

e-assessment-and-e-submission

This session will combine hands on training with underpinning theory of how electronic submission and assessment methods can support and enhance teaching and learning.

Centre for Learning Innovation and Professional Practice

e-assessment-and-e-submission

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<http://tlc.aston.ac.uk>
<http://www.aston.ac.uk/clipp/>
<http://clipp.blogs.aston.ac.uk/>

Theory and hands on and training

How e-assessment-and-e-submission can support;

- Students
- Researchers
- Tutors/lecturers

We will cover;

- Setting up a Blackboard assignment submission area
- Setting up a Turnitin submission area – via Blackboard
- Basic Blackboard e-assessment features
- Using the Blackboard Grade Centre
- Overview of alternative supported tools at Aston
- Further advice

The context.

Assessment (formative and summative) lies at the heart of the learning process.

Providing rich, timely and constructive feedback underpins the entire tenet of effective learning. In order for students to develop their deeper understanding of the subject, checks and balances need to be put in place. This ensures the learning process is; effective, contextual, owned, and developmental.

Designing and aligning assessment methods to the intended learning outcomes is the basis of effective curriculum design. Developing learner autonomy, reflective and critical thinking skills is a central aim of Higher Education.

In an increasingly digital age, research suggests that educators can exploit technology to make the whole assessment/feedback process more timely, effective, efficient, inclusive, flexible, and differentiated. All of which can enhance learning efficacy and engagement.

See also National Student Survey feedback stat's : <http://unistats.direct.gov.uk/>

Why use it?

Electronic-submission

- Efficient, reduces travel, enables online marking, rich and timely feedback
- Greener – reduces or eliminates paper from the process
- Students expect this type of service in the 21st Century
- Links to other IT systems, i.e. registry and plagiarism detection tools
- Provides a digital audit & feedback trail
- Provides a historic record of learner development
- Provides a managed archive of student work (moderating, sharing best practice exemplars)

See also: <http://www.reap.ac.uk/>

Why use it?

Electronic-assessment can offer

- Greater variety and authenticity in the design of assessments
- Improved learner engagement & immediate feedback
- Choice in the timing and location of assessments
- Wider skills and attributes not easily assessed by other means, e.g. Simulations
- Efficient submission, marking, moderation and data storage processes
- Consistent, accurate results – can combine human and computer marking
- Increased opportunities for learners to act on feedback, e.g. e-portfolios/reflect
- Innovative approaches; creative media, peer and self-assessment
- Accurate, timely and accessible evidence on the effectiveness of curriculum design and delivery

Ref: <http://www.jisc.ac.uk/digiassess/>

effective e-assessment & feedback

Effective question and feedback design

1. Clarify what good performance is
2. Facilitate reflection and self-assessment in learning
3. Deliver high-quality feedback information that helps learners self-correct
4. Encourage teacher–learner and peer dialogue
5. Encourage positive motivational beliefs and self-esteem
6. Provide opportunities to act on feedback
7. Use feedback from learners to improve teaching

Ref: http://www.reap.ac.uk/public/Papers/MCQ_paperDN.pdf

Designing effective question types takes skill and time. Ensure adequate resource is allocated to the important stage of question and (effective) feedback design.

See also: <http://caacentre.lboro.ac.uk/dldocs/otghdout.pdf>

Blackboard a teaching/learning tool.

Bb offers a wide range of e-submission and assessment types

Some Bb quiz types:

- Multiple choice
- Multiple answer
- True/False
- Matching
- Ordering
- Fill in the blank
- Short answer

Also :

- Adaptive release
- Feedback
- management via Grade Centre



Suite of tools

- Electronic submission and feedback
- Quizzes, blogs, discussion fora, surveys, wikis
- Grade Centre manager
- Groups and peer tools
- Vivas – via Elluminate bridge

See also: <http://tlc.aston.ac.uk/tool/blackboard>

Turnitin 2 a teaching/learning tool.

