

BIROn - Birkbeck Institutional Research Online

Havemann, Leo and Sherman, S. (2016) A collaborative approach to improving online assessment and feedback opportunities. In: ALT-C 2016: Association for Learning Technology conference: Connect, collaborate, create, 6-8 Sep 2016, Warwick, U.K.. (Unpublished)

Downloaded from: <https://eprints.bbk.ac.uk/id/eprint/16102/>

Usage Guidelines:

Please refer to usage guidelines at <https://eprints.bbk.ac.uk/policies.html>
contact lib-eprints@bbk.ac.uk.

or alternatively

A collaborative approach to improving online assessment and feedback opportunities

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

Overview



Welcome, Tony Hisgett via Flickr

- 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?

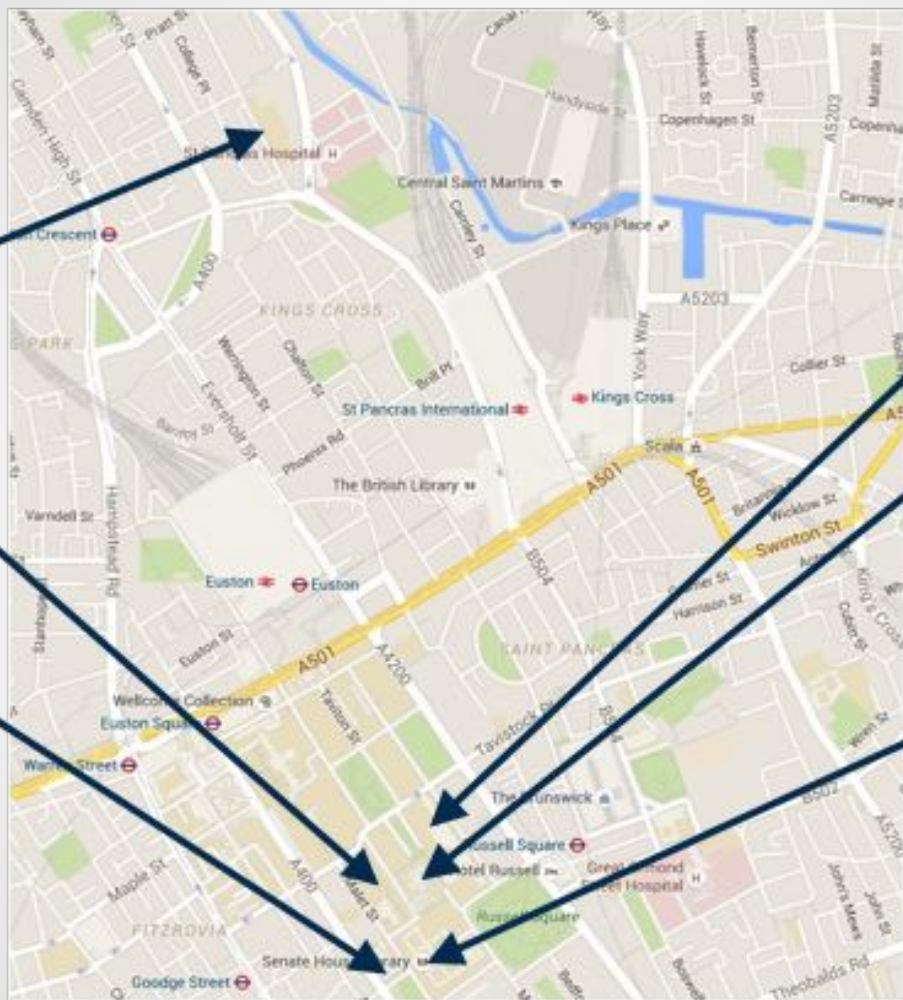




**Royal
Veterinary
College**
University of London



**LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE**



SOAS
University of London



A project-based approach to working

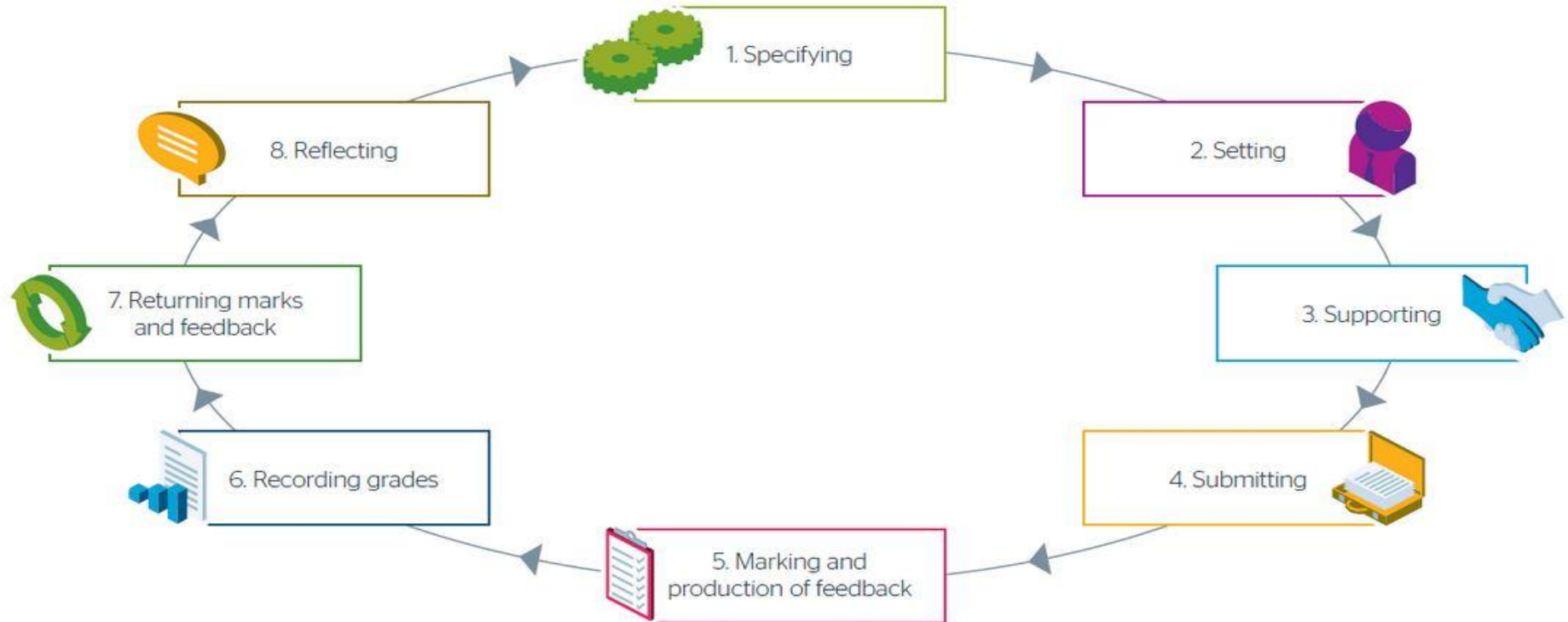
www.bloomsbury.ac.uk/assessment



USACE Louisville District project manager shows heat pump, US Army Corps of Engineers via Flickr

- 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





Chic, Camp Festival 2012, Gary Ullah via Flickr



Ledger on back of maps 5 of 5, Rich701 via Flickr

Interview? SportSuburban via Flickr



← → ↻ 📄 www.bloomsbury.ac.uk/assessment

BLE eAssessment & Feedback (BEAF) - Google Drive

Bloomsbury

You are currently using guest access (Log in)

BLE Service Birkbeck UCL IOE LSHTM RVC SOAS

Home ▶ Courses ▶ Bloomsbury ▶ BLE ▶ BLEeAssessmentProject

BLE eAssessment & Feedback Project

Welcome

The purpose of the BLE Online Assessment & Feedback Project is to improve online assessment and feedback processes, practices, opportunities and technologies available to the partner Bloomsbury Colleges. It aims to achieve this by communicating and exchanging examples of good practice by producing publications, online resources and arranging events.

This site will host outputs from the project, links to information and updates about the project.

For further information, please contact the Project Manager, Sarah Sherman

▶ **Open all** ▼ **Close all**

Instructions: Clicking on the section name will show / hide the section.

