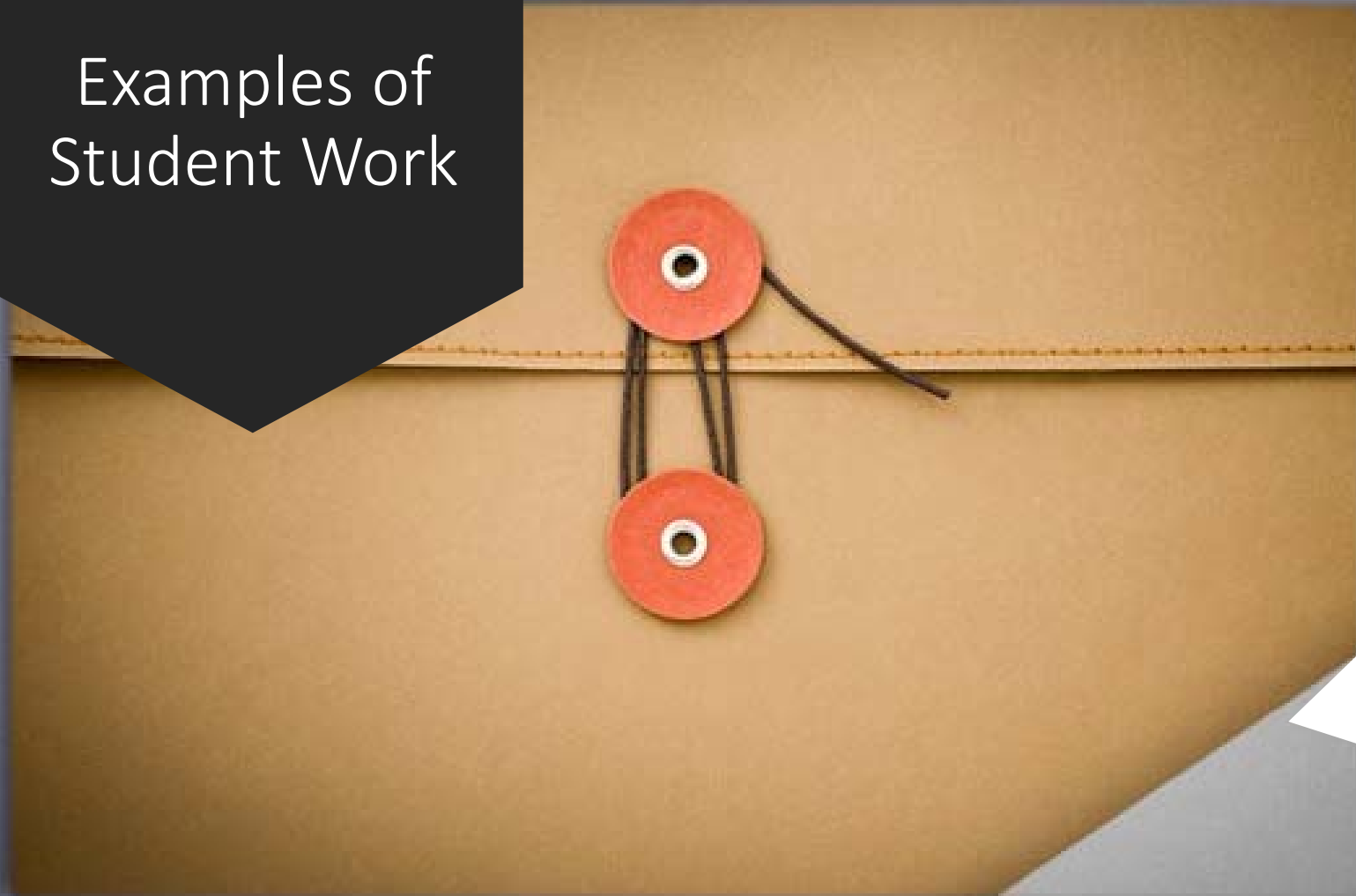
# New Assessment Model.

- Assessment 1: Multiple choice quizzes based on required reading/videos (10%)
- Assessment 2: Exhibition Review (20%) Due during teaching period
- Assessment 3: Evaluation of an existing walking tour(20%) Due during teaching period
- Assessment 4: 2 Options:
  - Option 1: Creative Project + Critical Exegesis interpreting an aspect of Melbourne.
  - Option 2 Standard Essay as before
  - Both worth 50% & due 1 month after the conclusion of class.

