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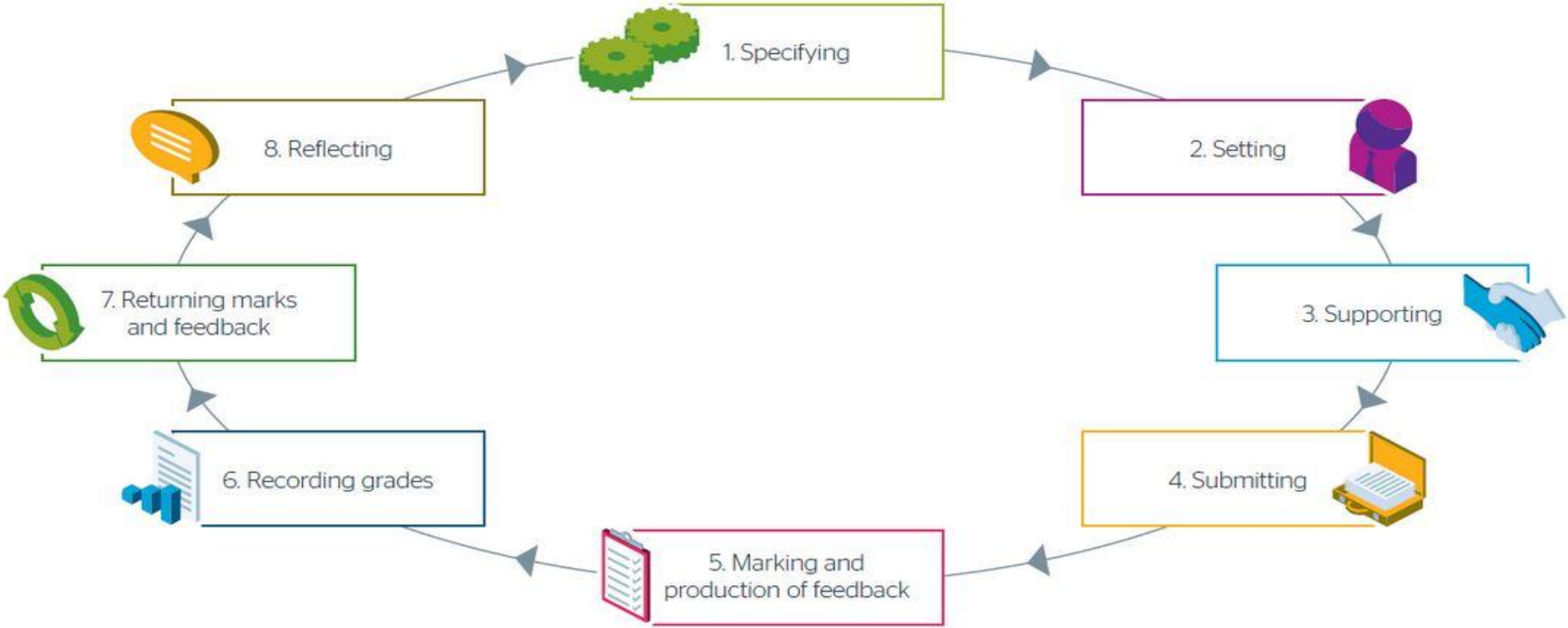
Bloomsbury
Learning Environment

Why is Online Assessment & Feedback a Nightmare?