- ▶ Project advisers
- ▶ Project documentation
- ▶ Project outputs
- ▶ Events
- ▶ Case studies - examples of innovative practice
- ▶ Technical Development Case studies
- ▶ Communications
- ▶ Other resources

BLE Blog

Erasmus+ Funded Staff Mobility Training Course - Train the Inspiring Trainer Course

SOAS academic Dr J. Simon Rofe and his ground-breaking new MOOC in global diplomacy in the modern world

BLE Annual Report, 2014-15

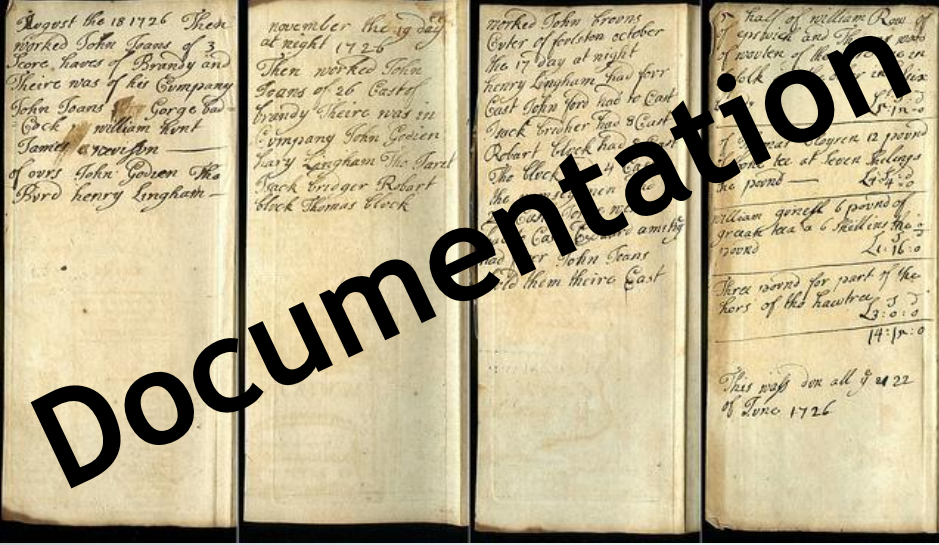
The RVC Student Learning Technologists - a peer-to-peer support network or a feedback mechanism?

SOAS MOOC launch: Global Diplomacy - Diplomacy in the Modern World

Source site...



