



KEELE  
UNIVERSITY

JISC

# **Modeling assessment processes across a university and introducing technology-based innovations**

a JISC funded project

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Project blog: [tinyurl.com/STAFproject](http://tinyurl.com/STAFproject)

# Summary

- The STAF project at Keele University UK is promoting the use of technology in assessing student coursework and providing feedback to students.
- After reviewing current practices, the assessment process was modeled in thirteen stages.
- Three improved processes were designed that will enhance the student experience, reduce printing and storage costs, and save the time of faculty members and administrators.
- All electronic submissions take place through the institutional virtual learning environment (Bb8).
- 20 projects piloted innovative uses of technology in assessing students or giving feedback

# Assessment and Feedback

- **Assessment** of student work/performance
- **Feedback** from teacher/examiner on how to improve
- In an increasingly consumer-oriented University system, both are the subject of widespread student dissatisfaction. E.g.
  - UK National Student Survey
  - Student charter on assessment and feedback
  - National student feedback form
- Many UK universities are reviewing their assessment and feedback practices; Keele has an assessment strategy and assessment review group
- In a time of reducing resources the use of technologies may help.

# Institutional issues

1. The poor legibility of written feedback to students provided by some faculty members
2. Improving the quality and usefulness of feedback to students on their work
3. Increasing the awareness by students of the criteria on which their work is being assessed
4. Preventing plagiarism
5. Increasing the efficiency of processes in the light of a planned worsening of the staff/student ratio
6. The sustainability agenda; reducing paper usage and printing across the institution.

# The technologies available

- The institutional virtual learning environment Blackboard 8, integrated with TurnitinUK (the Keele Learning Environment, KLE)
- Rich media to enhance feedback to students, particularly
  - audio files of spoken feedback,
  - screencasts of video with audio commentary (e.g. Jing, Camtasia), and
  - video recordings of tutor feedback.

# The institutional VLE

The screenshot displays the Keele Learning Environment (VLE) interface. At the top, the logo for Keele Learning Environment is on the left, and "Accessibility | Help" is on the right. Below the logo, there are three tabs: "Build", "Teach", and "Student View", with "Student View" being the active tab. To the right of the tabs, the course title "TaLwT - IeT - 2010-11" is displayed. The main content area is divided into two sections. The left section, titled "Course Tools", contains a list of navigation options: Course Content (selected), Announcements, Assessments, Assignments, Calendar, Chat, Discussions, Learning Modules, Search, Web Links, Who's Online, and Profile. Below this list is a "My Tools" section with "My Files". The right section, titled "Your location: Home Page > IeT specific", contains a heading "Introduction to e-Teaching" and two links: "IeT handbook 2010" with a PDF icon and "April 5 2011" with a magnifying glass icon.



Keele Learning Environment

Accessibility | Help

Build Teach **Student View** TaLwT - IeT - 2010-11

Your location: [Home Page](#) > **IeT specific**

[Introduction to e-Teaching](#)

 [IeT handbook 2010](#)  [April 5 2011](#)

**Course Tools**

- Course Content
- Announcements
- Assessments
- Assignments
- Calendar
- Chat
- Discussions
- Learning Modules
- Search
- Web Links
- Who's Online
- Profile

**My Tools**

- My Files

# Grademark

The screenshot displays the Turnitin Document Viewer interface in Mozilla Firefox. The browser address bar shows the URL: [https://submit.ac.uk/cv?s=1&o=10805248&u=2092985&lang=en\\_us&session-id=31909c036c40271d2e831563247c8970](https://submit.ac.uk/cv?s=1&o=10805248&u=2092985&lang=en_us&session-id=31909c036c40271d2e831563247c8970). The document title is "Using Audiovisual" by Karl Hollows. The interface includes tabs for "Originality", "GradeMark", and "PeerMark". The "GradeMark" tab is active, showing a similarity index of 21% and a grade of "--".

The document content includes the following text:

currently under evaluation (Noordman *et al.*, 2011).

**Can Audiovisual Technologies Support Student Learning in my own Teaching Practice?**

The question I am posing here is not *how* the expansion of audiovisual media resources can enhance current practice but *whether* it can. There is little to be gained from additional technological input simply because it exists, without consideration of educational merit. A communication skills curriculum lends itself well to an educational approach of blended learning, namely one which combines face-to-face sessions with e- (electronic) learning technology. E-learning is essentially the use of technological resources to support learning; such resources can be made available on or offline although the internet is often the integrating technology (Ruiz *et al.*, 2006).

