Review of Sector Practice

Newland, B. et al. 2013. Heads of E-Learning Forum: Electronic Management of Assessment Report — identified factors in successful implementation: consultation of all stakeholders, buy-in and support from senior management and the efforts of departmental champions.

Ferrell, G. 2013. Supporting assessment and feedback practice with technology: from tinkering to transformation . JISC. [online] Available from http://repository.jisc.ac.uk/5450/ [accessed 27 September 2014]

HELF – Electronic Management of Assessment Survey Report 2013

## Which of the following is the most common practice?

	E-submission only form of submission	E-submission and hard copy printed by student	E-submission and hard copy printed by department	E-submission and hard copy printed by individual academic	E-feedback and student can choose to print copy of feedback	Hard copy only form of submission
University Wide	4	5	1	2	2	5
Some Departments	25	29	16	7	20	18
Individual Academics	23	15	22	34	22	16

Abertay – All e-submission , hard copy printed by student (2013-14)

HELF – Electronic Management of Assessment Survey Report 2013

Have you experienced critical issues with the eSubmission, eMarking or eFeedback software over the past year?
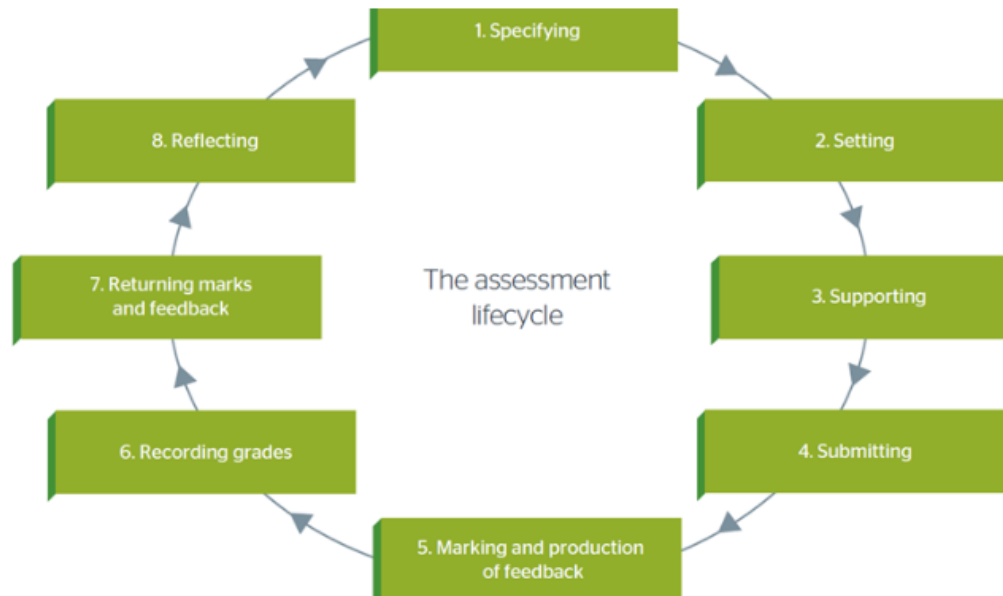
Yes	32
No	15
Don't know	2
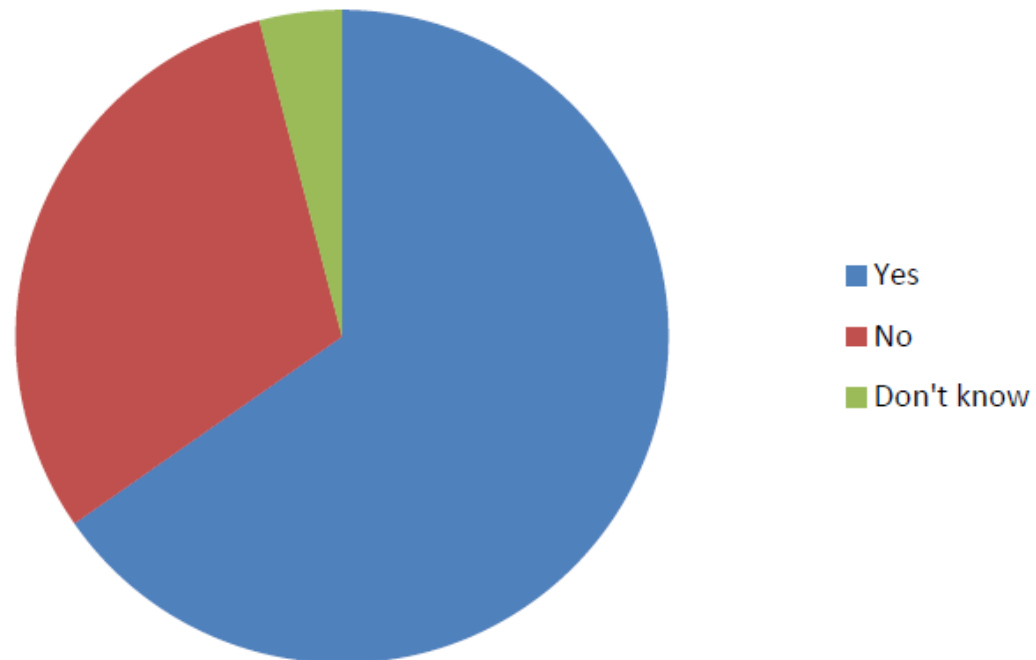
Attended JISC EAM Think Tank – 14ᵗʰ May, 2014 Birmingham

