ONLINE

TESTING TOOLS

& ASSESSMENT

METHODS

OPPORTUNITIES, CHALLENGES, AND LESSONS LEARNED

BLENDED LEARNING COMMUNITY

Sharing and fostering good practice in blended learning across all disciplines for both educational practitioners and developers. The BL Community is collegiate based and coordinated by A/Prof Yasir Al-Abdeli and Michelle Pedlow at ECU. We welcome members from staff at any Perth based university.

BL Community 08.04.2021 Wrap-Up

09:45-10:00	**Settle-in, Light morning tea courtesy of the Learning and Teaching Office, The Univ of Notre Dame Australia**
10:00-10:10	**Prof Carole Steketee, National Director - Learning and Teaching Office, The Univ of Notre Dame Australia**
	Opening welcome, welcome to country, and housekeeping
10:10-10:15	**A/Prof Yasir Al-Abdeli, Co-coordinator Blended Learning Community, School of Engineering, Edith Cowan Univ**
	Agenda / theme: Online Testing Tools & Assessment Methods – Opportunities, Challenges, and Lessons Learned

Themed Presentations

10:10-10:30	**(1) Ms Zina Cordery, School of Education, Edith Cowan Univ**
	Using Nearpod to create dynamic learning in a Secondary Education unit, both online and face to face
10:30-10:50	**(2) Inna Geoghegan, Learning and Teaching Office, The Univ of Notre Dame Australia**
	Three for the price of one: using a Discussion Board assessment for deeper learning
10:50-11:10	**(3) Dr Bill Allen and Dr Gillian Willmer, School of Education and Centre for Learning and Teaching, Edith Cowan Univ**
	Peer-assessment in an online Education unit using Cadmus Technology and Blackboard
11:10-11:30	**(4) Dr Rahul Gairola, College of Arts, Business, Law, & Social Sciences , Murdoch Univ**
	Assessment re-design during times of global pandemic
11:30-11:50	**(5) A/Prof Yasir Al-Abdeli, School of Engineering, Edith Cowan Univ**
	Online assessments with two-stage marking

Other

11:50-12:00	**Michelle Pedlow, Co-coordinator Blended Learning Community, Senior Learning Designer, Centre for Learning and Teaching, ECU**
	Open floor discussion and wrap-up

https://intranet.ecu.edu.au/learning/academic-development/learning-communities/blended-learning-community

Slots include Q/A time

Using Nearpod to create dynamic learning in a Secondary Education unit, both online and face to face

Zina Cordery
Edith Cowan University - School of Education
z.cordery@ecu.edu.au

@zinacordery

Welcome..

1. What is Nearpod

2. How I use Nearpod in my teacher education unit

3. How you could use it in your teaching

Let's get you logged in..
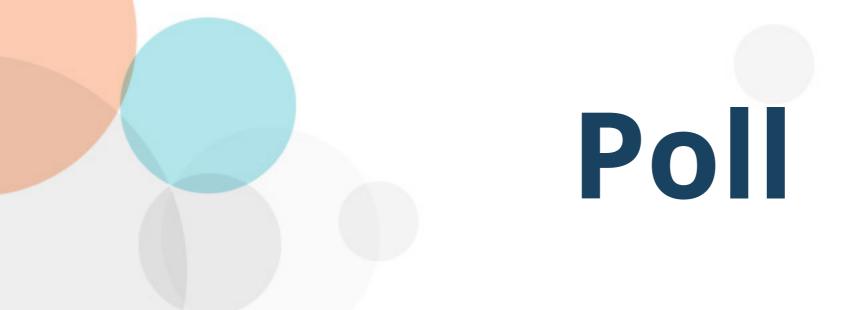
Go to..

join.nearpod.com and type in the code at the top left of the screen

or

Download the app and join with the code at the top left of the screen

Enter your name (yes your real name 😊)

SIGN
ME UP ☑

Poll

Have you heard of Nearpod before?

- ○ **Yes**

- ○ **No**

- ○ **Not sure**

Housekeeping - How to take notes..

- Click the note icon (top right of your screen)
- Add your email address and you will get all your note **emailed to you**.
- Add **your personal responses/comments** to this pr notes.