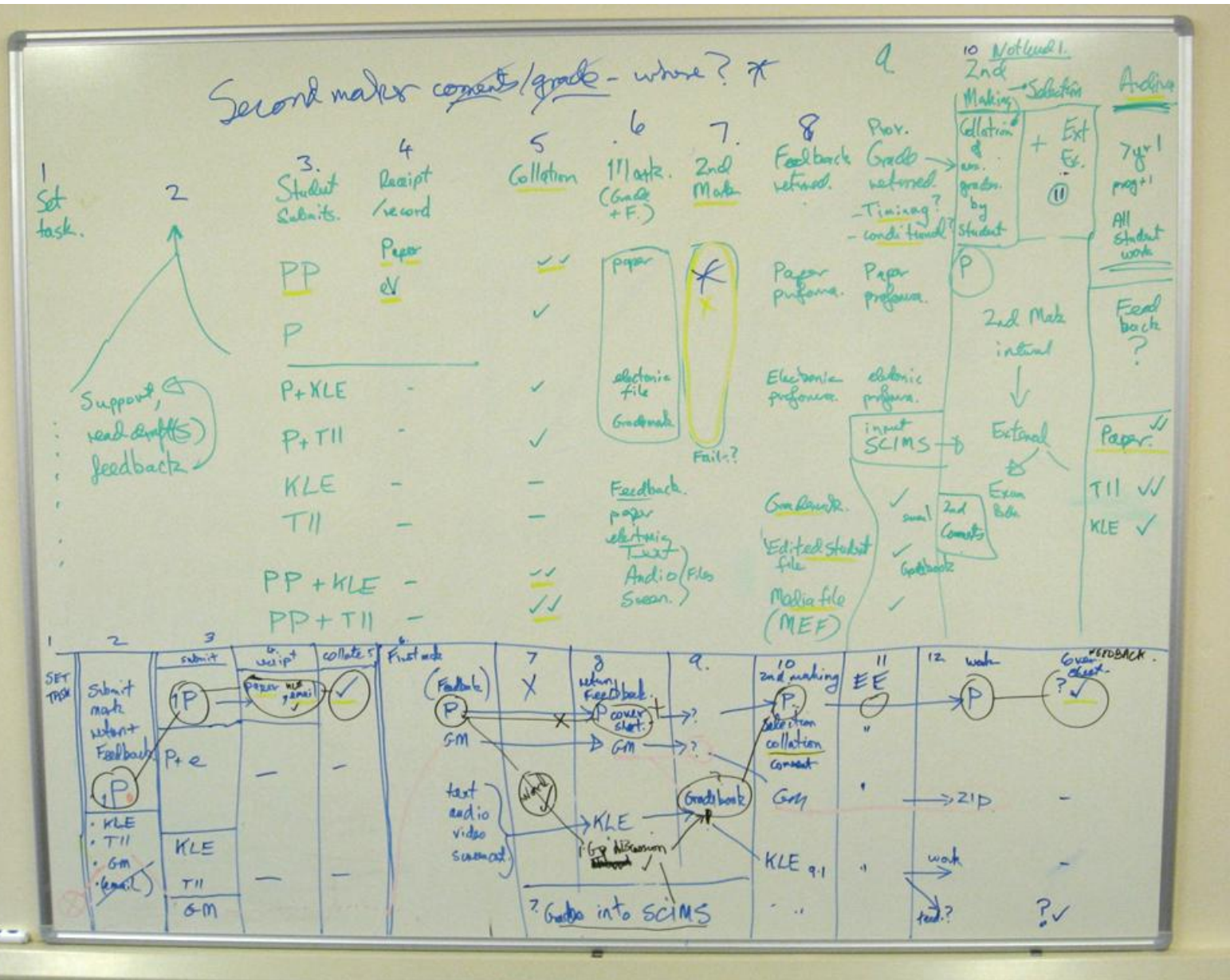
I have considered the possibility of developing a library of videotaped consultations of sexual history taking skills with simulated and/or real patients. These could be used in

The sidebar on the right contains a search bar for "Search QuickMark templates" and a list of commonly used templates:

- Comment
- Awk.
- C/S
- Citation Needed
- Commonly Confused
- Del.
- Improper Citation
- Insert:
- Missing ", "
- P/V
- Run-on
- Sp.
- Support
- Vague
- WC
- Weak Transition

The bottom of the interface shows a page number of 5 OF 14 and a "Done" button.

