

Supporting assessment and feedback practice with technology

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Project aims

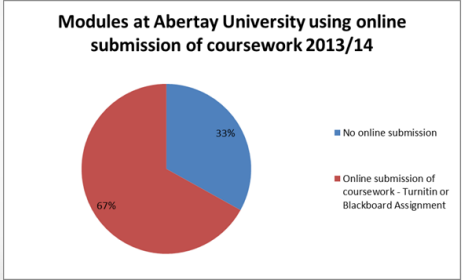
- Improve the University's understanding and awareness of the potential benefits, challenges and barriers associated with a more systematic and strategic approach to technology-enhanced assessment and feedback.
- Help accelerate the identification and embedding of assessment and feedback technologies.
- Support the Teaching and Learning Enhancement Strategy
- Provide a toolkit of e-activities designed to improve assessment and feedback through the use of available technologies.

Baseline report on current practice

- Investigated what levels of Electronic Management of Assessment (EMA) there was at Abertay in Academic year 2013/14.
- Information from Acme reports and Blackboard regarding on-campus taught modules
- Looked for online submission, online marking, online exams, and any evidence of other technology tools being used for assessment e.g. Blogs, Wikis, Video

Online Submission

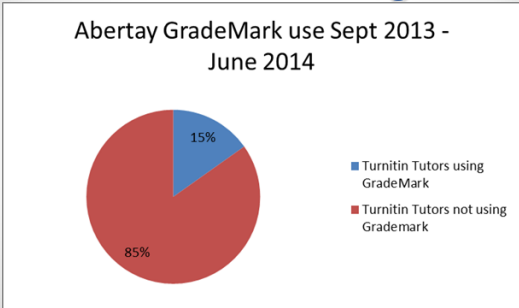
Modules at Abertay University using online submission of coursework 2013/14



Submission Method	Percentage
No online submission	33%
Online submission of coursework - Turnitin or Blackboard Assignment	67%

GradeMark Usage

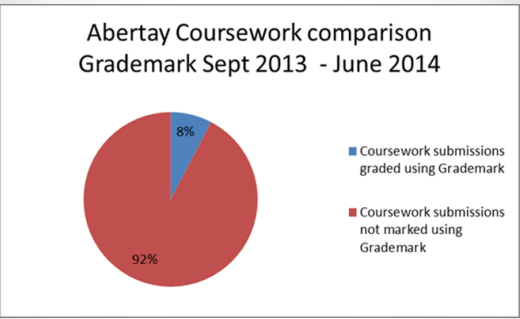
Abertay GradeMark use Sept 2013 - June 2014



Turnitin Tutor Usage	Percentage
Turnitin Tutors using GradeMark	15%
Turnitin Tutors not using GradeMark	85%

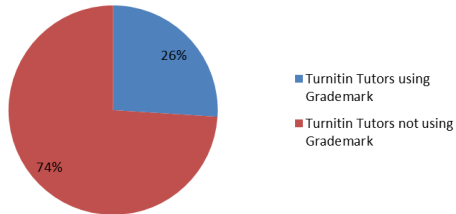
Abertay Coursework comparison

Grademark Sept 2013 - June 2014

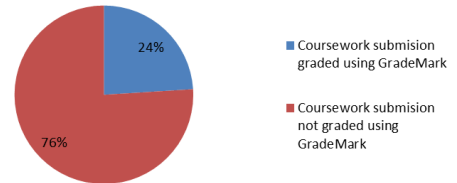


Submission Status	Percentage
Coursework submissions graded using Grademark	8%
Coursework submissions not marked using Grademark	92%

Abertay GradeMark use Sept-Oct 2014



Abertay Coursework comparison Grademark Sept-Oct 2014

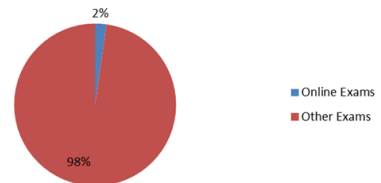


Other online feedback

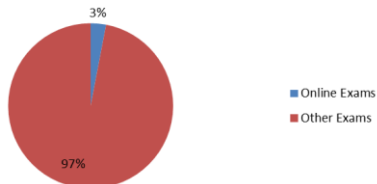
- Some staff using audio files
- Feedback direct in Grade Centre from Blackboard Assignments (with and without rubrics)
- Tracked changes on word documents

