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eFeedback & eMarking of Written Assignments with Grademark

OXFORD

Is this the future?



BALEAP PIM : Blending technology with EAP

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Abstract:

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The stage of the assessment cycle which has received particular attention recently is feedback. Grademark (<u>http://submit.ac.uk/en_gb/products/grademark</u>), provides a paperless feedback and assessment tool within Turnitin. Does this offer greater efficiency, effectiveness, quality and than alternative means?

This talk reports on a year-long trial of eSubmission with Grademark in Oxford Brookes University with large student cohorts following in-sessional credit-bearing EAP modules. It presents an analysis of student and staff useage and evaluation of the tool as well as demonstrates how the tool is set up and how it functions. Its use with teaching teams focusing in particular on feedforward in academic literacy is explored. Technical issues are indicated and potential difficulties in assessmentrelated requirements and in implementation are highlighted. Recommendations for introducing and rolling out across an EAP department are offered for those considering its adoption.





Grademark

AIM:

To report on trial of fully digital formative and final assignment eFeedback and eMarking using Grademark to inform those considering adopting.





Grademark

eFeedback:

Accessibility

Efficiency

Effectiveness: quantity and quality





Grademark

eMarking:

Accessibility

Efficiency

• Effectiveness: reliability ?



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Using Grademark within Turnitin

12 Semester 1 (Oxford Brooke: Argument Essay draft - DUE 09-Dec-2011		What's New 🕐 Help < Paper of	
Originality GradeMark C PeerMark	Tuition fees essay	turnitin 2 16%	
		Search QuickMark templates	
Winn	ng word in this context	Academic Reading for Writing	
Tuition Fees – A more sustainable, competitive and fair way higher education? (<u>1.Draft</u> !!!)		Comment Select text and click the C button to highlight text ass with a comment.	
By Moritz Riesinger The issue of tuition fees is discusses very controversial these days. From 2012 on Britt asked to pay up tu ² 300/2 (b) you! for the unsuing of curse. This essay explores if th	he latest rise in	A critique or essay paragraph? Academic Style	
tuition fees is "sustainable, competitive and fair" as the British Prime Minister David (lately. (<u>www.telegraph.co.uk</u> , 2010) It will refer to different academic studies on the fees. The essay will argue that the rise <u>of Idag his blo Golfy inhibition</u> , but as well the provided quality and makes the education sp. <u>Paragraph Conclusion</u>	해상사업NINGA Organisation I bad effects on	Back up your ciriticism Conclusion Organisation	
sustainable and competitive nor fair.	by the price of	Integrated Criticism Introduction organisation	
the degree, but the decision for a specific subject as well. Recent researcher Scholz, Faggian, 2009) have shown that students are not only swayed when subjects have	e different price	Paragraph Conclusion	
tags as one would expect, but even chose in another way when the same among of for every degree. Certainly most people would agree that it is a bail thing when we Reference the state of the state decide in favour of one subject because they want to repay their student debt. We	ng websites	Quotations need Page Numbers Referencing websites	
more likely that the students get poorer marks when they study a subject they are no it is as well more probable that they will drop out. This is another example how tuition bad effects on the quality of the education system. The decision in favour or against a	ot interested in, in fees can have	Short paragraph! Signalling	
always be based on own interests and talents and not on the price of the degree.	a augeut anouro		
Another matter when it comes to good education is attendance. Students from non- who do not want to start their carrier in deep debt have to work outside and durin	g the terms. As		
Scholz (2007) pointed out, nearly every second student in Europe has a job. In mos	st occasions the		





Grademark compared to ..?





Why trial undertaken?



Assignment feedback focus and Aske

Brookes e-learning, Turnitin strategy

Brookes Student Learning Experience strategy: accessibility

Assessment compact: clause 2.8 on CPD & new technology

Recurring student evaluation requests for better targeted developmental feedback

Recurring environmental action point on courses note in Annual Reviews

Peer Enhancement of T&L group: feedback on writing using new technology focus



Using Grademark : the trial

In-sessional Academic English Undergraduate Modules

U70909 Essential Academic Writing

U70901 Academic Reading for Writing and Speaking

U70906 Academic Listening and Speaking

U70912 Academic Writing for Science and Technology

U70924 Higher Academic English Language Skills

U70924 Modern Foreign Language Teaching

U70910 Academic Writing for Business

U70923 Academic English for Business Purposes

30 – 130 students per module



Teams of up to 9 teachers

Several written assignments on each

Traditional, core text types

Developmental Feedforward priority Drafting system



GradeMark: functions



Quickmark =

Developmental eFeedback purposes

Rubric =

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eGrading papers / eMarking for assessment



Quickmark Tour





RubricTour





GradeMark: acceptance over trial period



Academic Staff

- initial reluctance
- lack of introductory training
- initial preference for paper version due to reading strategy use
- screen fatigue
- initial slowness in processing

Initial misgiving soon replaced by acceptance – even with 'get it out there' approach to implementation

Now on modules not using GradeMark staff lobby for its use.



Using Quickmark: acceptance

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> Student response to Quickmark (Semester 1 2011 online survey results n= 75)





Isn't it impersonal..?



Lecturer can insert bespoke comments & personalise these

Lecturer has to **select** appropriate comment from bank – not machine-like!



Lecturer can add a personal comment to the Quickmark bank item they use

There is a general personal comment written section

There is a personalised audio comment option



Isn't it impersonal..?





Using GradeMark: Pros



- Accessibility of hand in and pick up
- Enhances quantity and quality of feedback
- Efficient in marking time after initial set up
- Can direct towards developmental study resources
- Monitoring of student accessing of formative feedback possible
- Environmentally friendly fully digital hand in & return
- Administrative time saving

FAP professionals

- Secure and no lost papers
- Functionality of Quickmark and Rubric sets exportable
- Formative, developmental focus can be used purely for feedback without plagiarism or marking focus
- Has integrated audio feedback
- Easily used for ELT/EAP correction code if applicable
- Anonymous marking option available
- External examiner access



- Some resource implications in initial Quickmark/ Rubric setting and creation of bespoke student training resources
- Some minimal staff training required to ensure efficient use
- Quickmark feedback set ownership can cause significant inefficiency in useage (comment authorship and editing rights need careful thought). Turnitin follows an individual tutor approach currently.
- Complex weighting not straightforward to integrate with Rubric function



Recommendations:



Roll out BUT phased

To minimise risk of rejection and maximise efficiency and optimise student experience:

Phase 1: Formative Use Only

- Produce a university/school/subject generic Quickmark set for academic literacy / study skills developmental feedback purposes with hyperlinks to self study resources and university academic support services to then be cascaded across programme for addition of more bespoke comments to bank
- Adapt and expand for course level Quickmark set with Course Leader ownership and expor to individual teachers for each assignment
- Offer workshop/s and produce short in-house training screencast video, using this Quickmark set and an exemplar assignment for lecturers and for students





GradeMark: Provisional Recommendations

Phase 2:

 Set goals of using core Quickmark set for formative feedback purposes only on ONE core programme module with guidance on optional marking using general comments.

Phase 3:

- Roll out across all courses
- Set goal of using GradeMark with full Quickmark functionality and full Rubric function

Phase 4:

Follow Phase 1-3 for Rubric function





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- Potential for significant leap forward in assessment feedback for staff and students alike : Accessibility Efficiency Effectiveness
- 'getting it out there now' may be counter-productive
- Phase in and disseminate from centre with ready
 made core Quickmark and Rubric sets with support





Grademark implementation project...

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