# Reviewing current practices

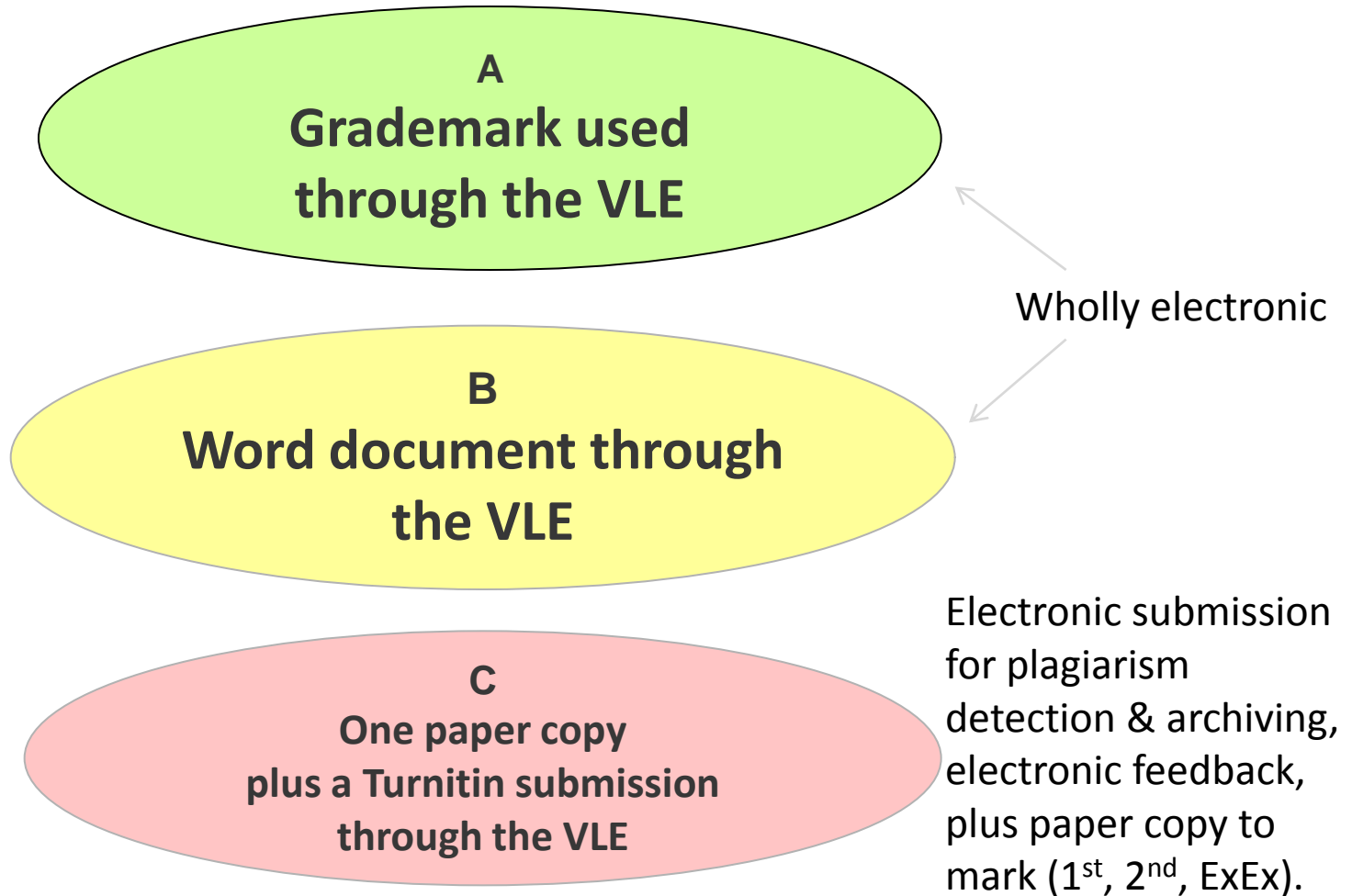




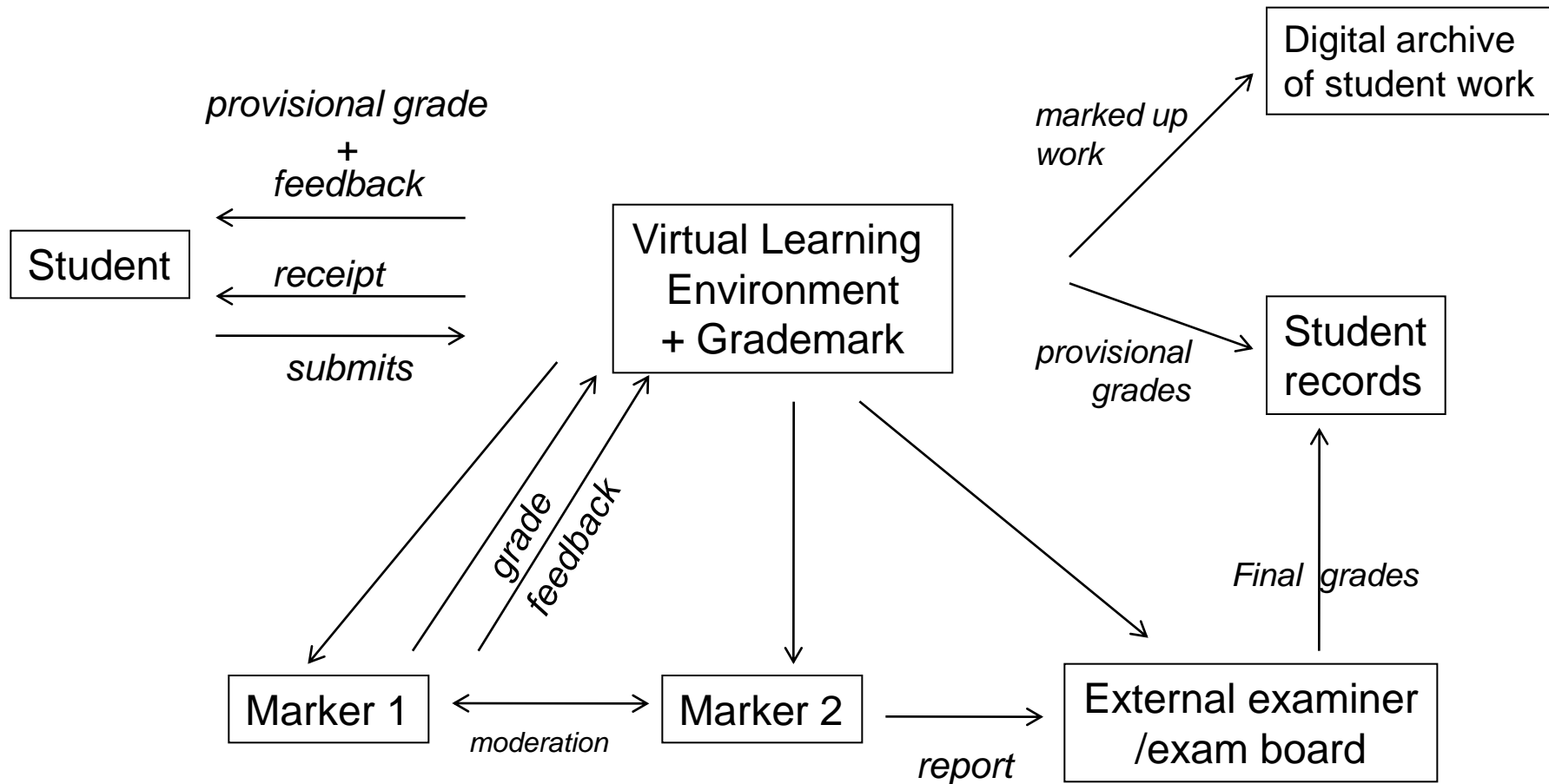
# A simple model – 13 steps embedding educational principles

1. The teacher sets the task
2. The teacher supports student's working on task
3. Student **submits** work
4. Student receives **receipt**
5. Students' work is **collated** (with paper submissions this is done by administrators, checking against registers and sorting into order)
6. First marker reads work and produces **feedback**
7. First marker produces **provisional grade**
8. Feedback returned to student
9. Provisional grade returned to student
10. **Second marking:** Select student work for second marking, second marker marks work, checks feedback and agrees marks; second marker writes report
11. Students' work is selected for the **external examiner** to read, with the feedback on it and possible second marker comments and mark on that work
12. The exam board with the external examiner confirm the **final grades**, which can then be returned to the students
13. An **archive** is made of student work and feedback on it, and plus possibly a copy of feedback is placed in the paper student file in the School Office.