Aim: understand assessment/feedback lifecycle across UK HE. Develop a flexible, generic model for use in planning, improvement, discussions with system suppliers, curriculum & staff development. Used MMU TRAFFIC Project model as focus for discussion.

A Lifecycle Model

The assessment 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

Think Tank Highlighted issues to consider

- Retention and archiving of coursework
- System Reliability and contingency planning
- EMA will produce data which can be used by analytics, eg student engagement, performance and quality of feedback
- Importance of pedagogical processes underpinning assessment lifecycle
  - Separating release of feedback and grades and anonymous marking
- Consider effects of rounding on grade boundaries
- Integration of Blackboard grade centre with SITS

Abertay's new Assessment Strategy

- Formative Assessment and Revision weeks
- Matrix of assessment to minimising bunching and set varied assessments
- Return of coursework & feedback in 10 working days before week 13, 15 working days thereafter.
- Fully online submission from Sept 2014 (no hard copies), fully online submission, grading and feedback from Sept 2015
- Literal Grading policy eg A+, A, B+
- Centralised administration of assessment in Registry
- Centralised support for all student queries in Student Enquiry Zone.

Support for Staff

Senior Management, Registry, Secretariat, Teaching Staff, Teaching & Learning staff discussed and agreed policy document

EMA champions demonstrated current electronic management of assessment practice at TLE Seminar, 70 staff attended, presentations videoed.

EMA Workshops provided and scheduled through Semester 1 and 2

EMA Working group established to include all stakeholders

Support Materials for processes
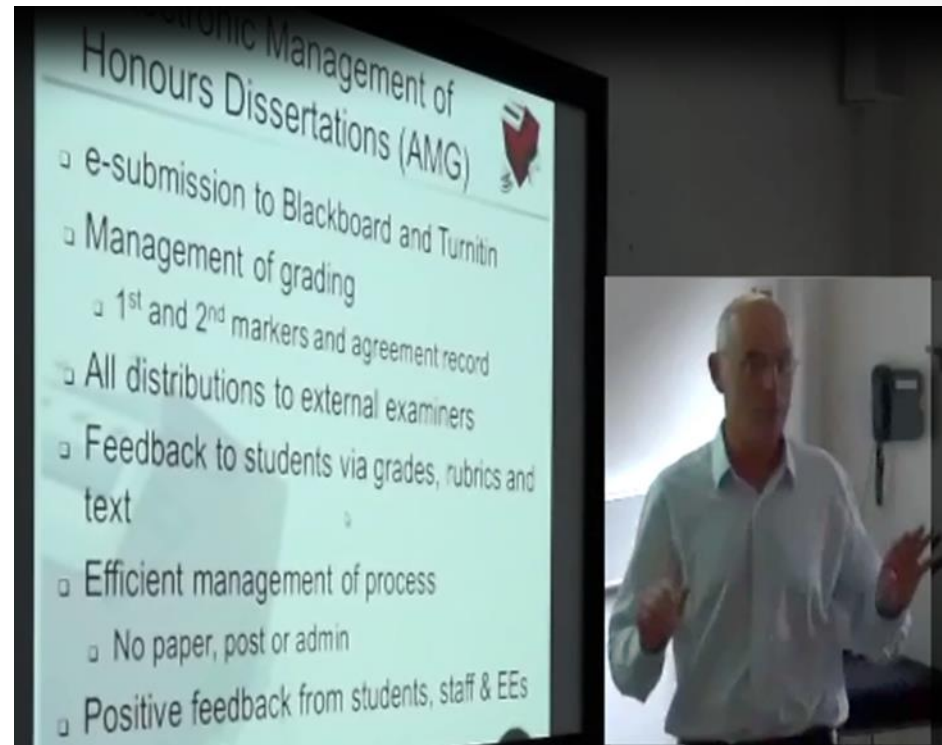
Dr Alan Bruce – Audio Feedback