Great tool for students to take notes, follow-up on coursework, research, etc.

What presentation tools do you use?

Open Ended Question

What issues do you typically encounter with getting your students to communicate and collaborate during class activities?

So what is Nearpod

- An innovative and **interactive classroom tool** for teachers to create, engage and assess in their classroom and online.

- An all-in-one solution **capturing all student responses (formative assessment).**

- Engage your students on **any device, any platform**

- Can be used **in class** and **online** teaching

- **Instantly assess** student comprehension and get **real-time feedback** and comprehensive **post-session reports**

"Everything you wished PowerPoint could be"

What content & devices can I use?

Use your existing content

→ PowerPoints
→ Google Slides
→ Keynotes (convert to PPTX first)
→ PDFs
→ Images
→ Sway (Microsoft 365 app)
→ Audio (voice annotations, music)
→ Web-based resources (websites, YouTube)

Use any device you/students have already

★ Laptops
★ Desktop computers
★ Tablets
★ Mobile phones

Platforms

➤ Any recent browser
➤ Download the Nearpod app (for mobile devices)
➤ *No need for students to sign up for account*

How can you use Nearpod in your teaching?

Face to face

- Present topic information
- Engaging learning activities
- Students work individually or in pairs/small groups
- Don't need a projector
- Student anonymity
- Any face to face teaching context (with wifi connection)

Online

- Synchronously - you teach and they are online at the same time
- Asynchronously - they take the content in their own time
- Revision
- Homework
- Absent/sick students

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What content can you add?

- Slides (like in PowerPoint)
  - Students can use **Immersive Reader** feature embedded from Microsoft 365
- Websites
- PHeT simulations, graphing calculator (science, math) and 3D objects
- Images (upload your own, search the web)
- PDFs
- Video (upload your own, search YouTube, BBC videos)
- Audio (upload your own)
- Virtual Reality Field Trip

What activities can you add?

- Open ended questions
- Quiz (true/false, multi-choice)
- Poll
- Collaborate board
- Drawing tool
- Fill in the blanks
- Individual games
  - Matching pairs
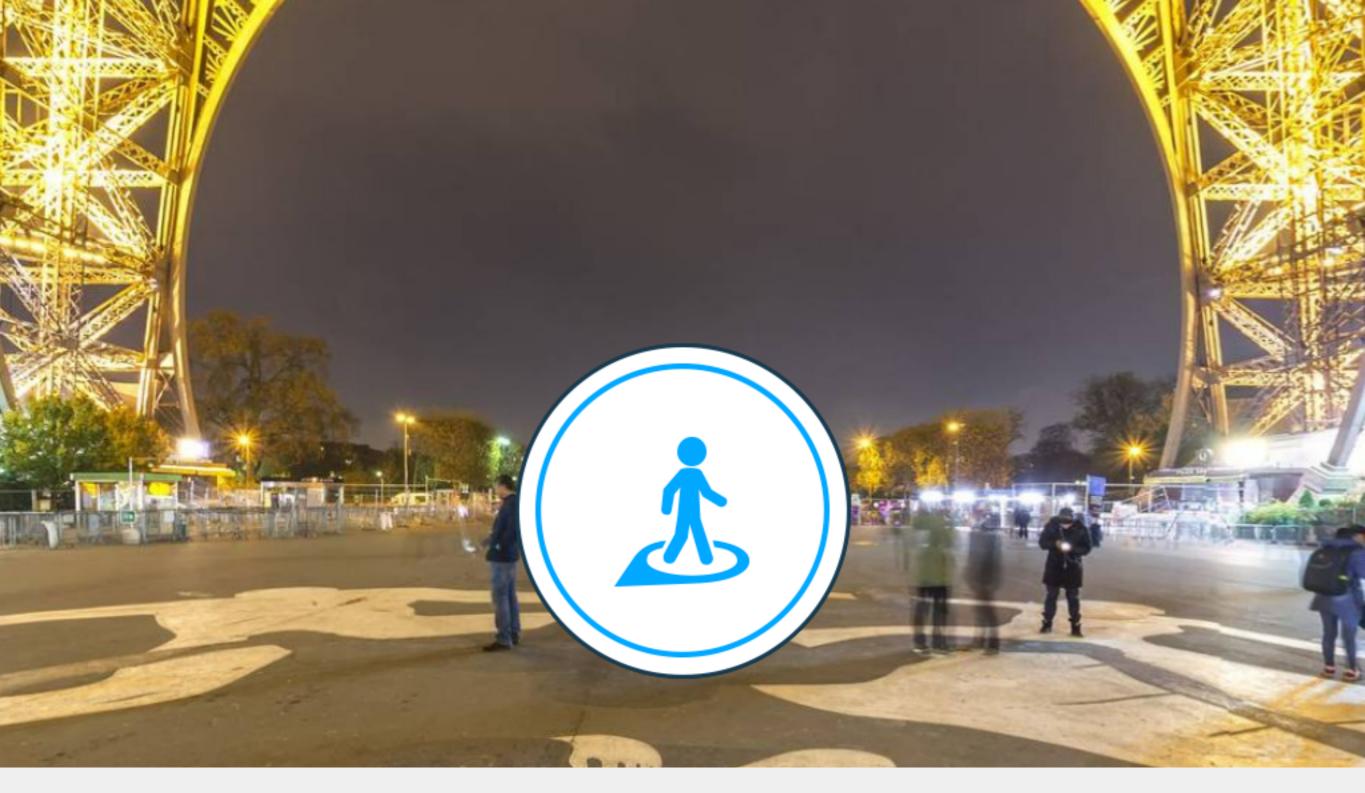 - Memory
- Class game - Time to climb