Leo Havemann, Birkbeck @leohavemann
Sarah Sherman, BLE @BLE1

The assessment and feedback lifecycle

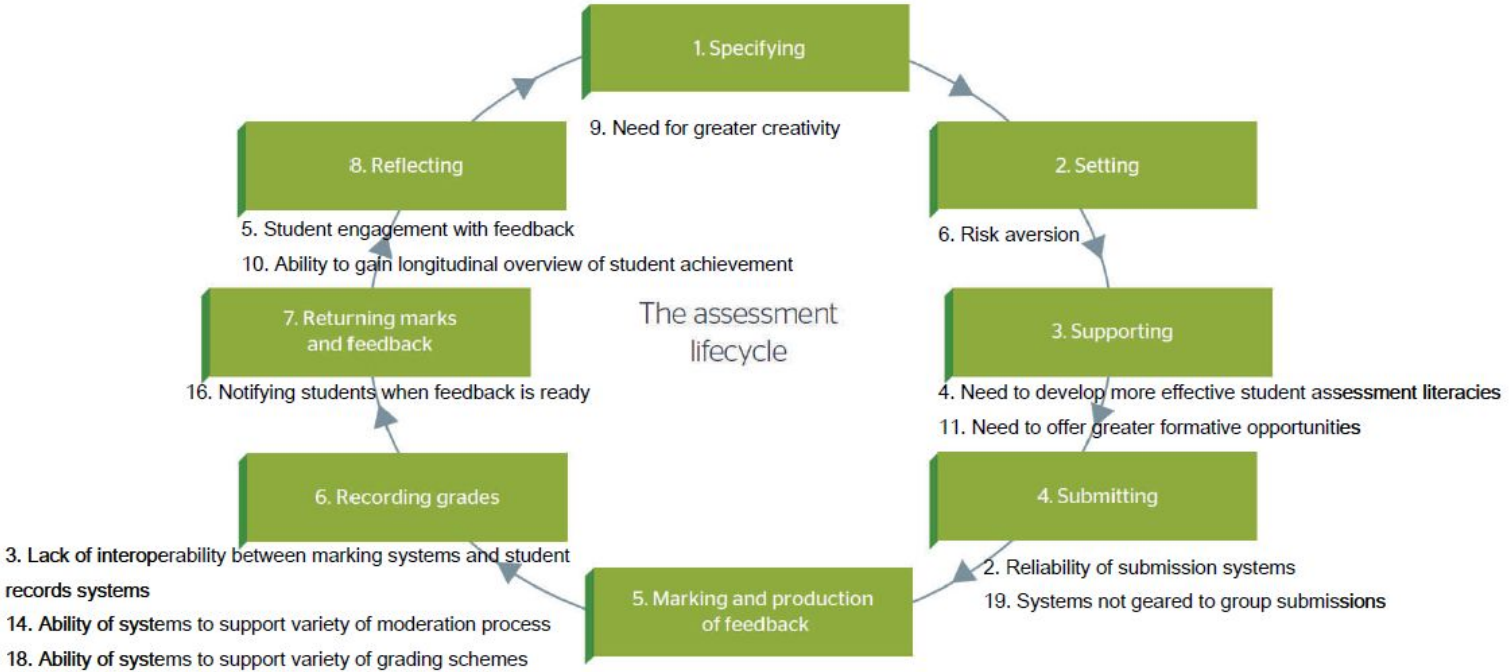
MMU ⇨ Jisc



Based on an original idea developed by Manchester Metropolitan University

Jisc EMA project

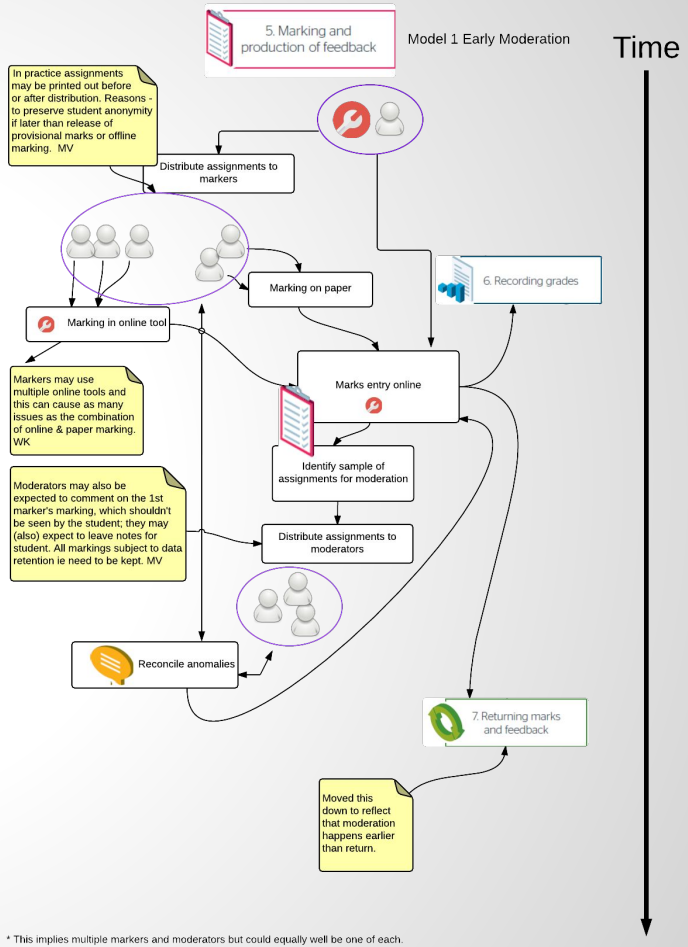
Top 20 EMA Challenges



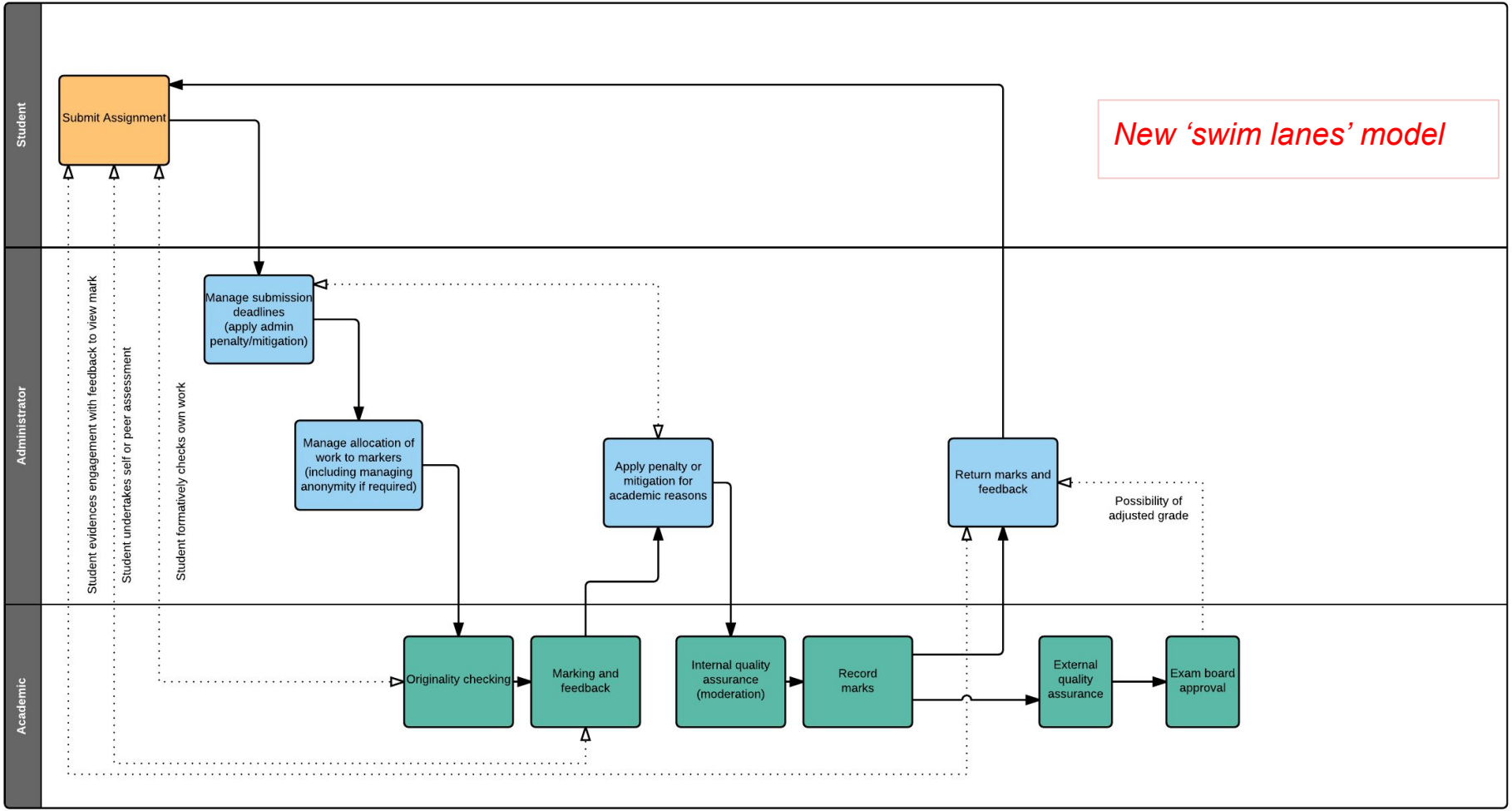
Marking & feedback workflows

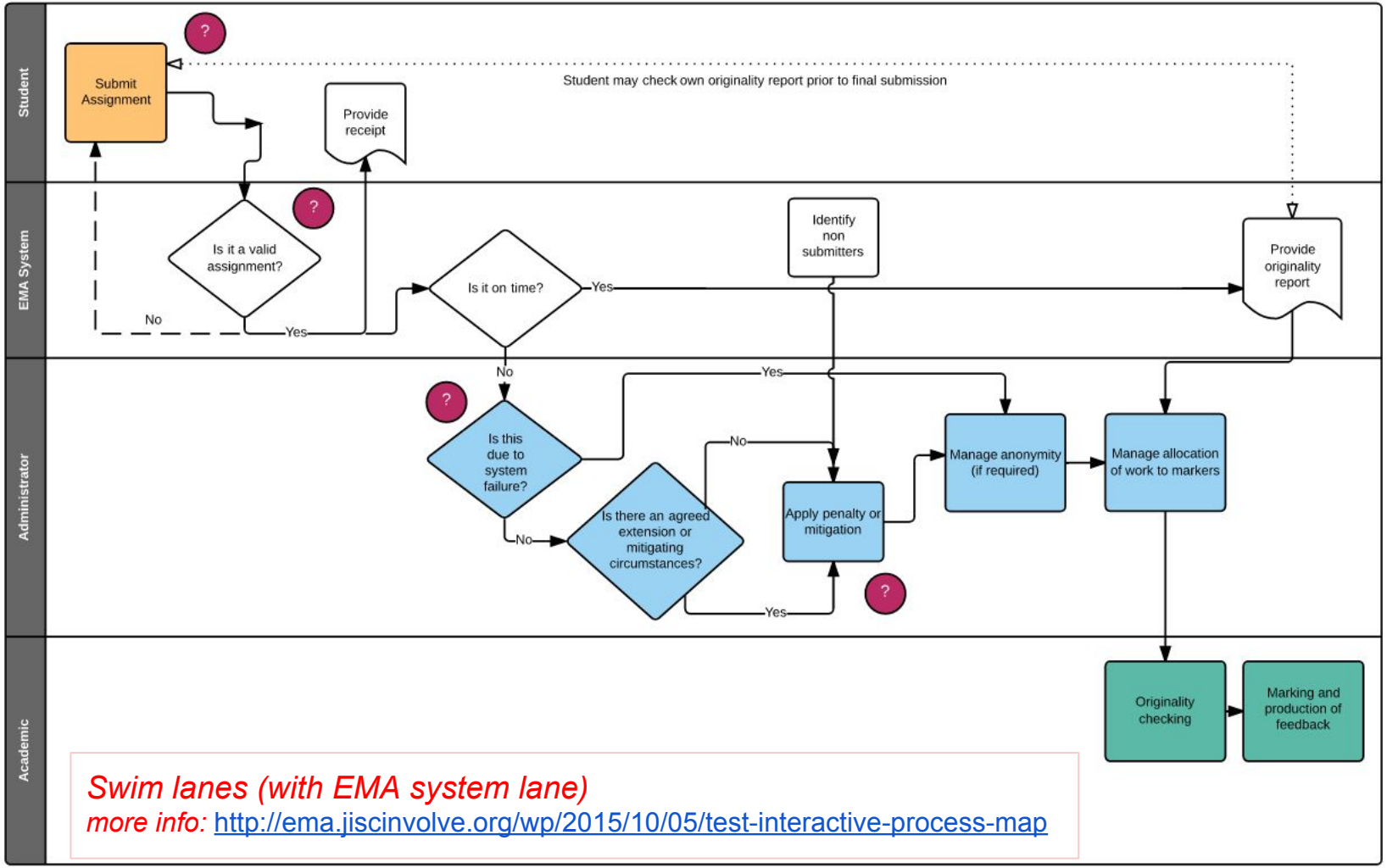
- Understanding who is doing what, when, and how
- Systems need to support multiple models / workflows

see: http://ema.jiscinvolve.org/wp/2015/05/29/how-many-models-of-marking-still-counting/



Submission, marking and feedback process





Swim lanes (with EMA system lane)
more info: http://ema.jiscinvolve.org/wp/2015/10/05/test-interactive-process-map

Admins’ Summit

"Damavand in winter" by Hamed Khorramyar - Hamed Khorramyar's Official Websitehttp://www.hamedpix.com/details.php?image_id=1.
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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

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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)

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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?