Online Exams

Percentage of Online Exams at Abertay University 2013/14

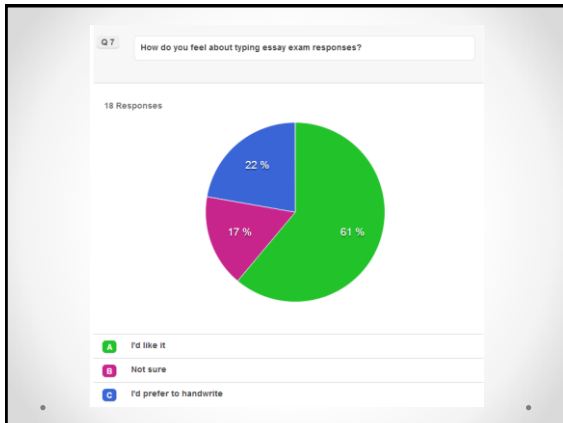
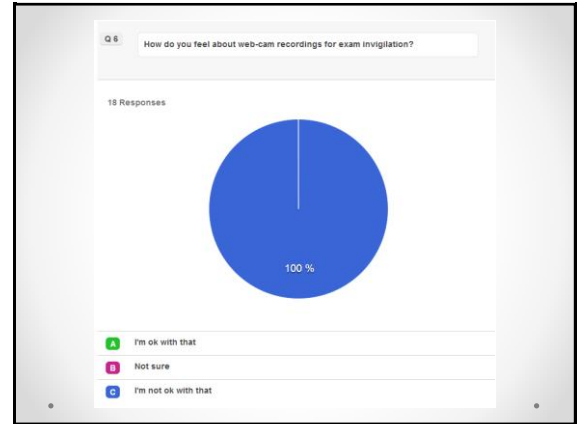
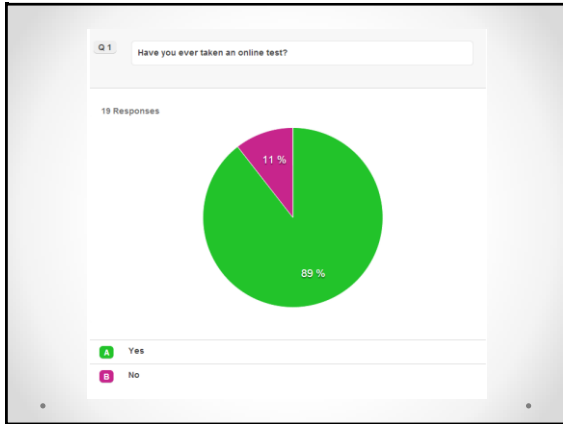


Percentage of online exams at Abertay University in Term 1 2014/15



Exploring online testing

With a small sample of students (19) attending a workshop on Technology Enhanced Learning we polled the following questions:



Focus Groups

- 24 Students participated in Student lead focus groups in Semester 2, 2013/14
- 16 Female students and 8 Male students participated in total. 13 Undergraduates and 11 Postgraduate participated with a mean age of 28 yrs.

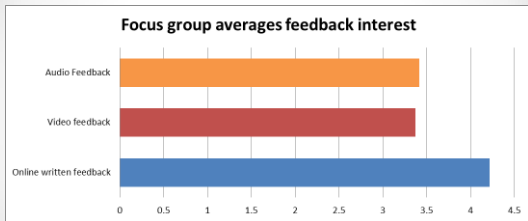
Focus group discussions

- Mixed interest in typed exams
- Comments that when taking exams at home they would be distracted by their own environment rather than made comfortable
- Wanted to be given a choice – not forced to either write or type
- Could see benefit to lecturers not having to read student handwriting
- Could see no benefit to them as students to take an online MCQ exam vs. paper

Focus Groups Contd.

- While the majority of the computing students (Games development, Ethical hacking and IT) prefer typed exams (which is logical, due to their engagement with computers) the rest of the students preferred hand written exams.
- There is agreement between students that if the University should allow students to type exams on the computer students that do not feel comfortable should still be allowed to handwrite responses

Feedback



Other tools for Assessment at Abertay

- Approx. figures
 - 27 modules using Blackboard Blogs (AMG mostly)
 - 13 modules using Discussion forums*
 - 12 modules using Journals (Popular on placements)
 - 3 Modules using Wikis (Thinking Module)

Figures include formative and summative assessments and some 'problem forums' where students could ask questions about the assessment

* 2 summative Discussion Forums others discussion around assessment.