Why is Online Assessment & Feedback a Nightmare?

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The assessment and feedback lifecycle

1. Specifying
2. Setting
3. Supporting
4. Submitting
5. Marking and production of feedback
6. Recording grades
7. Returning marks and feedback
8. Reflecting
Top 20 EMA Challenges

1. Specifying
   - Ability to handle variety of typical UK marking and moderation workflows

2. Setting
   - Need for greater creativity
   - Risk aversion

3. Supporting
   - Need to develop more effective student assessment literacies
   - Reliability of submission systems

4. Submitting
   - Need to offer greater formative opportunities
   - Systems not geared to group submissions

5. Marking and production of feedback
   - Ability to manage marks and feedback separately
   - Academic resistance to online marking
   - Ability of systems to handle off-line marking
   - Systems not geared to peer assessment
   - Differences of opinion on value of anonymous marking
   - Ability to handle variety of anonymity requirements

6. Recording grades
   - Lack of interoperability between marking systems and student records systems
   - Ability of systems to support variety of moderation process
   - Ability of systems to support variety of grading schemes

7. Returning marks and feedback
   - Student engagement with feedback
   - Ability to gain longitudinal overview of student achievement

8. Reflecting
   - Notifying students when feedback is ready

9. Need for greater creativity
   - Ability to gain longitudinal overview of student achievement

10. Ability to gain longitudinal overview of student achievement

11. Need to offer greater formative opportunities

12. Ability of systems to handle off-line marking

13. Systems not geared to peer assessment

14. Ability of systems to support variety of moderation process

15. Differences of opinion on value of anonymous marking

16. Notifying students when feedback is ready

17. Ability to handle variety of anonymity requirements

18. Ability of systems to support variety of grading schemes

19. Systems not geared to group submissions

20. Ability of systems to deal with mathematical, scientific, musical etc notation
Marking & feedback workflows

- Understanding who is doing what, when, and how
- Systems need to support multiple models / workflows

New ‘swim lanes’ model
Swim lanes (with EMA system lane)
more info: http://ema.jiscinvolve.org/wp/2015/10/05/test-interactive-process-map
Adms' Summit

Admins’ Summit

- To learn new ways of doing things better, improving digital literacy skills
- To find out how colleagues are improving electronic management of assessment
- To discuss ways of supporting each other
Mapping exercise: who, what and how?

● pre-submission (setting, setup, anonymity)
● submission (online, paper, dual)
● pre-marking
● marking (first, second, moderation)
● feedback/return to students
● post feedback (external/exam board)
We asked the admins to think about...

- How is it managed? What is your involvement?
- How are markers/moderators assigned?
- What works well?
- What doesn’t work so well (pain points)?
- How might it be improved?
Examples...

- Mood/e-mail
  - reminders
  - drop box
  - details in handbook
- Collect hard copies - sign receipt - e-mail.
- Contact module leader for markers.
- Track extensions & resubmissions.
- Separate into piles for markers.
- Set marking deadlines & send instructions/grid.
- (Arrange reconciliation)
  - Collate grades/feedback forms - edit & upload to Moodle/e-mail.
  - Grades to database.

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Sets task

Approve extensions.

Name 1st & 2nd markers.
Collect essays in person.

Marking

Reconciliation.

Fill out feedback form.

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Write assessment - name on cover sheet.
Dual submission.

Meet deadlines.
Use correct forms for module.

Login to Moodle/check e-mails for feedback.
Pre-submission
Academic sets up drop box on Moodle
In some cases, administrator does this step.

Submission
Student submits

Marking
Academic downloads from Moodle

Feedback
- Academic puts on Moodle
- In some cases, administrator does

Upload
Administrator reads spreadsheet to academic; marks entered; uploaded to STS database

Post-feedback
Guru reports used at exam board

Project Marking
Irrespective of Moodle
Need:
- double/triple marking
- only final average available to student
- breakdown of marks

Birkbeck
PRE SUBMISSION
Assignment due at programme validation. Not anonymous. Not blind marked.

SUBMISSION
Electronic copy - by email + hard copy (receipt).
Online, Moodle Turnitin.

PRE MARKING
Download from Moodle (programme lead / tutor to view originality report) save to shared drive (reluctance for tutors to use Moodle; currently no online grading + comments).

MARKING
Formative: tutor make track changes + complete feedback pro forma - email students + save to shared drive.
Summative: parallel marked 1st + 2nd marker - 1st marker assessing from shared drive - 2nd marker assessing via Moodle.
Marked emailed to administrator - collation of marks (manual) - identity discrepancies?

MODERATION
Programme lead + tutor meet - reconciliation of marks (manual)
Manual data entry of marks on student record system

PRE EXAM BOARD
Quality control of marks - programme lead to approve

EXAM BOARD - sign off of student mark sheets
Admins’ Pain-Points included....

- Lack of training
- Academics having little/no training on how to use Moodle/Turnitin
- Anonymous submission not currently available on Moodle Assignment
- Technology unreliable
- Academics not meeting deadline for returning the mark sheets to admins (2); reminders have to be sent. Student receive grade mark late. Fuels disgruntled students
- Academics resistant to marking online/don’t want to use technology (2)
- Technophobe students
- Need to remove need for paper copies using Moodle for return
- Too many processes
- manual data entry of marks on SRS
- Lack of clarity across the institution (policy); not using the same systems across the College
- If academics are not checking online submissions because they refer to paper copies, it is very likely that high similarity scores for plagiarism could go unnoticed and not acted upon
- Hard copy samples for external examiners - costly, time-consuming and data protection issues
- Inconsistent viewing of originality reports due to submissions being downloaded to shared drive
What are your e-Assessment pain-points?
What are your e-Assessment pain-points?

- Respond at PollEv.com/ble123
- Text 138564 and your message to 020 3322 5822
- Tweet @poll 138564 and your message

Texting:
- To: 020 3322 5822
- 138564 <Your response>

Twitter:
- Jane Smith @janesmith
- @poll 138564 <Your response>

On the web:
- PollEv.com/ble123
- <Your response> Submit Response

Total Results: 0
BEAF Project

www.bloomsbury.ac.uk/assessment
We will collate all your responses and re-distribute for ranking.

What is YOUR institution doing?
Let’s share!

M25LTG session on how TEL staff are involved in online assessment.