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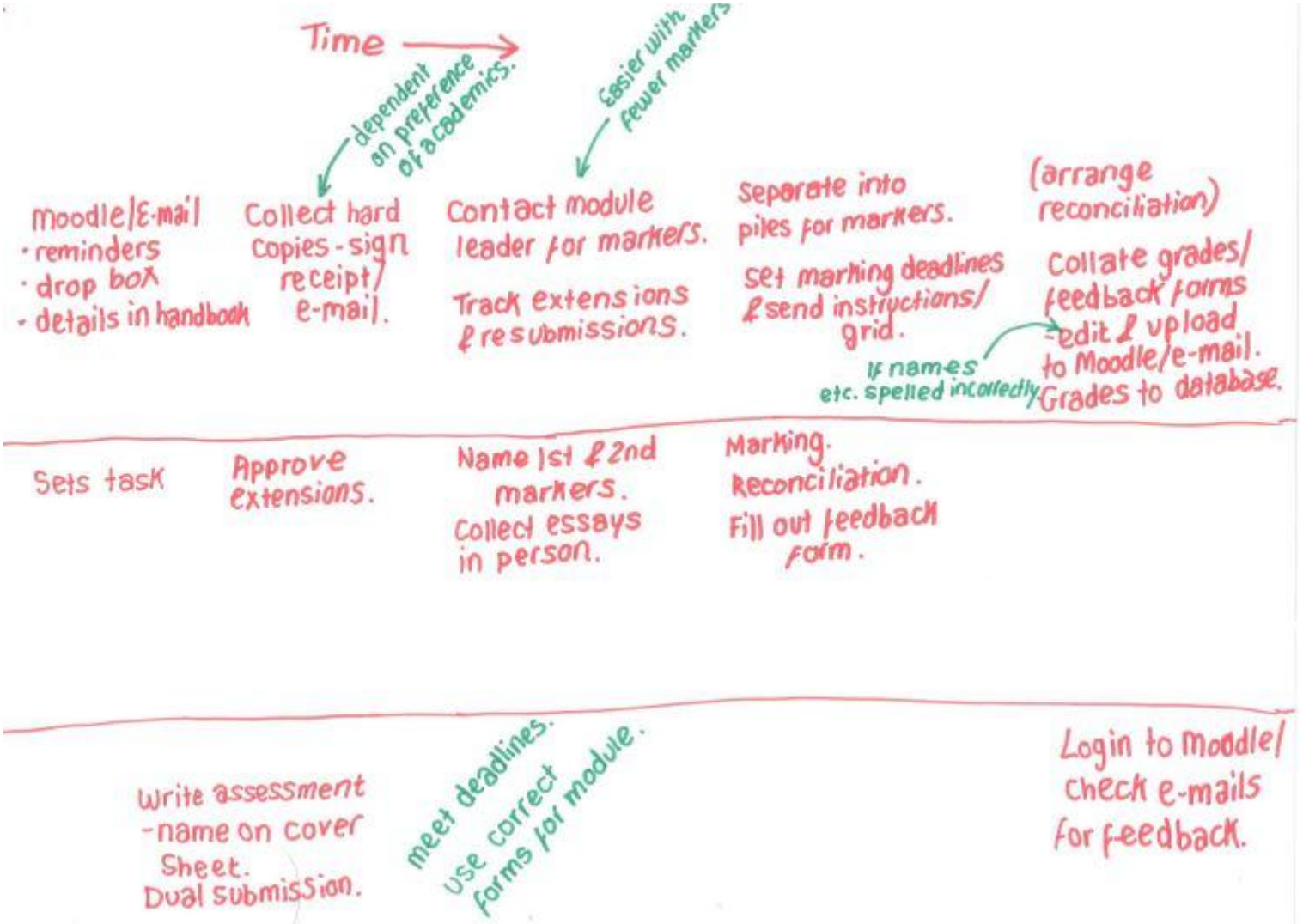
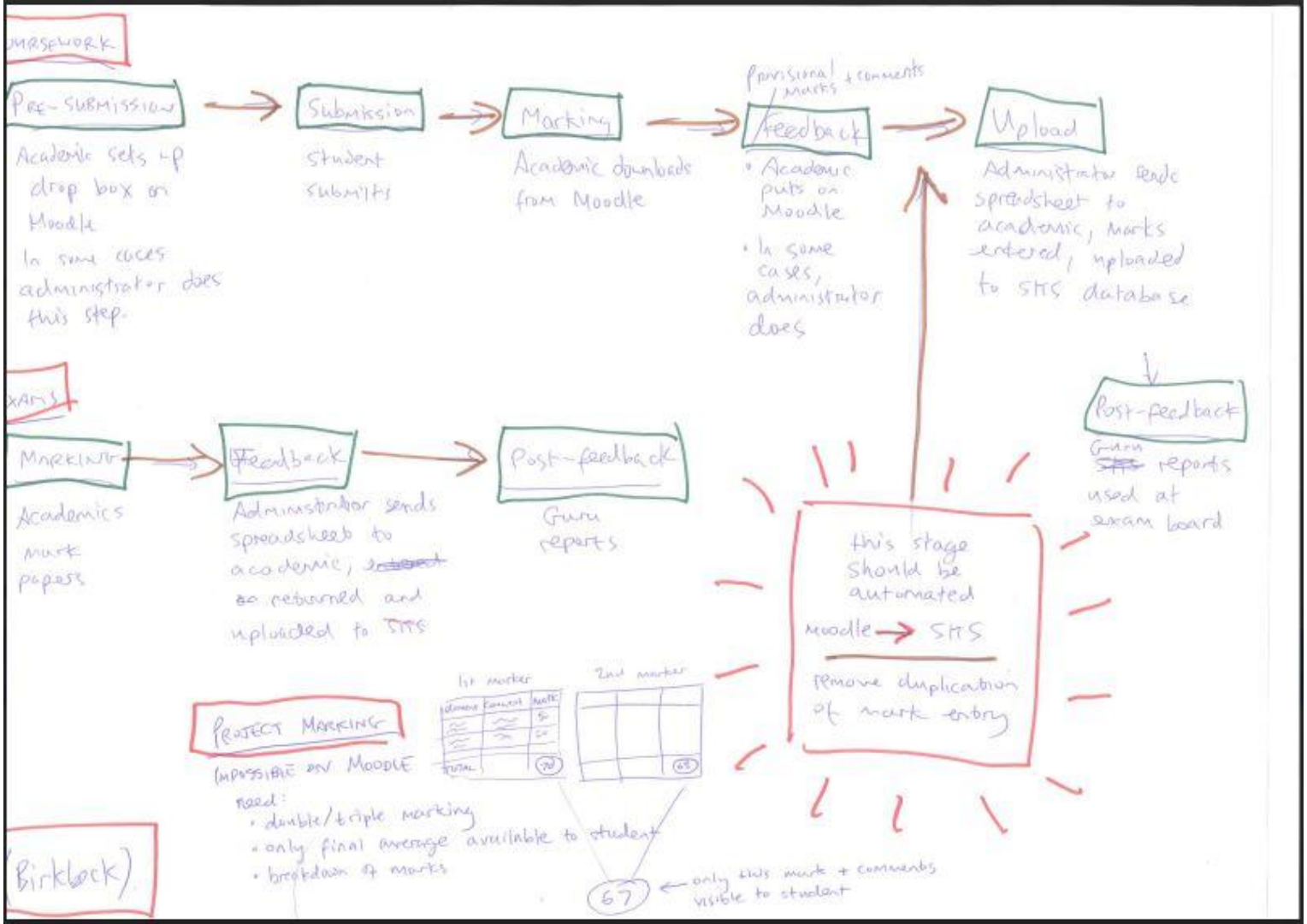
Examples...


