A collaborative approach to improving online assessment and feedback opportunities

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Overview

- Bloomsbury context
- A project-based approach to improving online assessment and feedback
- What we did
- What we’ve found
- Conclusion: So, what does it all mean?
A project-based approach to working

www.bloomsbury.ac.uk/assessment

- To identify and share good and innovative practice, with the aim of improving online assessment and feedback processes, practices, opportunities and technologies available to the BLE partners.
- To assess and evaluate appropriate technologies to support e-assessment across the BLE Partners.
- To produce documentation, case studies and organise events for academic and support staff.
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
Events

- Software demonstrations - f2f and online: vendor and colleague ‘show and tells’ - Xerte, RefMe, WebPA, Online Exams
- Administrators’ Summit
- Assessment Literacy events
- Project Board meetings
Admins’ Summit

● To learn news 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
Marking & feedback workflows

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

See:
https://www.jisc.ac.uk/full-guide/transforming-assessment-and-feedback
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...

- Moodle/E-mail
  - reminders
  - drop box
  - details in handbook
- Collect hard copies - sign receipt - e-mail.
- Contact module leader for markers.
- Track extensions & re-submissions.
- Separate into piles for markers.
- Set marking deadlines & send instructions/grid.
- If names etc. spelled incorrectly - edit & upload to Moodle/e-mail.
- Grades to database.

(arrange reconciliation)

Sets task

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

Marking

- Reconciliation.
- Fill out feedback form.

Write assessment - name on cover sheet.

Dual submission.

Login to Moodle/check e-mails for feedback.

(see more details on the diagram)
Maswork

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
Administrators load spreadsheet to academic; marks correlated, uploaded to STS database

Post-feedback
Guru reports used at exam board

Notes:
- This stage should be automated
- Moodle to STS
- Remove duplication of mark entry

Birkbeck
Pre Submission
Assignmenet completed at programme validation, not anonymous, not blind marked.

Submission
- 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 tutor 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 assessed via moodle.
- Marks emailed to administrator - collation of marks (manual) / identity discrepancy

Moderation
Programme lead + tutor meet... reconciliation of marks (manual) / local spreadsheet / duplication / room for error

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
Jisc EMA Project

Top 20 EMA Challenges

1. Specifying
8. Reflecting
7. Returning marks and feedback
6. Recording grades
5. Marking and production of feedback
4. Submitting
3. Supporting
2. Setting
9. Need for greater creativity
6. Risk aversion
3. Need to develop more effective student assessment literacies
11. Need to offer greater formative opportunities
18. Systems not geared to group submissions
12. Ability of systems to handle off-line marking
13. Systems not geared to peer assessment
15. Differences of opinion on value of anonymous marking
17. Ability to handle variety of anonymity requirements
20. Ability of systems to deal with mathematical, scientific, musical etc notation

The assessment lifecycle

3. Lack of interoperability between marking systems and student records systems
14. Ability of systems to support variety of moderation process
18. Ability of systems to support variety of grading schemes
5. Notifying students when feedback is ready
10. Ability to gain longitudinal overview of student achievement
16. Ability to handle variety of typical UK marking and moderation workflows
7. Ability to manage marks and feedback separately
8. Academic resistance to online marking
12. Ability of systems to handle off-line marking
13. Systems not geared to peer assessment
15. Differences of opinion on value of anonymous marking
17. Ability to handle variety of anonymity requirements
20. Ability of systems to deal with mathematical, scientific, musical etc notation
The ‘swim lanes’ model

Submission, marking and feedback process

Student
- Submit Assignment
  - Manage submission deadlines (apply admin penalty/mitigation)
  - Manage allocation of work to markers (including managing anonymity if required)
  - Apply penalty or mitigation for academic reasons
  - Return marks and feedback

Administrator
- Student evidence engagement with feedback or view mark
- Student undertakes self or peer assessment
- Student formally checks own work
- Possibility of adjusted grade

Academic
- Originality checking
- Marking and feedback
- Internal quality assurance (moderation)
- Record marks
- External quality assurance
- Exam board approval
Swim lanes (with EMA system lane)

Case studies

- Different formats for assessment e.g. blogs, portfolios, posters
- Peer Assessment techniques
- Using multimedia for assessment and feedback e.g. video, audio
- Eliciting feedback from students
- Assessing in MOOCs
Documentation

- Assessment in Distance Learning programmes
- Contextualising the Assessment Lifecycle
- Procedures for managing risk in online submission
- Technical documents
  - Coursework plugin for Moodle
  - Student assessment dashboard
  - Auto-creation of assessment from SRS to Moodle
What does this all mean?

- [www.bloomsbury.ac.uk/assessment](http://www.bloomsbury.ac.uk/assessment)
- This collaborative project achieved a lot of great outputs - a committed Project Board, useful events, inspiring and replicable case studies, documentation...
- **But** what will we (and our *institutions*) do with it all?
- How can we ensure impact beyond those who already participated?
- How will senior managers engage with the outputs?
- Does dissemination work?
More...

Project website: 
www.bloomsbury.ac.uk/assessment

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