Quiz

What is the name of the learning tool we are learning about?

○ **Nearpod**

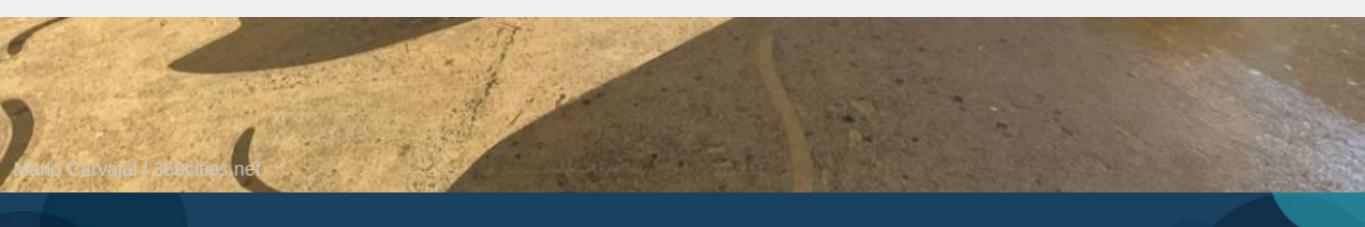○ **Collaborate**

○ **Microsoft 365**

Fill in the Blanks

interactive   responses.   platform.
engage   device,   online.

An innovative and _____ classroom tool for teachers to create, _____ and assess in their classroom or for use _____
An all-in-one solution capturing all student _____

Engage your students on any _____ any _____

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https://cdn1.360cities.net/static_embeds/index.html?handle=tour-eiffel-from-below-in-paris-france&username=nearpod&secret=c19247d05fdf138043caa2d36b32a795a2529b87a111f1ec07efd6df617d0a47&r=nearpod&fullscreen=true

Mario Carvajal / 360cities.net

International research findings

- "An interactive presentation software was evaluated as having a positive impact on the student learning environment and promoted self-responsibility and ownership within the case study cohort."
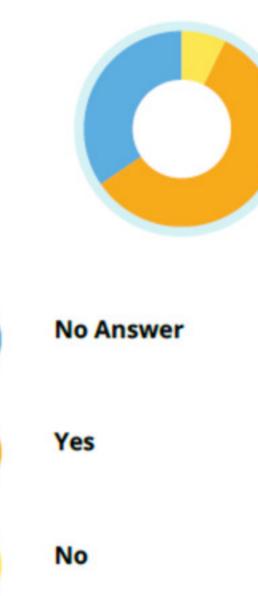
  - https://arrow.dit.ie/schfsehart/220/

- "Students reported that using the mobile technology helped them minimize off-task activities, interact more with each other and the instructor, solve problems in the class, and develop skills and confidence related to their career."

