

## Resources for Others

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### **PURPOSE**

Creating resources for others demonstrates the ability to communicate knowledge, understanding and skills to a variety of audiences with relevance, rigour and creativity. This is an important skill in ministry and mission that involves being able to translate your learning to others. In some cases it may be an opportunity for you to exercise informal teaching and learning skills, in others you will be applying your learning to the practices of mission and ministry.

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### **CONTENT**

#### **The resource**

Examples of this form of assessment include creating a sermon or the material for a small group study or the liturgy for a service of worship or series of reflections for a retreat. This will require 'translation' of the learning of your module, including your independent study, for a particular purpose, into a specific situation and context. The resource may be created as a group project.

The content of the resource will depend on the nature of the task, but here are some pointers for good practice:

1. Consider the culture and context of your 'target audience' carefully.
2. Think about how you can design the resource in a way that communicates knowledge, understanding and skills unobtrusively but effectively.
3. Don't forget to think about the constraints of using the resource, even though you may not be delivering it. So, for example, how much material can be covered in a group study that allows for interaction? How long will the worship service be?
4. Where appropriate, consider building in opportunities for interaction that take into account different learning styles.
5. Don't be afraid of being creative and imaginative: this is an opportunity to put your learning to work in a real life ministry and mission context.

#### **The rationale / commentary**

This assessment form is always accompanied by a written rationale or commentary which gives you the opportunity to explain the choices you made and the approach you took. This also enables you to demonstrate the study that you undertook to prepare the material.

## Length of the resource and the commentary

The tutor should give guidance on the expected length of the resource and the commentary. The commentary should always be at least 1000 words in length.

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### WHAT WE ARE LOOKING FOR

First and foremost, we are looking to see how well you fulfilled the relevant learning outcomes of the Module Outline. In addition, we will be looking for your ability to relate your knowledge, understanding and skills to a non-specialist audience in a specific context or situation. In particular we will be looking to answer the following questions (these may be adapted, depending on the nature of the resource being assessed):

**1. Do you know your subject thoroughly?**

The content should show appropriate depth and breadth of knowledge, understanding and skills through the genre of the resource.

**2. Have you tailored your resource effectively to the context and audience?**

Both the resource and the commentary should show your ability to relate your learning to the context and audience of the resource. Make sure you adapt the vocabulary, level and style appropriately, including how the subject matter is relevant and interesting to the audience. Where appropriate, consider the audience's learning styles and create opportunities for engagement with the subject.

**3. Are all aspects of using your resource thought through?**

Make sure that you have thought about the various aspects of using the resource. For example, the length of the worship service, the time available for the group study, the size of the group and how they will be given opportunities to interact.

**4. Is your resource well-presented and clear?**

Is the resource presented clearly and appropriately for its genre? Is the commentary well and clearly written?

## TECHNICAL MATTERS

### For the tutor:

- This method should enable students to demonstrate creativity, and may involve a range of media.
- It is helpful to provide the boundaries and specific context for the resource. For example, specifying the length of the group study or retreat and the size and nature of the audience.
- Be clear about how the resource and commentary will be assessed for subject content as well as for creativity, appropriateness and effectiveness of communication to the specified audience.

### For the student:

- You may want to use a range of media – check with your tutor about any guidelines relating to this.
  - Make good use of the rationale / commentary to show the study and thought that you have put into the resource. This should have references and a bibliography to show your engagement with scholarship.
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## MARKING CRITERIA

The questions that your marker will be considering when assessing your work are as follows:

1. How did your resource and rationale / commentary demonstrate that you had acquired the knowledge, understanding and skills of the relevant learning outcomes of the module?
2. To what standard have you fulfilled these? These standards – by which your work will be graded – are described in the **Assessment Criteria for Resources for Others** at the level of your module. The criteria against which your work will be marked fall into three categories:

Knowledge and understanding    Do the resource and commentary demonstrate a thorough understanding of the relevant subject matter?

Resource:    Have you carefully considered the significance of the subject matter for the context, effectively integrating your understanding and knowledge with context?

Is your work tailored to the genre of the resource, its context, audience and situation? (e.g. if it is a sermon for a particular context, would it be an effective sermon?)

Is the resource well executed and well presented, as appropriate for the kind of resource?

Commentary:

Does the commentary show good reflective ability, making good connections between the resource you have created and knowledge and understanding?

Is there evidence of critical thinking, analysis, synthesis and sound argument?

Is your writing fluent, using appropriate vocabulary, correct grammar and spelling?