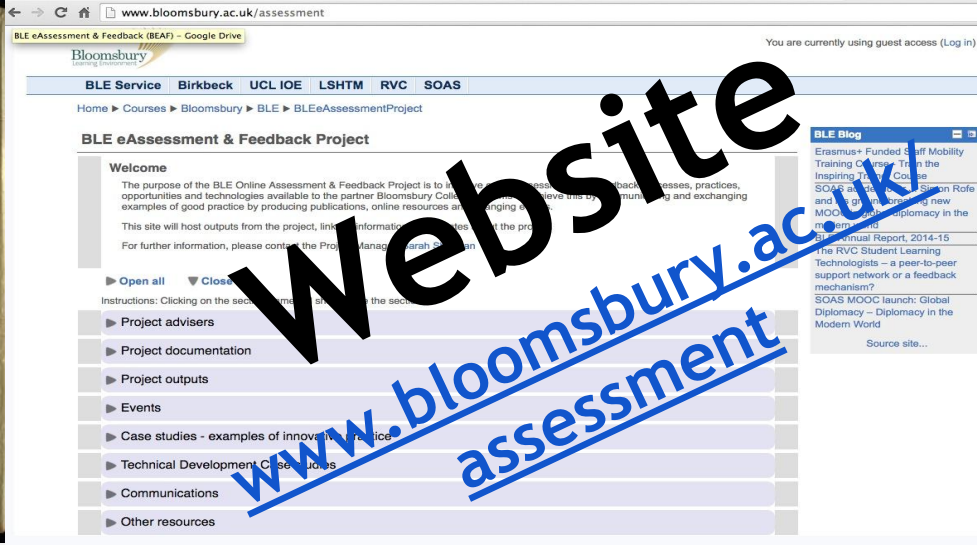
Events



Documentation



Case studies



Website

www.bloomsbury.ac.uk

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

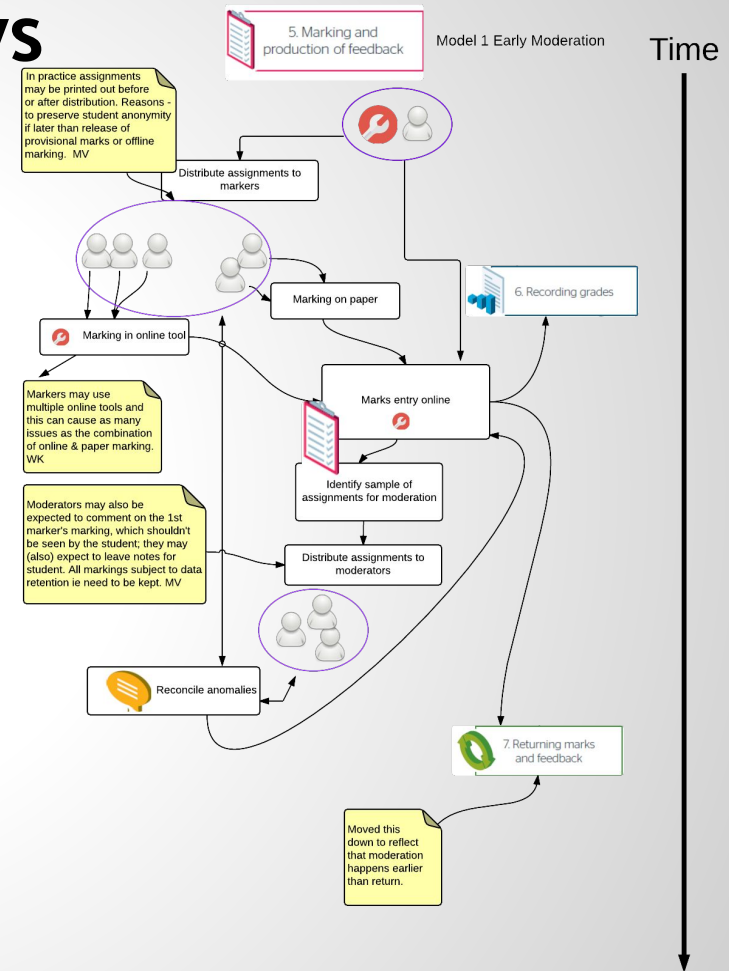
- To learn new ways of doing things better, improving digital literacy skills