https://www.youtube.com/watch?v=mNBkqgyYsu0

Miss Nicola Tully – Law Division
Using Pebble + Workbooks

Feedback for reflection two

Add feedback   Add grade

Grade:

Release options:
- Release grade now
- Hold for later release

Save & close   Save & add comment

There are 1 feedback items

Feedback comment   25th Aug 2014 12:55

Very good. Remember to refer to the types of things you should be writing about in your reflection. This will help you in wk10

Alison Christie

Reply   Recall

Feedback Manager

My Feedback

CATEGORY
- All
- Latest
- Feedback
- Grade

Alison Christie

Very good. Remember to refer to the types of things you should be writing about in your reflection. This will help you in wk10

Asset title: reflection two
Workspace: Alison's Workspace
Assignment: Alison's portfolio

Created:
25 Aug 2014
at 12:55

Open feedback   Open asset

Student view of feedback in Pebble+

Abertay University

Online Tests using Pools & Question Sets
Dr Scott Cameron

abertay.ac.uk

Dr Daniel Gilmour - Online Vivas using Adobe Connect

Dr Derek Carson - using GradeMark

Peter Morrison – Discussion Forums

Why an Online Discussion?

- Addresses all of the concerns of the previous slide.
- Variety of assessment.
- Develops important skills, such as developing and expressing their own opinion, learning how to take account of the viewpoint of others, arguing coherently, moving the debate further through identifying new angles and moving to a reasoned conclusion.

https://www.youtube.com/watch?v=Lg-v1UVQPDA

Abertay
University

abertay.ac.uk

Jisc 'Electronic management of assessment: moving on' webinar - 19 November 2014
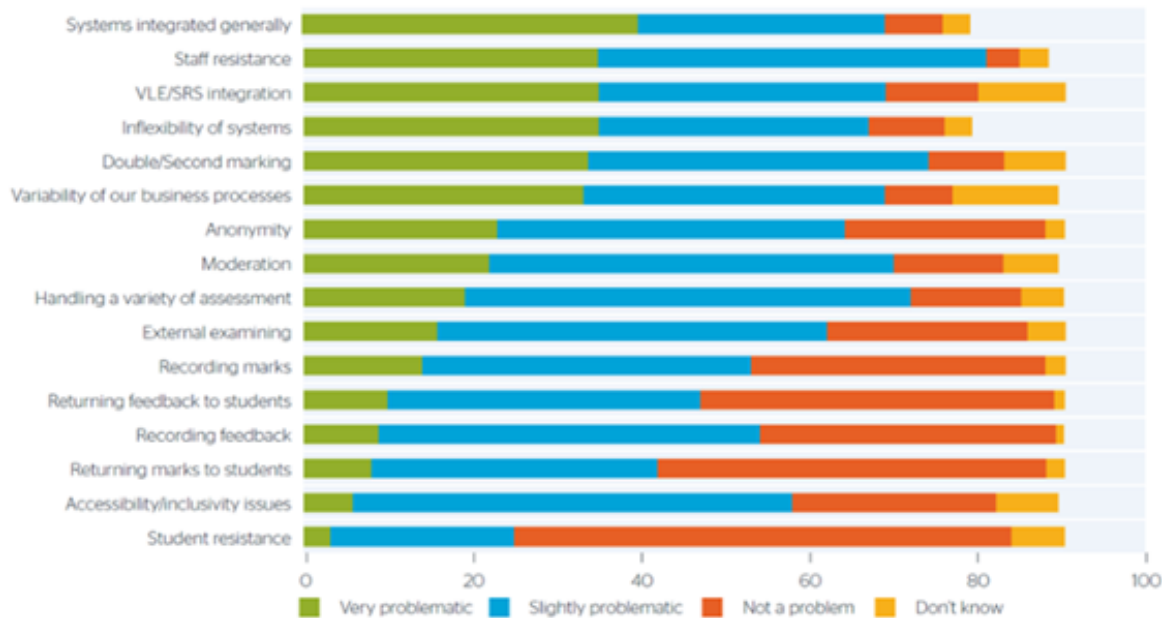
Abertay Pain Points while preparing for Sept 15 fully online submission, feedback and grading