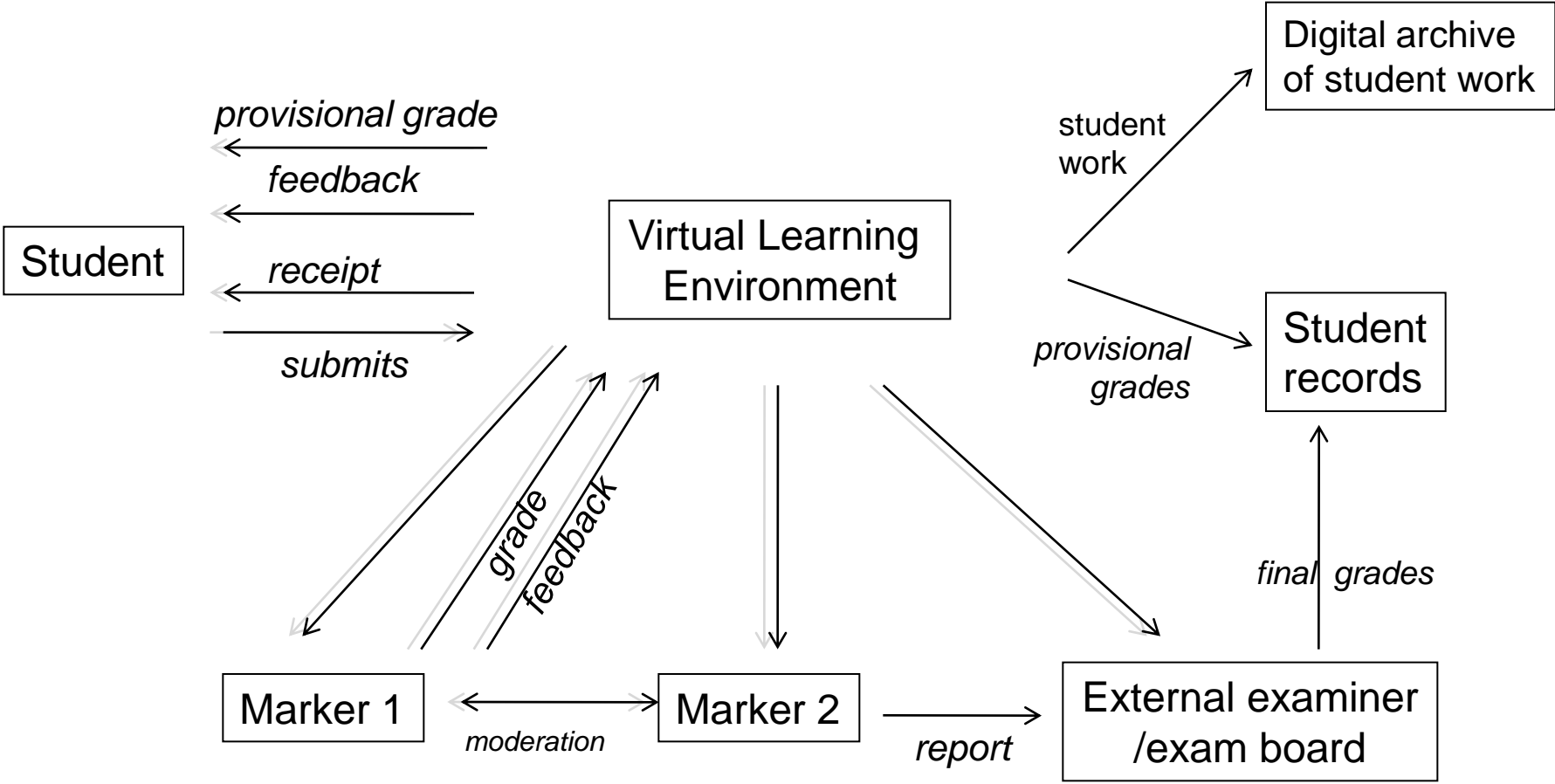
# Three designed processes



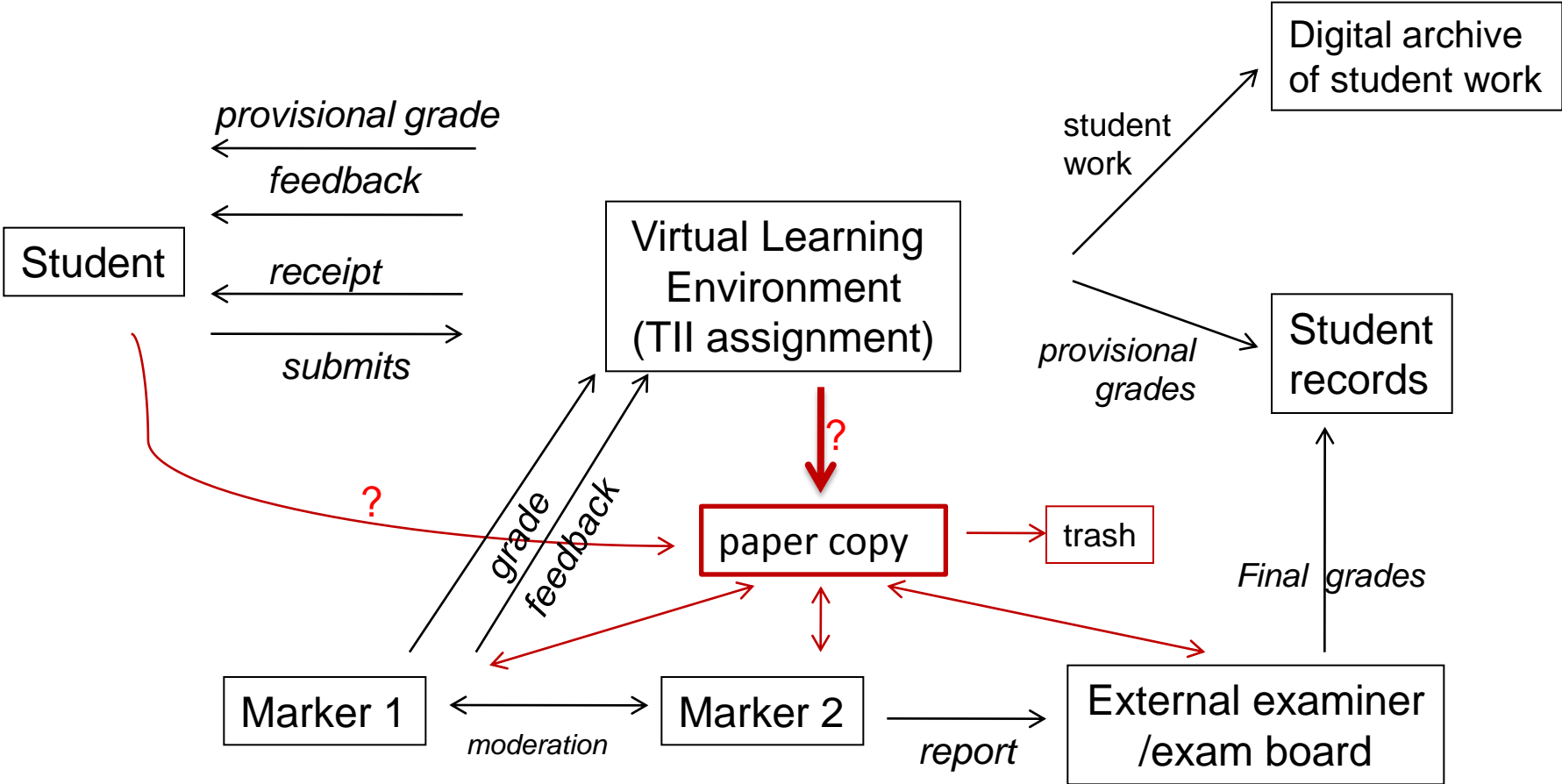
## Process A - Grademark



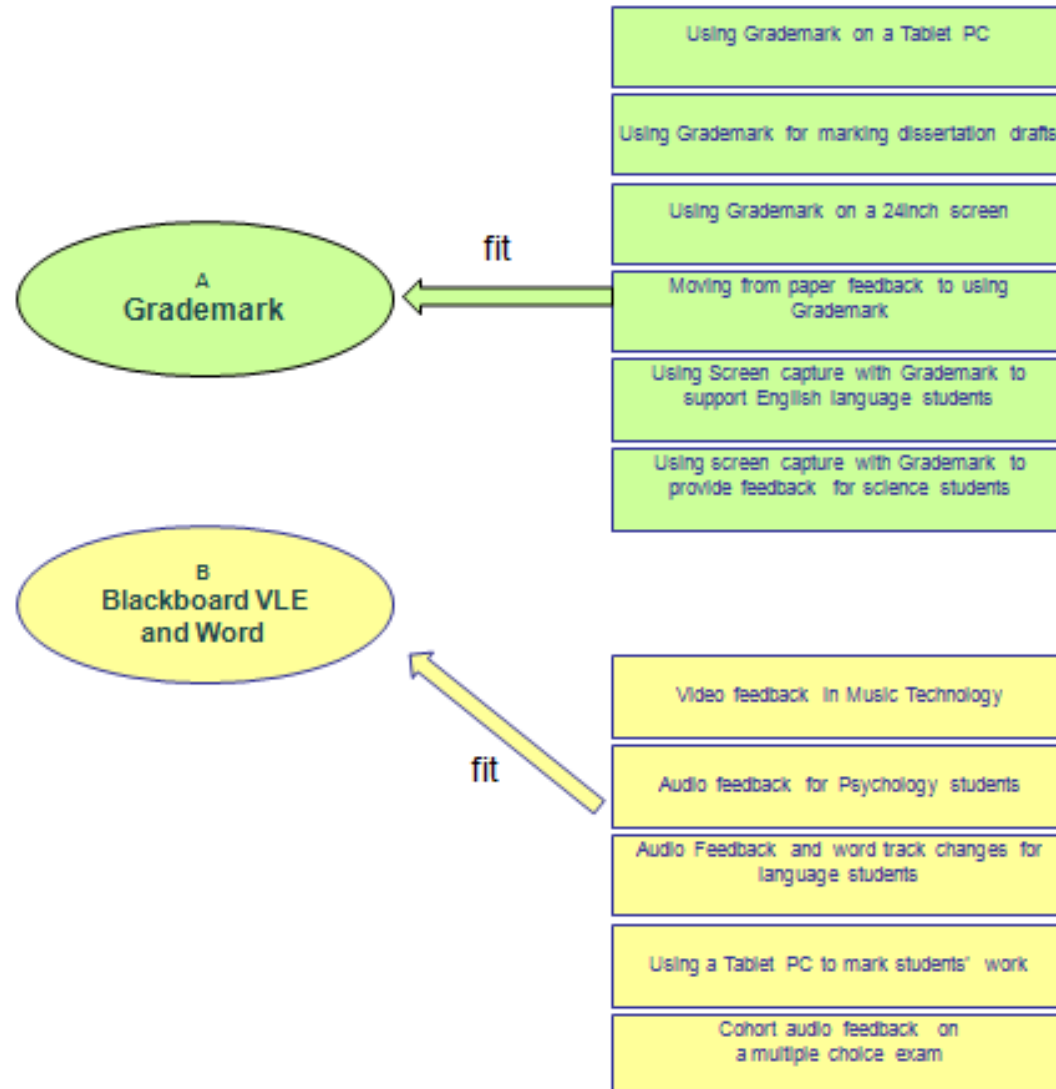
# Process B – KLE assignment



# Process C – hybrid paper/digital



# Example projects



# Institutional change

- Senior management support, links to strategy
- Consultations on current practice
  - Local problems that the project may resolve
  - Local interpretations of regulations
  - Local views of good practice, traditional practice
- Funding and support for volunteer mini-projects
- Consultation on redesigned process with all schools and faculties, and other groups
- Four regulations being reviewed and simplified
- University position decided July 2011
- Continuing support for change



# A. Grademark assignment

An assignment is created in the KLE as a Turnitin assignment with settings to use Grademark. At no extra trouble or cost the settings can also include generation of an originality report that may be useful in relation to deterring or detecting plagiarism.