Time
dependent on preference of academics.
Easier with fewer markers
Moodle/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.
If names etc. spelled incorrectly
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.
meet deadlines.
use correct forms for module.
Login to Moodle/ check e-mails for feedback.

allocate certificates
Inform RCVS
download results for Board
feedback
Student notified
Access to Moodle
Appeals Board
Resubmissions
Potential fails process
not anonymous
B-SAP.1 Module
marking
when marked complete.
update dbase
Submission candidate driven
Premarking Therapl Med
Allocation of markers.
notify office
inform external examiner.
online
plagiarism
sample marking Med only
allocate Assessor
notify markers.
Improved by having online submissions via Moodle
pp checking word counts
pp ensuring markers mark in time - send reminders
pp anonymous submission not currently available on moodle


COURSEWORK
Pre-submission
Academic sets up drop box on Moodle
In some cases administrator does this step.
Submission
Student submits
Marking
Academic downloads from Moodle
Provisional marks + comments
Feedback
• Academic puts on Moodle
• In some cases, administrator does
Upload
Administrator sends spreadsheet to academic, marks entered, uploaded to SITS database
EXAMS
Marking
Academics mark papers
Feedback
Administrator sends spreadsheet to academic, ~~collect~~ to returned and uploaded to SITS
Post-feedback
Guru reports
Post-feedback
Guru ~~SITS~~ reports used at exam board
this stage should be automated
Moodle → SITS
remove duplication of mark entry
PROJECT MARKING
IMPOSSIBLE on MOODLE
Need:
• double/triple marking
• only final average available to student
• breakdown of marks
1st marker
2nd marker
67
← only this mark + comments visible to student
(Birkbeck)

PRE SUBMISSION

Assignments set at programme validation. Not anonymous. - Not blind marked.

SUBMISSION

- e copy - by email + hard copy (receipt).
- online, moodle turnitin.

PRE MARKING

- download from moodle (programme lead / tutors to view originality reports) save to shared drive (reluctance for tutors to use moodle, currently no online grading + comments). inconsistent

MARKING

- formative: tutors make track changes + complete feedback pro forma - email students + save to shared drive.
- summative: parallel marked 1st + 2nd markers - 1st marker access from shared drive - 2nd marker access via moodle.

marks emailed to Administrator - collation of marks (manual) → local spreadsheets.
identify discrepancies

MODERATION

Programme lead + tutors meet . . . reconciliation of marks (manual) ← duplication room for error
manual data entry of marks on student record system

