eAssignment:
Defining, Marking, Feeding back and Managing Open-Ended Assignments

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assessment *feedback* form

n u s

This form has been created by NUS to establish a UK-wide standard for the feedback given to students on their work. It should be completed by the course tutor/lecturer who marks the assessment.

NUS Principles for feedback

- Feedback should show students how they can improve, not just how they have performed
- It should be given within an agreed timeframe, ideally within 4 weeks of submission
- It should be written in plain language, clear and legible
- It should be constructive, highlighting what went well as well as what can be improved
- Ideally face to face feedback should be available on request or utilising new technologies used where students don't live on campus

Student Feedback

I would like to receive feedback in the following format: written ☐ verbal ☐ electronic ☐ audio ☐

1. Date submitted

2. Date returned

3. Grade/mark

4. Feedback should include

a) What are the performance criteria for the grade? b) What has been done well and why?
c) What areas need to be improved? d) How could this be improved in the future?

5. Are you available for further 1-2-1 feedback on this project? Yes ☐ No ☐

If yes, how can the student contact you?

A Typical Scenario

- 3rd year Bachelor of Medicine assignments

- ~250 students

- ~150 markers (University and Hospital staff)

- Duplicate marking

- 3 copies of each marking/feedback form

- Paper copies

- Distributed by post

- At least one week administration time

Aims

- Provide an online submission for students

- Provide graded marking with transparency of criteria & marking descriptors

Assignment Criteria

Criterion	Weighting
Integration of science knowledge with this particular patient	30%
Level of critical thinking	10%
Main focus of this assignment	30%
Organisation, coherence and clarity	10%
Other sections in this assignment	20%
	100%

Main Focus of Assignment (30%)

Grade	Weighting	Explanation
6	1.0	Thorough exploration and analysis of topic area …..
5	0.8	Accurate work with few errors or omissions within the defined area. Very Good critical…..
4	0.6	A discernable structure, mainly accurate work, some errors and omissions
3	0.4	Answer focuses only on some aspects of the topic…….
2	0.2	May have content not relevant to title or topic. Shows confused grasp of topic….
1	0.0	Irrelevant content, with no grasp of topic. No explanation of important topics.

Aims

- Provide an online submission for students

- Use graded marking with transparency of criteria & marking descriptors

- Enable various marking approaches

- Provide online feedback & improve turn round and quality of feedback

- Provide markers, moderators with peer review type process

- Link to academic integrity checking software

- Reduce the administrative load, cost & paper usage

Feedback to Student

Assignment	09003 Assignment 1
Assessment Report for	bab205
Submitted By	jm2w07

Criterion

Specific Comment

Criteria Results & Feedback

Criterion	Grade	Comment
Organisation, coherence and clarity: Explicit, logical and consistent order. Articulate. Accurate and confident use of terminology	4	Good written and use of professional terminology. No spelling mistakes but the use of the grammatical conjunction 'and' is not always used the correct way in a few places.
Level of critical thinking: Clear, critical analysis of issues.	4	AA good amount of information about the patient is presented in this assignment and most of it is used in a constructive way. However, the family history of COPD and the excess abuse of alcohol are not integrated into this essay.
Integration of science knowledge with this particu: Effective and appropriate integration of science knowledge with the particular clinical situation described.	5	Good integration of known science into the clinical symptoms the patient is experiencing.
Main focus of this assignment: Thorough exploration and analysis of topic area for the main focus of discussion chosen for this assignment. Clear discussion and conclusions at an appropriate level.	4	In general good conclusions are drawn exemplified with the suicidal history and she therefore needs a psychiatric assessment and should be offered counseling support. However, there is an area where a comment or two would have benefitted the assignment. The patient had three uncles that died with:"lung trouble, probably COPD related" and yet later in the rapport it is stated that:"The hereditary inheritance is unlikely". This is not an easy task as COPD is a mutli-factional disease and no strong single gene association has been found but would have benefited the essay.