Turnitin 2 is a suite of 3 tools



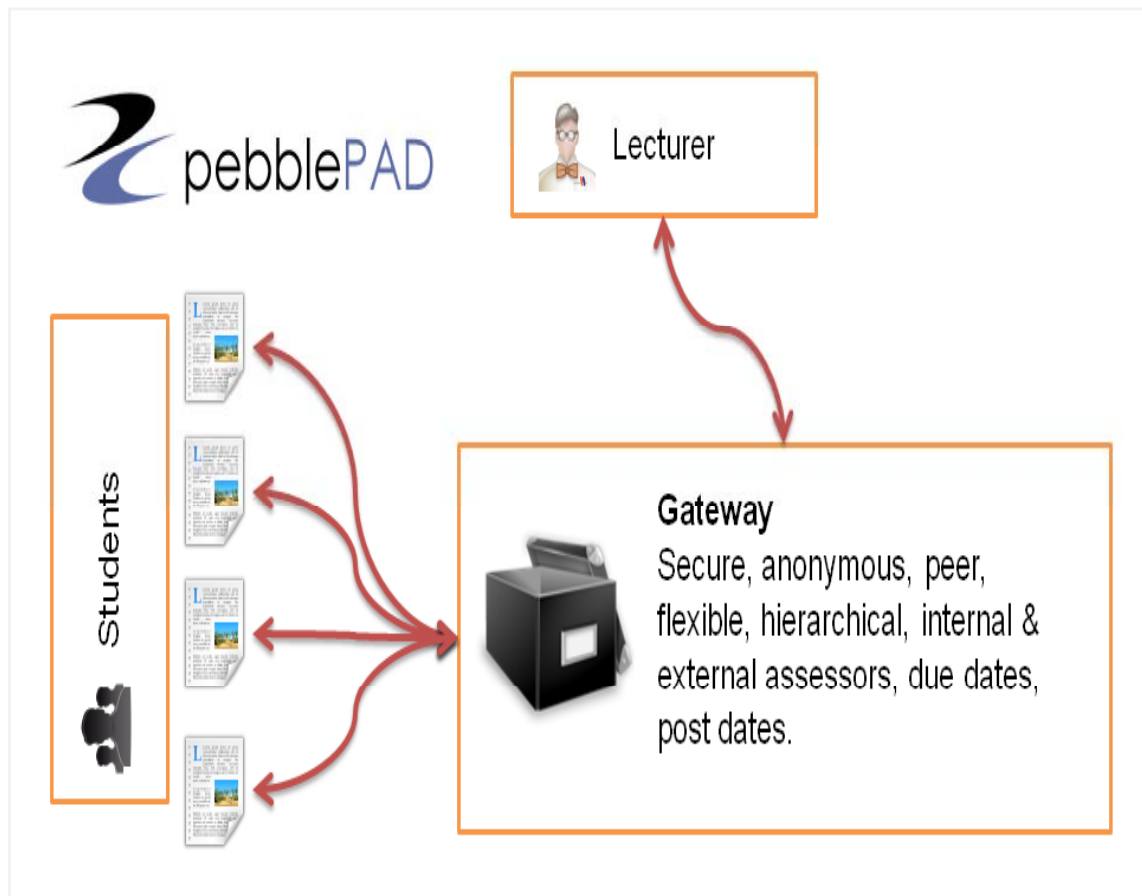
Suite of tools

- Electronic submission
- Text matching, to help plagiarism detection
- Instant electronic feedback
- Retained formatting
- Single interface
- Peer assessment
- Accessed via familiar Bb

See also: <http://tlc.aston.ac.uk/tool/turnitin>

PebblePad a teaching/learning tool.

Pebblepad offers a range of e-submission and assessment types



Suite of tools

- Electronic submission and feedback
- blogs, webfolios, forms, self assessment, gateways
- Reflective/discursive tools
- Groups and peer tools

See also: <http://tlc.aston.ac.uk/tool/pebblepad>

Other tools available.

Optical Mark reader

- OMR – scans paper questions, from MCQ to more complex
- Requires specialist software to process data
- Advantages of using paper – (simple room set up)
- Advantage of familiar format for staff and students
- Provides assessment of abilities and diagnostics



Short video: <http://clipp.blogs.aston.ac.uk/2011/02/optical-mark-readers/>

Other tools available.

Centrally supported options:

- Optivote – electronic voting handsets (instant polling)

<http://tlc.aston.ac.uk/tool/optivote>

- Adobe Presenter - interactive formative quizzes

<http://tlc.aston.ac.uk/tool/adobe-presenter>

- BOS (Bristol Online Surveys) – online survey tool:

<http://www.survey.bris.ac.uk/>



Additional support

Effective e-assessment practice

<http://tlc.aston.ac.uk/learning-technology/e-assessment>

<http://www.engsc.ac.uk/learning-and-teaching-theory-guide/constructive-alignment>

<http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/assessment.aspx>

<http://www.jiscinfonet.ac.uk/curriculum>

http://edutechwiki.unige.ch/en/Laurillard_conversational_framework

<http://www.jiscinfonet.ac.uk/InfoKits/effective-use-of-VLEs/e-assessment>

<http://www.ukcle.ac.uk/resources/assessment-and-feedback/>

<http://www.jisc.ac.uk/news/stories/2008/02/podcast32assessment.aspx>

<http://www.jisc.ac.uk/media/documents/themes/elearning/effpraceassess.pdf>

http://www.hud.ac.uk/bbstaff/index_rot8d.html

<http://escalate.ac.uk/resources/tags/Assessment>

[http://www.heacademy.ac.uk/EvidenceNet/home \(resources\)](http://www.heacademy.ac.uk/EvidenceNet/home_(resources))

<http://clipp.blogs.aston.ac.uk/2010/07/jisc-eped/>

<http://www2.wlv.ac.uk/registry/qasd/HPGandT/HandG/CAA%20guidelines.pdf>

<http://www.caacentre.ac.uk/>

<http://www.elearning.ac.uk/features/eassessment>

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