- To find out how colleagues are improving electronic management of assessment
- To discuss ways of supporting each other

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>



* This implies multiple markers and moderators but could equally well be one of each.

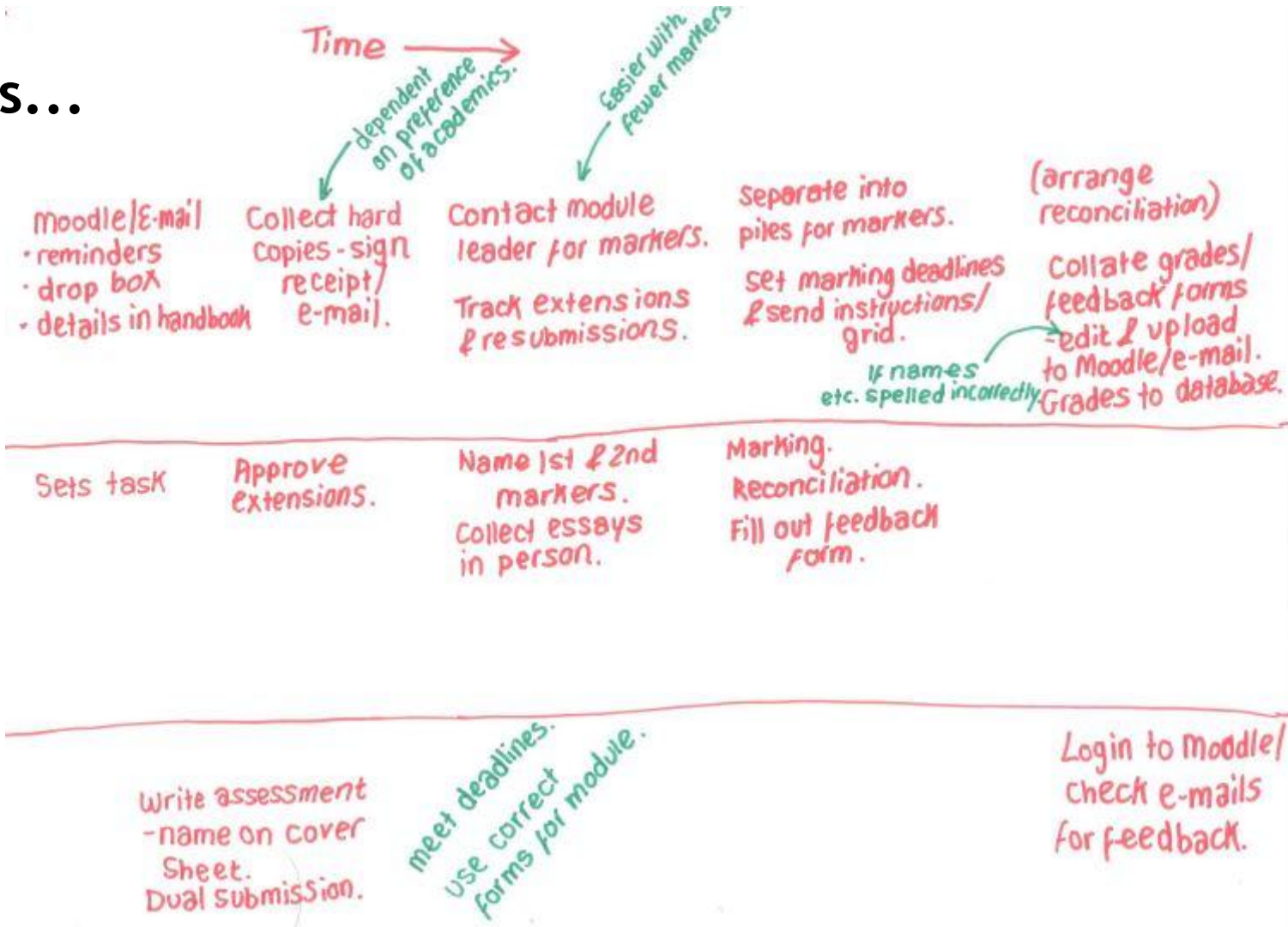
Mapping exercise: who, what and how?

