eFeedback & eMarking of Written Assignments with Grademark

Is this the future?

BALEAP PIM : Blending technology with EAP

University of Southampton   November 10th 2012

Garry Maguire gmaguire@brookes.ac.uk

Abstract:

The stage of the assessment cycle which has received particular attention recently is feedback. Grademark (http://submit.ac.uk/en_gb/products/grademark), 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 assessment-related 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 e**Feedback** and e**Marking** using **Grademark** to inform those considering adopting.
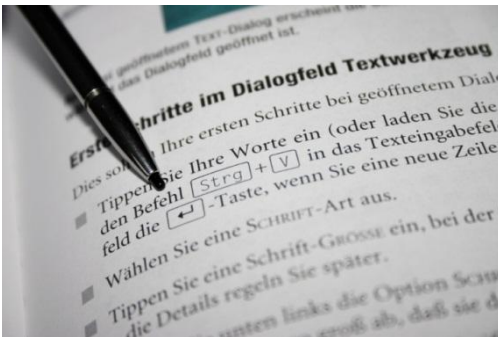
Grademark

eFeedback:

- Accessibility ✔

- Efficiency ✔

- Effectiveness: quantity and quality ✔

Grademark

eMarking:

- Accessibility ✔

- Efficiency ✔

- Effectiveness: reliability **?**

Using Grademark within Turnitin

Grademark compared to..?

Versus

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

30 – 130 students per module

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

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 =**

eGrading papers / eMarking for assessment

Quickmark Tour

RubricTour

Academic Staff

- initial reluctance

- lack of introductory training

- initial preference for paper version due to reading strategy use
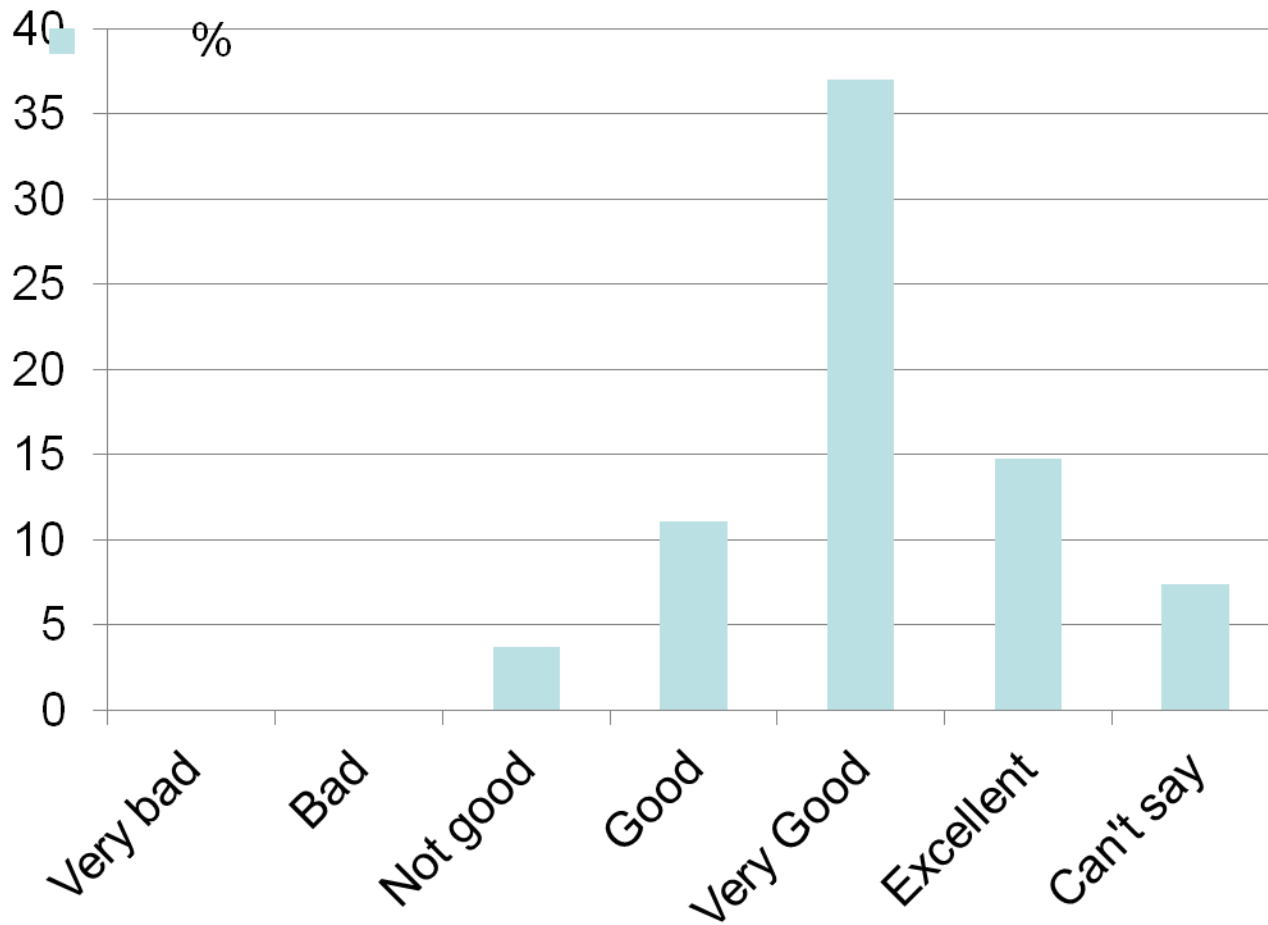
- screen fatigue

- 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.

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

Isn't it impersonal..?

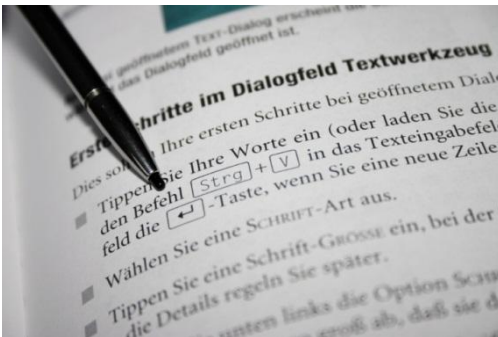Lecturer can insert bespoke comments & personalise these

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

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

There is a general personal comment written section

There is a personalised audio comment option

Isn't it impersonal..?

✔

✖

Versus

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
- **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

Using GradeMark: : CONS

- 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

It's the future! (Kay, 2011)

- **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…

For further information contact:

Garry Maguire

gmaguire@brookes.ac.uk