# Positive Outcomes from the Redesign


- Assessment 3 & 4 are now scaffolded to work together.
  - The criteria that the students use for their evaluation of the existing walking tour are also used to assess their creative project.
- The creative option allows students to bring their own knowledge/interests/skills into the interpretation.
- The creative projects are of a much higher standard than the previous version.
- Having the Critical Exegesis gives them the framework to consider the intellectual aspects of the course in relation to practical applications.

# Examples of Student Work



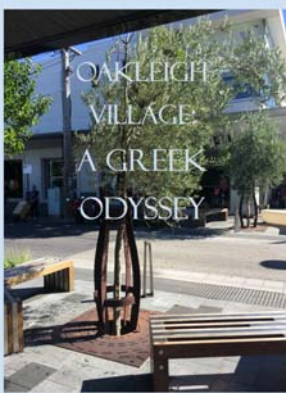
# Student designed & Self-distributed Walking Tours

## Walking Tour of Oakleigh



A warm thanks is extended to...  
City of Monash, for their support in making Oakleigh walkable and inviting space for all people  
Oakleigh Village, 216 Drummond Street, Oakleigh), Metro Trains (Oakleigh Station) and the Oakleigh District Historical Society (3 Atherton Road, Oakleigh), for displaying the tour brochures available for use at any time

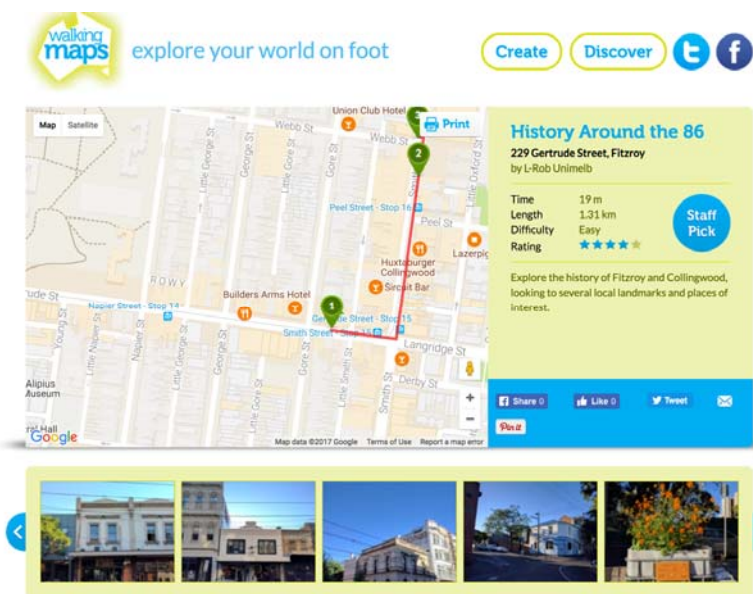
Σας ευχαριστούμε για την συμμετοχή σας!  
(We thank you for your participation!)



Come and uncover the gems of the Greek-influenced Oakleigh Village, where generations of Greek-background families have claimed the small space of Eaton Mall and its surrounding streets through businesses, food outlets and community landmarks as their own. This free, self-guided walking tour will take visitors on a journey that starts with Greek migration and continues into a future of social vibrancy and inclusion.

Your βόλτα (stroll) will treat you to a corner of Greek-Australian paradise hidden from general knowledge.

## Walking Tour of Fitzroy



walking maps explore your world on foot

Create Discover

History Around the 86  
229 Gertrude Street, Fitzroy  
by L-Rob Unimelb


Time 19 m  
Length 1.31 km  
Difficulty Easy  
Rating ★★★★★

Staff Pick

Explore the history of Fitzroy and Collingwood, looking to several local landmarks and places of interest.

Share Like Tweet

Map data ©2017 Google Terms of Use Report a map error

A 3D maze with a black callout box containing the text 'Remaining Challenges'. The maze is composed of white, rectangular blocks forming a complex, winding path. The perspective is from an elevated angle, looking down into the maze. The lighting creates soft shadows, emphasizing the three-dimensional nature of the structure. The black callout box is positioned in the upper left quadrant of the image, with the text 'Remaining Challenges' written in white, sans-serif font.

Remaining  
Challenges

# Challenges for the next phase of the continuous improvement cycle.

- Take up: Currently 30%. We'd like to see it rise to at least 50%.
  - Sense that students are still, at times, reluctant to move away from familiar assessment models (essays) for fear of the impact on their grades.
- In choosing an interpretive media—blog, walking tour, podcast — students still struggle with the concept of audience and the ways in which different interpretations work better with different targets.
  - This is a key aspect with the idea of real world applications for their studies.
  - Regardless of the type of writing they are asked to complete, employers want them to have a strong sense of the target.



Future  
Iterations

