

Improving learning and feedback in a psychology class using Turnitin and Grademark

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Thoughts on Psychology

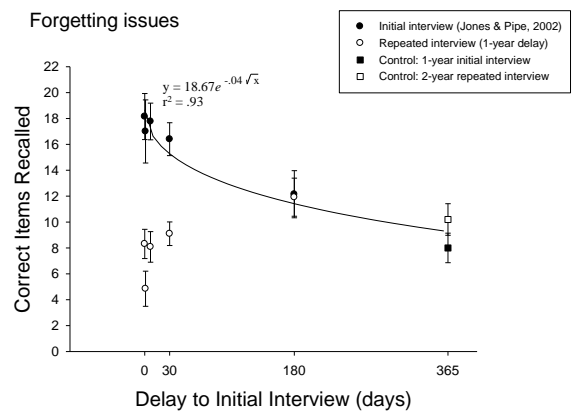
What are we trying to address?

- Difficulties surrounding
 - Providing feedback
 - Writing academic essays
 - Formulating arguments
 - Finding appropriate research
 - Referencing
 - Group participation in tutorials
 - Listening in tutorials

Proposed intervention # 1

- Timely feedback
 - Classical conditioning theory (Pavlov, 1890s)
 - Behaviour and reinforcement should be close together
 - Facilitates learning because behaviour is still remembered
 - Used to explain a great deal of learning
 - **Getting the timing right is essential**
 - Timely feedback facilitated by Turnitin and Grademark – online access

Forgetting issues



Proposed intervention # 2

- Repetition – multiple assignments
 - Memory is enhanced by repetition
 - Learning from feedback
 - Consolidation of skill through repetition
 - Massed v. distributed study
 - **Timing is essential**
 - Repetition facilitated by Turnitin and Grademark

• Ballard (1913) His Majesty's Inspector

- Ballard's interest in memory began when he tested whether what a schoolmaster said about children in a poor school was true...
 - “...could learn but little, and what little they learnt they could not retain.”
- Subjects = 12-year-old boys (N=19)
- Memorise a 36 line poem in 13 minutes
- Memory test 1: recall = 27 lines
- **Concluded that memory was ok!**

And then the schoolmaster said.....

- **“By tomorrow most of it will have been forgotten, and in a week's time it will all have gone.”**
- **So what did Ballard do next?**

Ballard (1913)

- Memory test 1: recall = 27 lines of poetry
- 2-day delay
- Memory test 2: recall = 30 lines of poetry
- This is the first evidence that repeated testing 'beats' forgetting

Module design

- LO: develop ability to make an argument
- 7 Meetings
 - Initial meeting to provide module overview
 - 6 fortnightly 2-hour discussion sessions
- Students get to choose the topics (within limits!)
- There are no lectures!
- Attendance is compulsory (sort of!)
- The idea is that the *lecturer* plays a similar role to the students

What is an argument?
(evidence, persuade, conclude)

- Buying a house will involve sending time on looking at lots of very unsuitable properties. It will also involve spending money on lots of things like surveys. In addition, it will require plenty of patience and determination. **Most people do not have time, money, patience and determination. So it is not worth while trying to buy a house.**

Assessment

- Students submit an argument of their choice one week after the discussion (6 in total)
- Maximum length of 500 words – we expect perfect referencing
- Module grade is based on best 4 grades
- Target – all work returned annotated and graded within one week

Grading Scheme

- Relevance of argument
- Clarity of argument
- Logic of argument
 - Flow between conclusions and reasons
- Appropriateness of evidence
- Appropriate level of detail describing findings, theories, and studies
- Quality of referencing (APA)
- Quality of the writing (grammar, syntax, etc)

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NAME	GRADE	12%	0%	11%	2%	13.0	GRADE	DATE
ALAN, RONALD	GRADE	12%	0%	11%	2%	13.0	3437259	26-03-09
ANDREW, ANDREW	GRADE	11%	3%	2%	11%	12.0	3413564	24-03-09
ANDREW, ANDREW	GRADE	11%	4%	3%	9%	13.0	3433393	26-03-09
ANDREW, ANDREW	GRADE	11%	11%	11%	11%	15.0	3440795	26-03-09
ANDREW, ANDREW	GRADE	10%	8%	0%	5%	10.0	3433969	26-03-09
ANDREW, ANDREW	GRADE	10%	8%	5%	9%	17.0	3410616	24-03-09
ANDREW, ANDREW	GRADE	10%	5%	5%	7%	11.0	3440776	26-03-09
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GradeMark by Turnitin

interview by Guidelines Scotland

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even more upsetting and stressful. We want to increase support and improve standards for child witnesses to help them participate in the legal process and give their best evidence.

This Guidance on Interviewing Child Witnesses in Scotland is the first in a series of documents on Child Witness Support. It aims to set standards of practice which will improve the quality of investigative interviews of child witnesses designed for police and social work but should be taken into account by any organisation involved in interviewing children.

The guidance, which was developed by a multi-agency sub group, is part of a wider consultation document on Child Witness Support. Forty-five of the responses to that consultation were in connection with the guidance, which was developed by a multi-agency sub group. They focused on four main areas: training, use of terminology, laws, and securing a balance between comprehensive and concise interviews. The points made in those responses have been taken into account in this revised version.

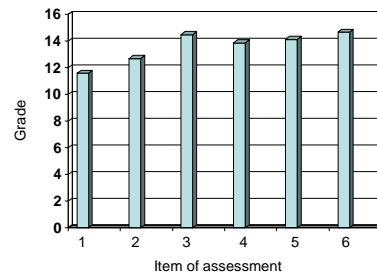
This series of documents will be complemented and strengthened by the measures set out in the accompanying Memorandum of Understanding (MoU) which sets out the arrangements for the implementation of the measures.

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Difficulties

- Tutor perspective
 - How easy was it to do?
 - Turn around time
 - Ensuring consistency between markers
- Student perspective
 - Some students struggle with discussions
 - Some students very fearful of 'novelty'
 - Some students struggle with perceived 'pedantry'

Average class grades for each assessment



- Grade range
 - Assessment 1 – range 3 to 17
 - Assessment 6 – range 12 to 19
- Pass rate
 - 100%
- Attendance
 - 2 instances of nonattendance due to illness
- Student feedback
 - Liked the discussion sessions
- Transferable skills?

External examiner report

- I was also impressed by the innovative approach to teaching and learning taken on the Thoughts on Psychology Module. This was a very challenging module in that it required a great deal of self-directed learning by students, but excellent staff support ensured excellent student performance.