- **Integration** of Turnitin with Blackboard Grade Centre using Literal Grading Scheme, eg A+, A etc.
- Integration from Blackboard Grade Centre to SITS
- **Staff Resistance** – Generally staff are amenable to using online grading and many are surprised how easy it is. Staff report it is difficult to mark coursework in open plan offices. A demonstration of hardware options will be made available to staff to find the solution that suits them best, eg 2 screens, a laptop instead of their desktop PC or tablet, headsets for audio feedback etc. Health and Safety Issues have been mentioned when working from home. Staff would like to be able to mark coursework offline.
- **Moderation** - Double Marking problematic in Turnitin. Registry trying to streamline procedures to make life easier for External Examiners to find what they need. External Examiners have full access to Blackboard modules.
- **Anonymity** issues have been raised - policy will be discussed at EMA working group
- **Recording Marks** – Difficult at the moment from Turnitin because of literal grading scheme,   requires procedural changes.
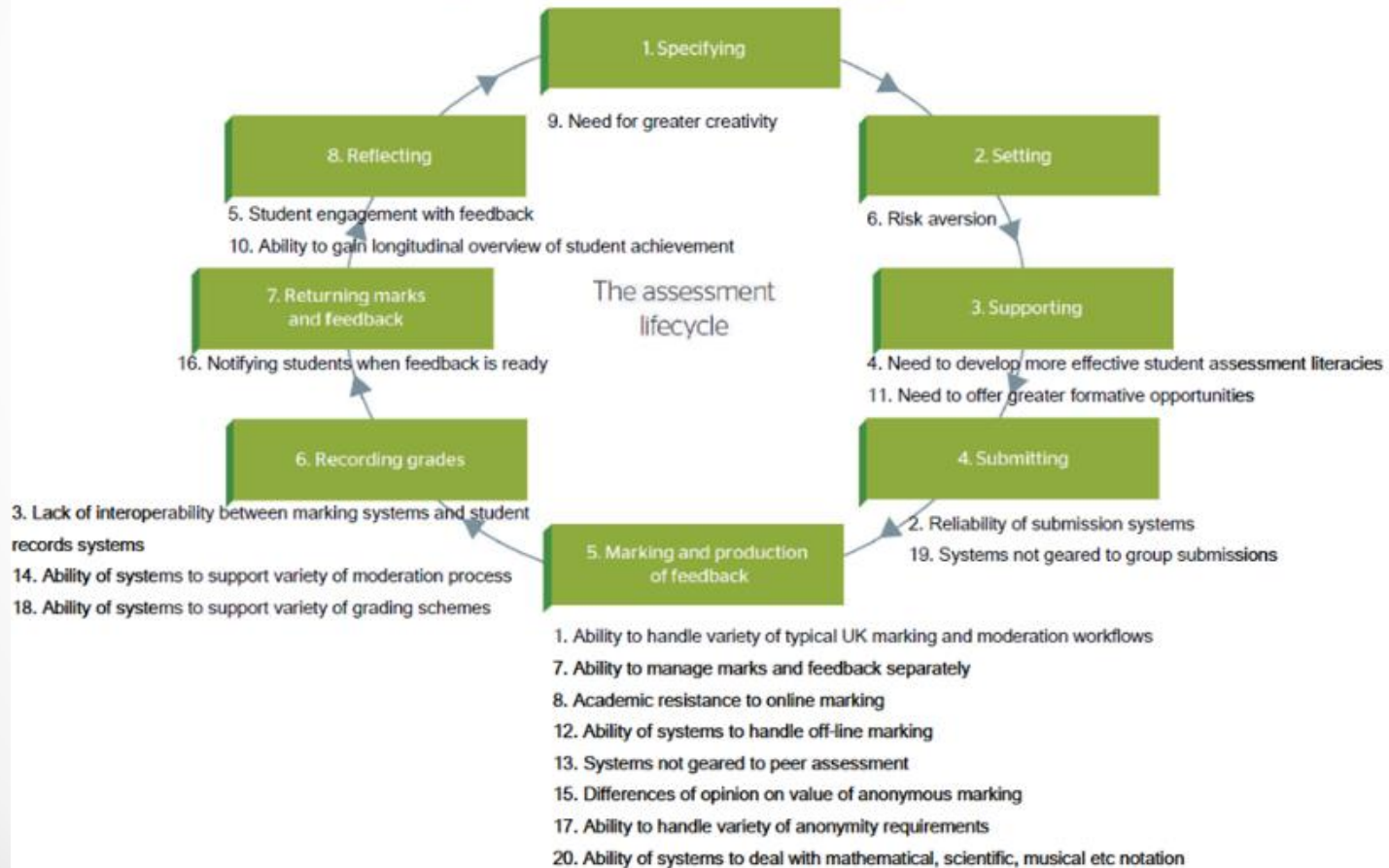- **Returning Feedback to Students** – Ensure staff understand Grade Centre and how to hide columns to avoid grade leakage, eg if Total column left unhidden. Ensuring students know how to find their feedback. Generally, feedback released on Post Date in Turnitin, works well.
- **Accessibility Issues** – Where staff have eye problems they download then print coursework, but most manage to add feedback online. One lecturer prefers to attach audio feedback rather than type.
- **Student resistance** – Positive feedback so far but they have experienced problems trying to submit MS Works files and .pdf image files to Turntin. Don't like Blackboard assignments as they don't automatically e-mail a receipt. We need to work with student association to raise awareness of importance of feedback.
- Problems with **Calculated Numeric question**s in online tests, and display of mathematical formulae