1. The assessment task is set in any way
2. Support for students could use Grademark for submitting a draft and giving feedback on it (using the same method used later for the final submission)
3. A Grademark submission is made by students
4. No manual receipt for students is needed, as students see a printable receipt on submission and can always check their work has been submitted, through the KLE assignment icon
5. No collation is needed; Turnitin sorts the submissions
6. The first marker reads the work in Grademark and writes feedback onto it, using the drag-and-drop comment features, the rubric functions, the general comments box, or any of the above.(See note 1)
7. The first marker produces provisional grades and puts them into Grademark, from where they are sent to the KLE Grade Center. From there, they can be released at any time, and tutors or administrators can download them as a spreadsheet for later use
8. Feedback is returned through the Grademark assignment icon on the specified release date. Any additional feedback such as rich media can be returned through the Grade Center in Blackboard 9.1
9. Provisional grades (in this process) are returned with the feedback as this is much simpler when using Grademark. The grades in Grademark are visible with the annotated work and the feedback, and are copied automatically to the KLE Grade Center, from where they can be downloaded for exam boards
10. On the basis of the calculated module grades, select students' work for second marking and for checking feedback, agree the mark or make a note in the second markers report about a disagreement
11. Some students' work is selected for the external examiner to read, with feedback and the second marker report. The external examiner accesses the selected students' work, and any others they wish to see, through the KLE link to the Grademark assignment
12. Final grades are returned to students after the external exam board
13. Archive the Grademark assignments, with embedded feedback, through the batch download process, to be stored in structured folders on the pool network drive.