- 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...



PP
technophobe
candidates



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, ~~sent~~ so returned and uploaded to SITS

Post-feedback

Guru reports

Post-feedback

Guru ~~reports~~ 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			
Student	Comment	Mark		Student	Comment	Mark	
1	~	50		1	~	50	
2	~	50		2	~	50	
3	~	50		3	~	50	
4	~	50		4	~	50	
5	~	50		5	~	50	
6	~	50		6	~	50	
7	~	50		7	~	50	
8	~	50		8	~	50	
9	~	50		9	~	50	
10	~	50		10	~	50	
11	~	50		11	~	50	
12	~	50		12	~	50	
13	~	50		13	~	50	
14	~	50		14	~	50	
15	~	50		15	~	50	
16	~	50		16	~	50	
17	~	50		17	~	50	
18	~	50		18	~	50	
19	~	50		19	~	50	
20	~	50		20	~	50	
21	~	50		21	~	50	
22	~	50		22	~	50	
23	~	50		23	~	50	
24	~	50		24	~	50	
25	~	50		25	~	50	
26	~	50		26	~	50	
27	~	50		27	~	50	
28	~	50		28	~	50	
29	~	50		29	~	50	
30	~	50		30	~	50	
31	~	50		31	~	50	
32	~	50		32	~	50	
33	~	50		33	~	50	
34	~	50		34	~	50	
35	~	50		35	~	50	
36	~	50		36	~	50	
37	~	50		37	~	50	
38	~	50		38	~	50	
39	~	50		39	~	50	
40	~	50		40	~	50	
41	~	50		41	~	50	
42	~	50		42	~	50	
43	~	50		43	~	50	
44	~	50		44	~	50	
45	~	50		45	~	50	
46	~	50		46	~	50	
47	~	50		47	~	50	
48	~	50		48	~	50	
49	~	50		49	~	50	
50	~	50		50	~	50	
51	~	50		51	~	50	
52	~	50		52	~	50	
53	~	50		53	~	50	
54	~	50		54	~	50	
55	~	50		55	~	50	
56	~	50		56	~	50	
57	~	50		57	~	50	
58	~	50		58	~	50	
59	~	50		59	~	50	
60	~	50		60	~	50	
61	~	50		61	~	50	
62	~	50		62	~	50	
63	~	50		63	~	50	
64	~	50		64	~	50	
65	~	50		65	~	50	
66	~	50		66	~	50	
67	~	50		67	~	50	
68	~	50		68	~	50	
69	~	50		69	~	50	
70	~	50		70	~	50	
71	~	50		71	~	50	
72	~	50		72	~	50	
73	~	50		73	~	50	
74	~	50		74	~	50	
75	~	50		75	~	50	
76	~	50		76	~	50	
77	~	50		77	~	50	
78	~	50		78	~	50	
79	~	50		79	~	50	
80	~	50		80	~	50	
81	~	50		81	~	50	
82	~	50		82	~	50	
83	~	50		83	~	50	
84	~	50		84	~	50	
85	~	50		85	~	50	
86	~	50		86	~	50	
87	~	50		87	~	50	
88	~	50		88	~	50	
89	~	50		89	~	50	
90	~	50		90	~	50	
91	~	50		91	~	50	
92	~	50		92	~	50	
93	~	50		93	~	50	
94	~	50		94	~	50	
95	~	50		95	~	50	
96	~	50		96	~	50	
97	~	50		97	~	50	
98	~	50		98	~	50	
99	~	50		99	~	50	
100	~	50		100	~	50	