Grade Descriptor

Feedback to Student

Other sections in this assignment: Clear discussion of relevant issues for each of the remaining sections. Effective selection of material to present in view of space limitation for sections not chosen as the main focus for this assignment.

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Good balance between section of main focus and the other sections in the essay. However, the GP of the patient has stated that the patient drink 49 units a week but this is not discussed how this might have an influence of the malnutritional state of the patient when emitted and the influence this has on the psychological and sociological factors in the patients life where she is afraid to leave her home because she is afraid of falling because of dizziness. An appropriate number of references have been used.

Penalties

Penalties

No Penalties

General Feedback

In general a good assignment about a patient with COPD, diagnose, the science behind why the patient have these symptoms and a prognosis. It would have been good to write a paragraph or two about the heredity and the excess alcohol abuse. The essay is 2737words so there is still room for these paragraphs.

Provisional Result

General Feedback

Provisional Result

Lessons Learnt from Demonstrator System

- Concept was feasible

- Pilot was victim of its own success

- Student liked it - except large documents

- Some markers reluctant to use it

    - Objected to online marking

    - Objected to printing assignments 'paper cost'

    - Preference for paper and scribble (illegible comments)
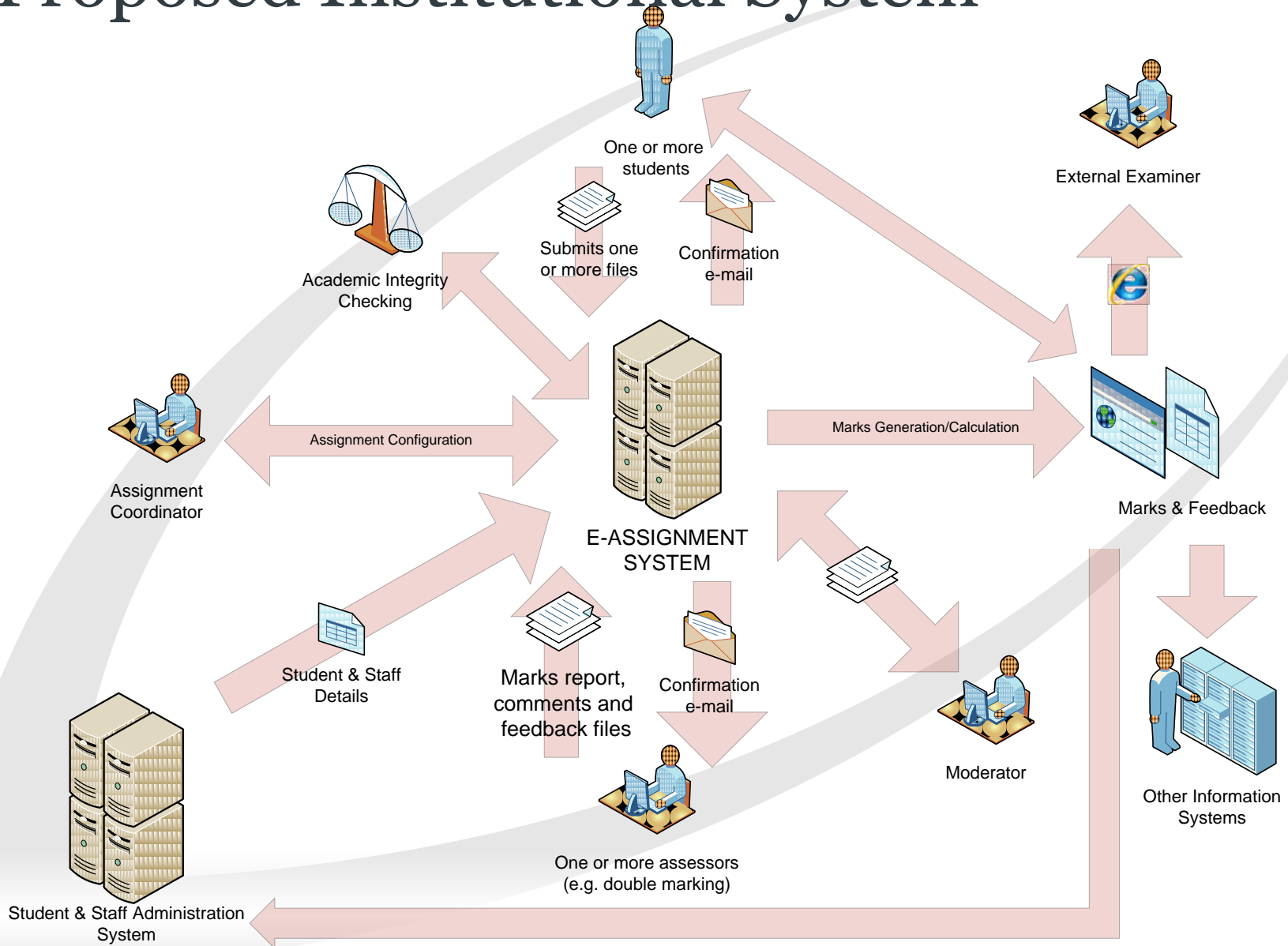
Lessons Learnt from Demonstrator System