JISC EMA Resources

Top 20 EMA Challenges

The assessment lifecycle

1. Specifying

9. Need for greater creativity

8. Reflecting

5. Student engagement with feedback
10. Ability to gain longitudinal overview of student achievement

7. Returning marks and feedback

16. Notifying students when feedback is ready

2. Setting

6. Risk aversion

3. Supporting

4. Need to develop more effective student assessment literacies
11. Need to offer greater formative opportunities

6. Recording grades

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

4. Submitting

2. Reliability of submission systems
19. Systems not geared to group submissions

5. Marking and production of feedback

1. 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

Activity 1: User personas
How?

1. Choose at least two typologies (e.g. student, lecturer)

2. Give them a name and define their role

3. Describe their main motivations. What do they want? What do they need to achieve?

4. Think and describe their needs.

5. Define the dependencies, enablers and constraints.

Available from JISC EMA Project Blog http://goo.gl/forms/aNlB4d6Ir7

Activity 2: The challenges
Objectives

To create real, human stories which bring all of the challenges to life.

These will help us in the first workshop where we generate user-centred solutions to the challenges.

Where to now?

Continue to develop and/or investigate:

- On-going refining of procedures/support with EMA Stakeholder workgroup – chaired by Registrar
- Continue to participate in JISC EMA Project
- Pursue Blackboard – SITS Integration
- Digital literacy for employability: continuing to grow the variety of assessment. - Students creating content
- Investigate Quality of Feedback – partnership with students (Bath Spa partnered with Winchester University FASTECH)
- Investigate Longitudinal feedback processes (Institute of Education - Assessment Careers).
- Provide support to staff by blending use of technology with pedagogy in PGCertHET (all PGCertHET sessions open to all staff)