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 / tutor to view originality report) save to shared drive (relevance 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 markers - 1st marker assessing from shared drive - 2nd marker assesses via moodle.
- marks emailed to Administrator - collation of marks (manual) → local spreadsheet!
- identify 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

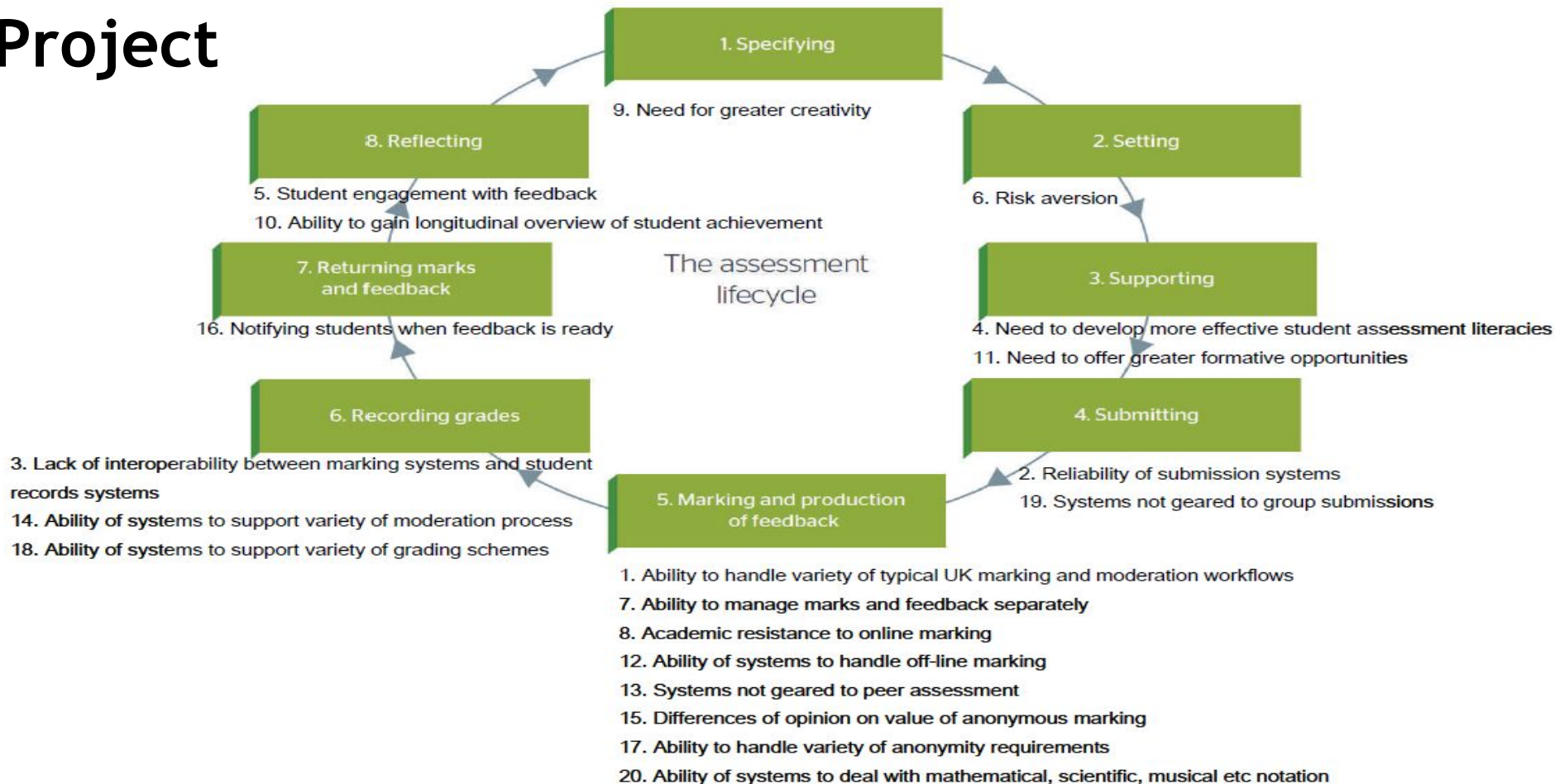
↑ duplication
room for error

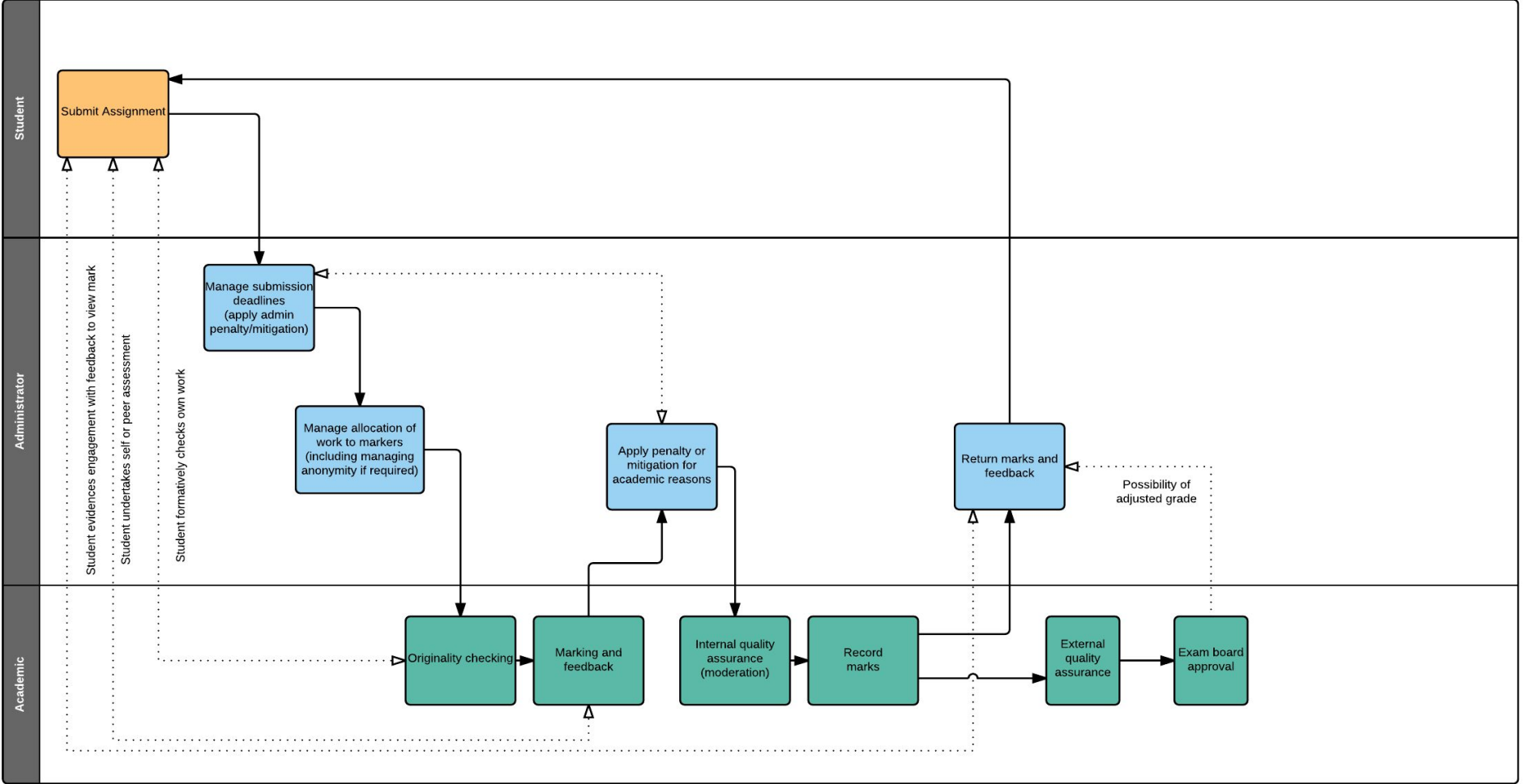
Admins' Pain-Points included....