## B. KLE (Blackboard 9.1) assignment

A VLE assignment allows a Word etc. File to be submitted, and marked and marked-up, digitally. Feedback, returned digitally, can include text, marked-up student work, audio or video.

1. The assessment task is set in any way digitally
2. Support for students could use a KLE assignment for submitting a draft and giving feedback (using the same method used later for the final submission)
3. Students submit their work to a KLE assignment, probably as a Word document including the module's feedback proforma embedded at the start of the document.
4. No manual receipt for students is needed, as students see a receipt on submission and can always check their work has been submitted, through the KLE assignment icon.
5. No collation needed, the submissions are sorted in various useful ways.
6. First marker opens the student files either one at a time, or download them in bulk for offline reading. The marker reads the work as Word files and enters feedback to the submitted proforma. Optionally, the marker can write feedback into the student text in a variety of ways and embed different types of rich media into the document\*\*.
7. The first marker produces provisional grades and puts them in the KLE Grade Center, from where they can be released at any time. Tutors or administrators can download these grades as a spreadsheet for later use.
8. Feedback is returned through the KLE assignment icon on the specified release date. Typically, feedback will be a Word document of the feedback proforma.
9. Provisional grades are returned now or earlier with feedback.
10. On the basis of the calculated module grades, select students' work for second marking and for checking feedback, agree the mark or make a note in the second markers report about a disagreement.
11. Some students' work is selected for the external examiner to read, with feedback and the second marker report. The external examiner accesses the selected students' work, and any others they wish to see, through the KLE link to the assignment.
12. Final grades are returned to students after the external exam board.
13. Archive the assignments from the KLE, with embedded feedback, through the batch download process, to be stored in structured folders on the pool network drive.

# C. One paper copy plus Turnitin

A digital submission is used for Turnitin and archiving. A paper copy is used by markers but feedback is electronic.

1. The assessment task is set in any way
2. Any drafts are likely to be submitted on paper, but they could be Word documents or Turnitin submissions for originality checking or Gradermark; feedback could be by any process depending upon the form of submission.
3. Students submit an electronic copy to a Turnitin assignment (see Keele policy on the use of Turnitin). The electronic submission meets the deadline. Either the student submits a paper copy within 24 hours or the school administrators print copies from the electronic submissions.\*
4. Receipt is automatic through the Turnitin assignment. (In rare cases where parallel electronic submission is not possible, SCIMS can be used to send email receipts, although this needs setting up in advance.)
5. Collation of the paper copies is necessary or printing as a batch job on a networked printer.
6. First marking is done by reading the paper copy. The feedback for the student should be in a Word document of a feedback proforma, or digital audio or video or a screencast. Handwriting on a paper proforma can be scanned using new scanner/printers and the digital copy returned to students. (Where paper copies have been scanned for return, the originals are available with the student work on paper for the external examiner.) Handwriting on the student work could continue where this is useful for examiners but it cannot be used to give feedback to the student, in this process, as the paper assignment is not being returned to the student, being needed for second marking and external examining. (Photocopying it would cost more staff time and resources.)
7. The first marker produces provisional grades and puts them into the KLE Grade Center, from where they can be released at any time. Tutors or administrators can download these grades as a spreadsheet for later use.
8. The feedback is returned through the Grade Center in Blackboard 9.1 on the specified release date.
9. Provisional grades are returned through release in the KLE Grade Center.
10. On the basis of the calculated module grades, students' work on paper is selected for second marking and for checking feedback. Second markers write a report. The second marker can alternatively or additionally see any student work in the Turnitin assignment, and see the feedback in the KLE Grade Center.
11. Students' work on paper is selected for the external examiner to read, with feedback and the second marker report. The external examiner can alternatively or additionally see any student work in the Turnitin assignment, and see the feedback proforma documents in the KLE dummy assignment.
12. Final grades are returned to students after the exam board.
13. Archive the assignments from the KLE, with embedded feedback, through the batch download process, to be stored in structured folders on the pool network drive. There is no need to archive paper copies as the electronic originals, feedback, second marker and external examiner reports are archived.