PRE EXAM BOARD

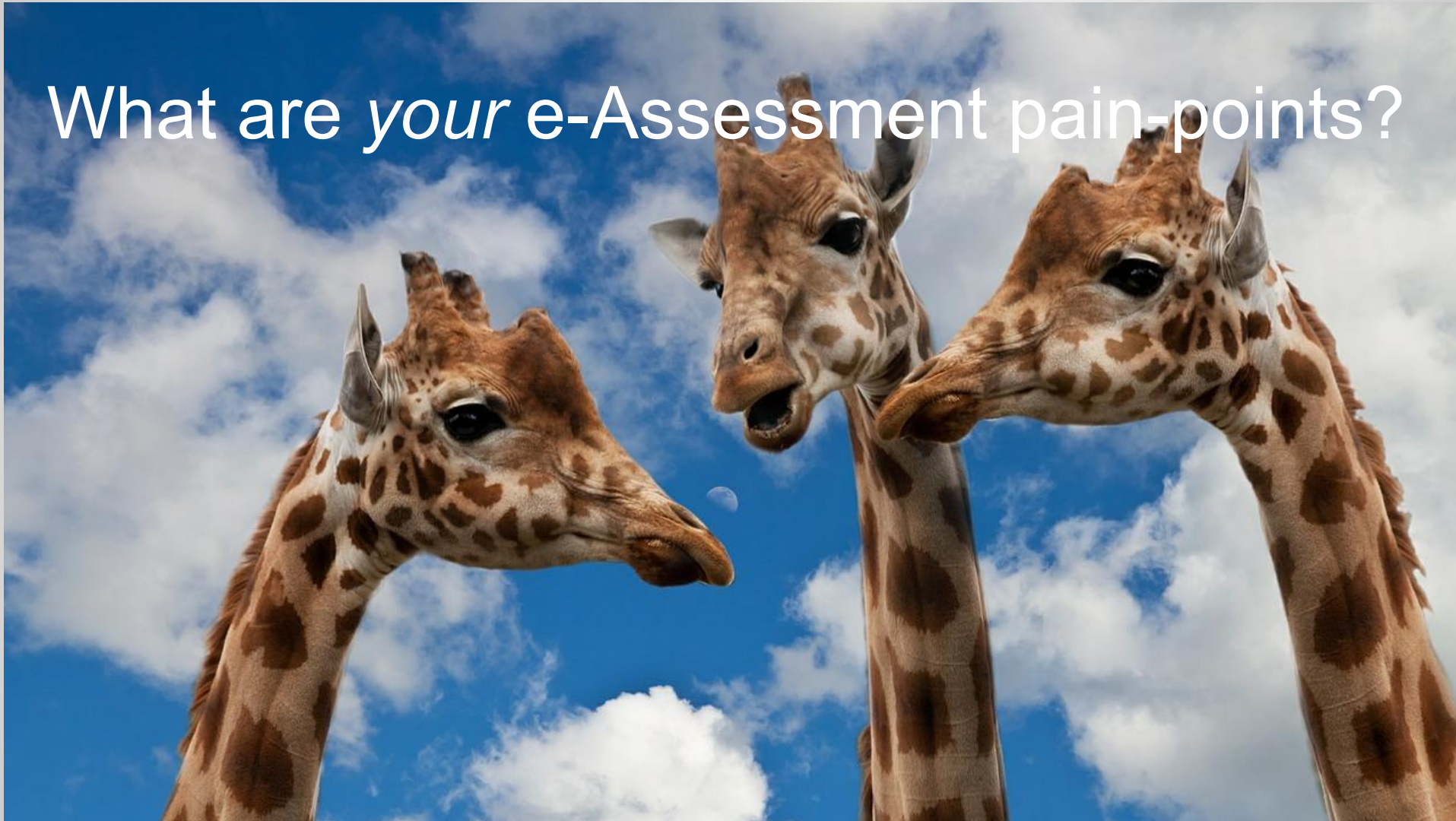
quality control of marks - Programme lead to approve

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?



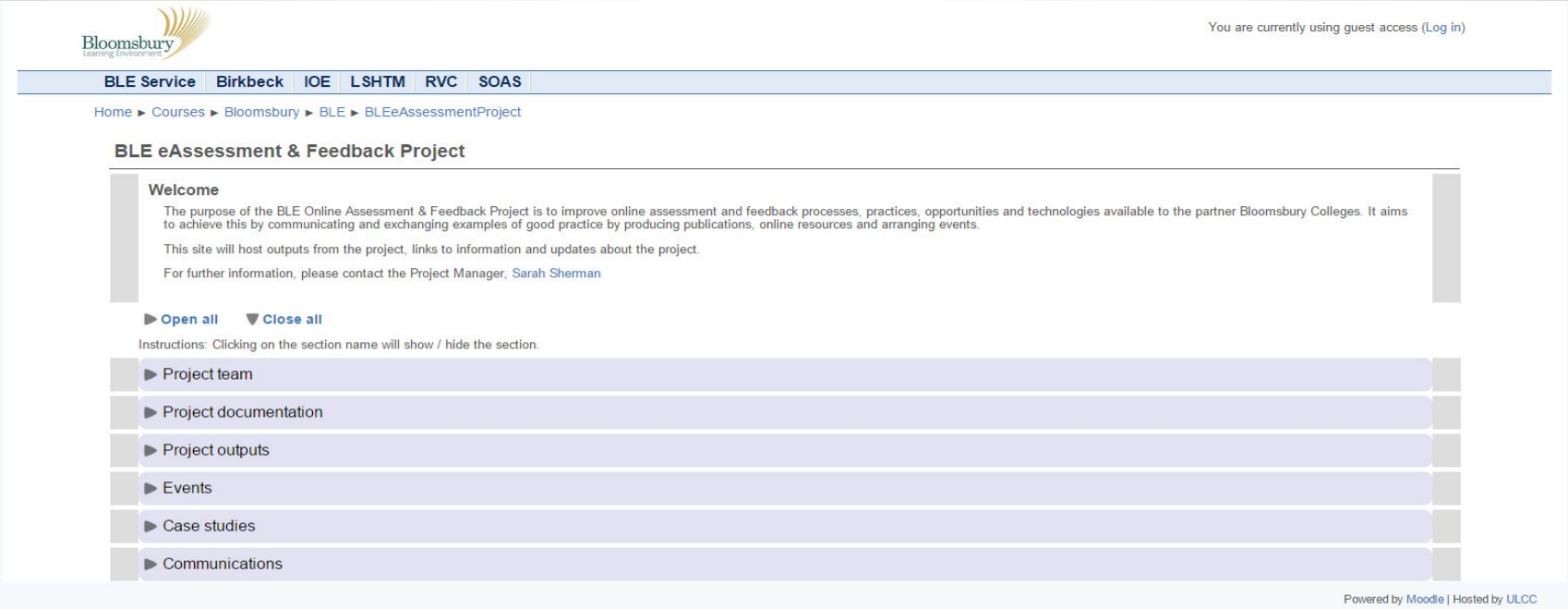
What are your e-Assessment pain-points?