- External Examiners positive

  "online assignments were easy to access and the online environment provided an excellent opportunity to view and mark …………"

  "system that works on an educational level as well as an administrative one"

- Administrative staff positive - despite lack of functionality

- Institution positive – agreement for common system

- Need for institutional harmonisation of assessment

Proposed Institutional System

One or more students

External Examiner

Academic Integrity Checking

Submits one or more files

Confirmation e-mail

Assignment Configuration

Marks Generation/Calculation

Assignment Coordinator

E-ASSIGNMENT SYSTEM

Marks & Feedback

Student & Staff Details

Marks report, comments and feedback files

Confirmation e-mail

Moderator

Other Information Systems

One or more assessors (e.g. double marking)

Student & Staff Administration System

Features

- Multiple documents can be submitted

- Documents types specified (Word, PDF, Excel, SPSS…….)

- Virus Checking

- Academic Integrity declaration and Checks (TurnitIn)

- Specify dates for:

  – Start & End of submission period

  – Extension

  – Completion of Marking

  – Release of Marks

Features continued

- Percentages or Graded Criteria (converted to percentages)

- Makers can upload documents for student

- Export of Marks and submitted work

- Roles: Administrator, Marker, Moderator,
            External Examiner

- Marking approaches: Single, Double, Blind, 1st marker then 2nd marker

- Notification of Penalties

Benefits

- For Students

  - access to all assignment criteria and marking descriptors

  - consistency of submission, marking and feedback, 24/7

- For Markers

  - access to assignments online (?no physical copies)

  - very similar to peer reviewing

- For Quality Assurance

  - transparency of assignment criteria and marking descriptors

  - consistent process of marking & easy access for externals

Benefits

- For the Institution

  – Efficiency of administrative processes, faster turn rounds

  – Harmonisation of assessment processes across the Institution

  – Quality Enhancement

  – Analysis of assessment at the criteria level

  – Performance feedback to markers leading to improved marker commitment

Where are we?

- Security and Database design completed

- Submission module coding completed, graphics & usability in progress

- Marking module coding started

- Administration module not started

- Integrity checks module, API wrapper developed

- Communicating across the University

Lessons learnt

- Don't try to do this during institutional reorganisation of IT

- Use the JISC infrastructure for support

- Communicate across the institution

- Involve cross section of the institution

- Manage expectations

- Find champions, do not impose

- Promote online entry of marks and comments
  – not online marking

Other contributors from Southampton

- Peter Gibbs
- Martin Chivers
- Peter Silvester
- Alex Furr

- Kelly Terrell
- Debra Humphris
- Rosalynd Jowett
- Debra Morris
- Bill Warburton
- Mike Weaver
- Louise Dubras
- Peter Miles
- and many others

Development of an institutional system is currently being funded by the Joint Information Systems Committee UK

Further Information

- www.jisc-ea.soton.ac.uk

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Demonstrator