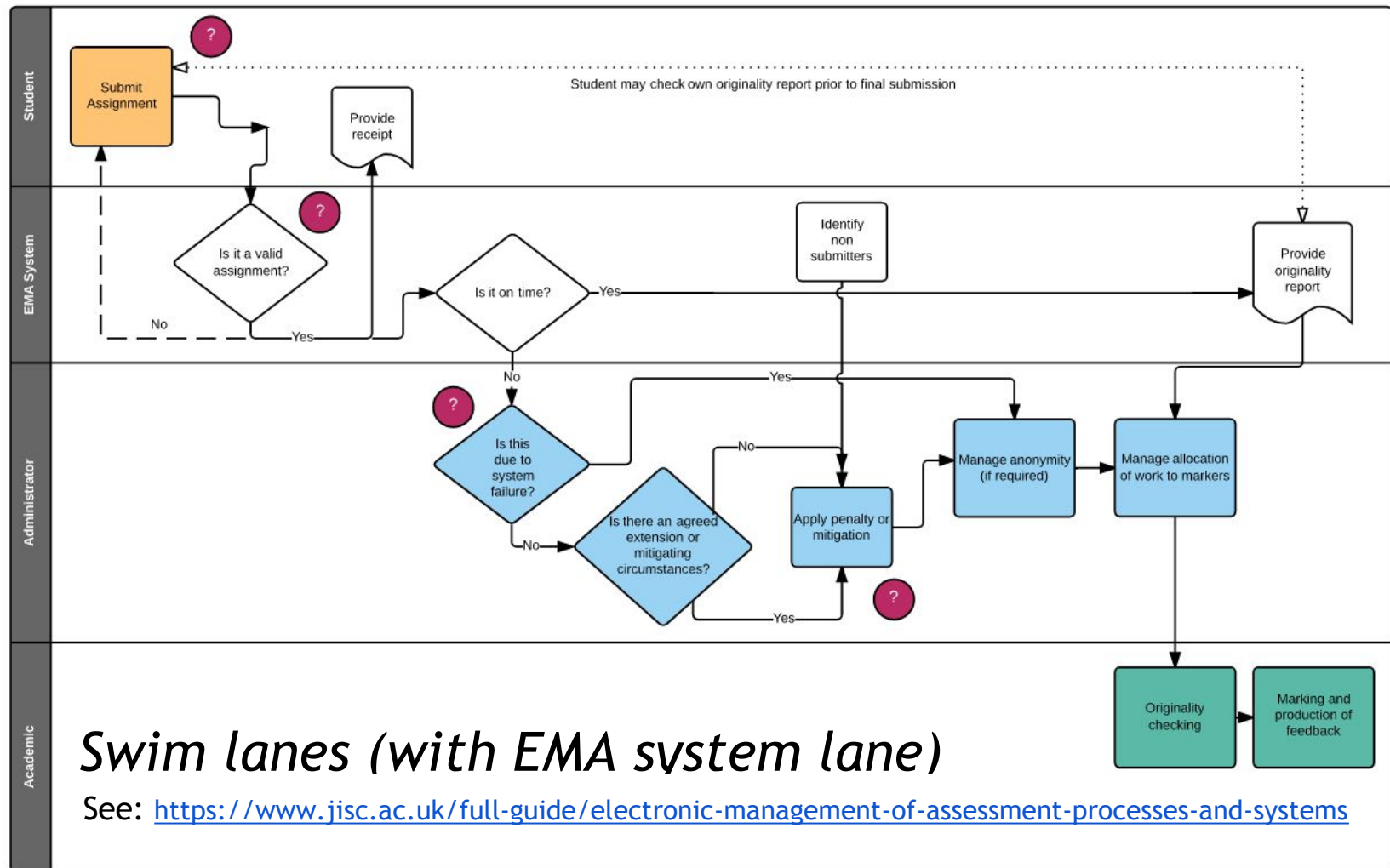
- Lack of training
- Academics having little/no training on how to use Moodle/Turnitin
- Anonymous submission not currently available on Moodle Assignment
- Technology unreliable
- Academics not meeting deadline for returning the mark sheets to admins (2); reminders have to be sent. Student receive grade 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







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
- 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

Contact us:

Leo: @leohavemann

Sarah: @BLE1