Respond at **PollEv.com/ble123** Text **138564** and your message to **020 3322 5822**

Tweet **@poll 138564** and your message

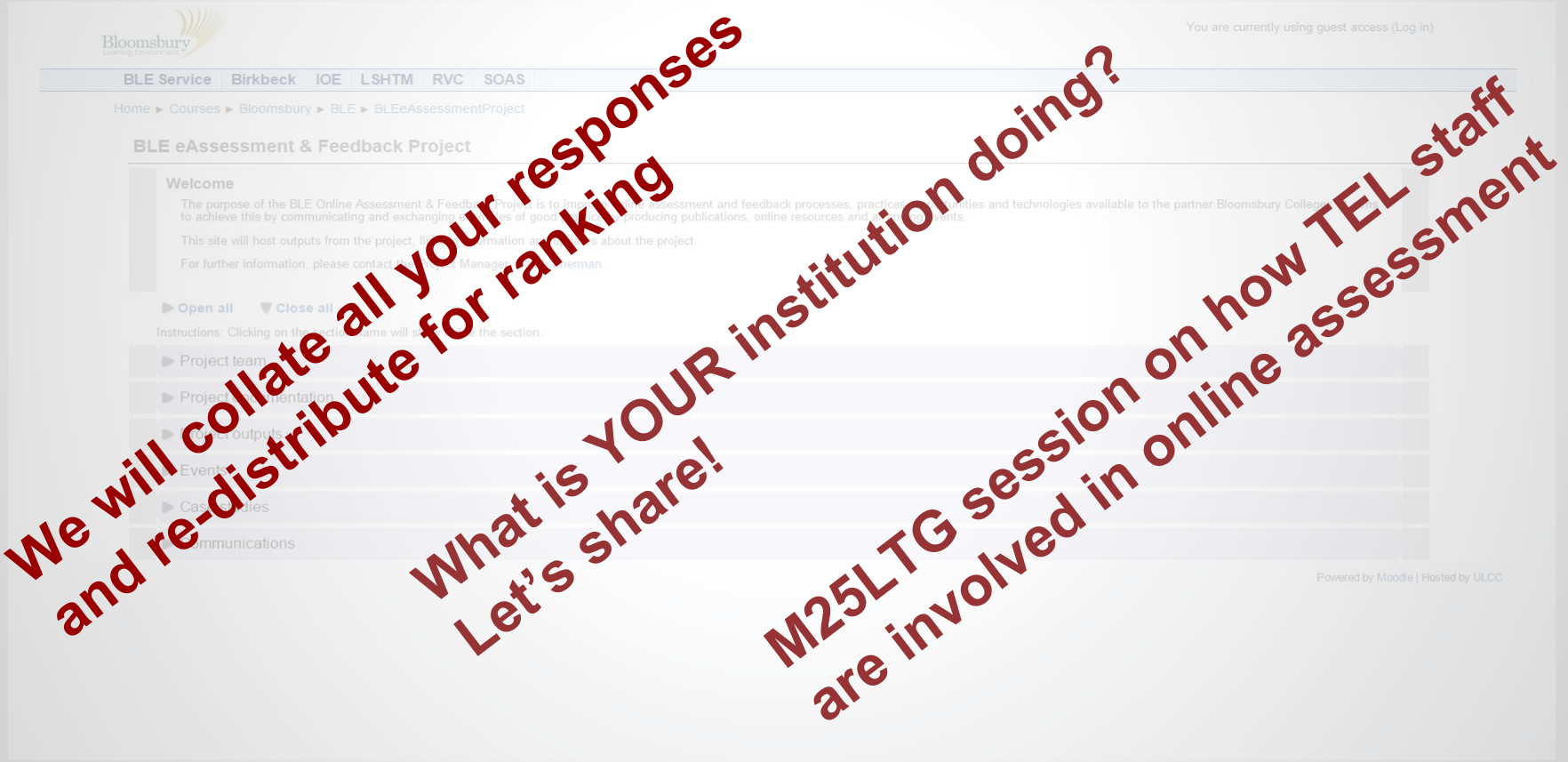
Total Results: 0

BEAF Project



www.bloomsbury.ac.uk/assessment

BEAF Project



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