  - https://www.ncbi.nlm.nih.gov/pubmed/29505077

My researched evaluation of Nearpod

- Core unit for Secondary Education Program - 2018
- Unit is run on campus
- Students had used Nearpod in their workshop previously
- Evaluation session:
  - **Off campus week - student paced Nearpod session**
  - Students logged in to Nearpod at home, University, anywhere they wanted to.
  - Logged in like you did (Session code and give their name)
  - Content was about Digital Literacy and why it's important for theirs and their students futures.

Did you like using a Nearpod session to learn about this week's content?

35% No Answer

58% Yes

7% No

Is having a student-paced Nearpod session a good tool to engage you better when doing your workshop activities online?

35% No Answer

53% Yes

13% No

If you did a University unit online, do you think that using Nearpod could help you understand the content better?

35% No Answer

44% Yes

0% No

22% Maybe

What did they have to say?

- "I like the use of Nearpod for this because it is still interactive, and I can see what other peers in my class have said and can read their opinions on the subject."

- "Overall I have been enjoying the use of Nearpod throughout this unit, and I feel like it's a very enjoyable interactive medium for teaching and learning."

- "It is a great tool that could be used for all ages"

- "I thoroughly enjoy the use of Nearpod. It has many more bonuses to it over the other tool PowerPoint"

- "This was a fun way to engage with content. I like it!"

Poll

Implementing Nearpod in a Blended Learning unit

New Unit Development

Course: Secondary Teacher Education course, 1st year

Unit theme: Integrating ICT into secondary curriculum delivery

Mode of delivery: On-campus | Core unit

Unit structure: 3 hours/week = 1 hr Lecture and 2 hr Tutorial

Semester: 13 weeks (S2)

Instructional Design - Blended learning model

Face to face learning

➢ 2 hour weekly tutorial over 13 weeks
➢ On-campus, tutor lead learning

Tutorial structure

1. Nearpod - live participation. All content and activities are embedded in the weekly Nearpod.
2. Support resources in the weekly LMS folder.
3. PDF copy of the Nearpod slides are available in the weekly folders.

Online theory modules

➢ 5 modules covering all theory (~ 13 hours of online work)
➢ Student paced learning

Module structure

1. Nearpod - student paced mode.
2. Additional readings/ resources/references on LMS.
3. Adaptive release of the modules - pass end of module multichoice test to access next module.
4. Students to complete the modules before 1st assessment is due.

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What worked well and what could be improved?

★ Students reported enjoying using Nearpod during tutorials.

★ Students said they liked taking their "Lecture Content" as online self paced learning modules.

★ Tutors enjoyed using Nearpod to deliver their tutorials.

★ Tutors could add activities and content to personalise the lessons further.

→ Some students didn't complete the all theory modules (20%)

◆ Implementing a LMS based multichoice test. To test for recollection of the concepts from the theory modules.

→ Some of the content in the theory modules will be updated as part of the continuous improvement of the unit.

Things to consider...

Workflow - How to use it

- You can use existing content: PowerPoint slides, PDFs, images, videos.
- Embed existing resources: websites, readings (PDFs, websites).

PowerPoint:
  - Import the PowerPoint slides into the Nearpod Lesson
  - Copy and paste the content into Nearpod from your slides

- PowerPoint slide -> Google Slides *(what I did for this presentation)*
  - Add on- Nearpod
  - Connect the accounts
  - Edit in GS and add Nearpod content and activities in GS

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Modes of delivery using Nearpod

Synchronous

On-campus

- Lectures (small to large)
- Tutorials, labs, workshops

Online

- Lectures
- Any live online workshops

Asynchronous

On-campus

- Substitute tutor

Online

- Any self-paced learning

Consider -> activity type and student engagement

When choosing the activity consider how you want the students to respond...

- Do you want it to be a closed ended response (shorter time)

  - quiz

  - poll

  - game

- Or an open-ended response (more time)

  - collaborate board

  - open-ended question

  - drawing

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Formative Assessment in Nearpod

Types

- Open-ended questions
- Multiple choice quizzes
- Polls
- Collaborate boards
- Drawing tool
- Fill in the blanks
- Individual games
  - Matching pairs
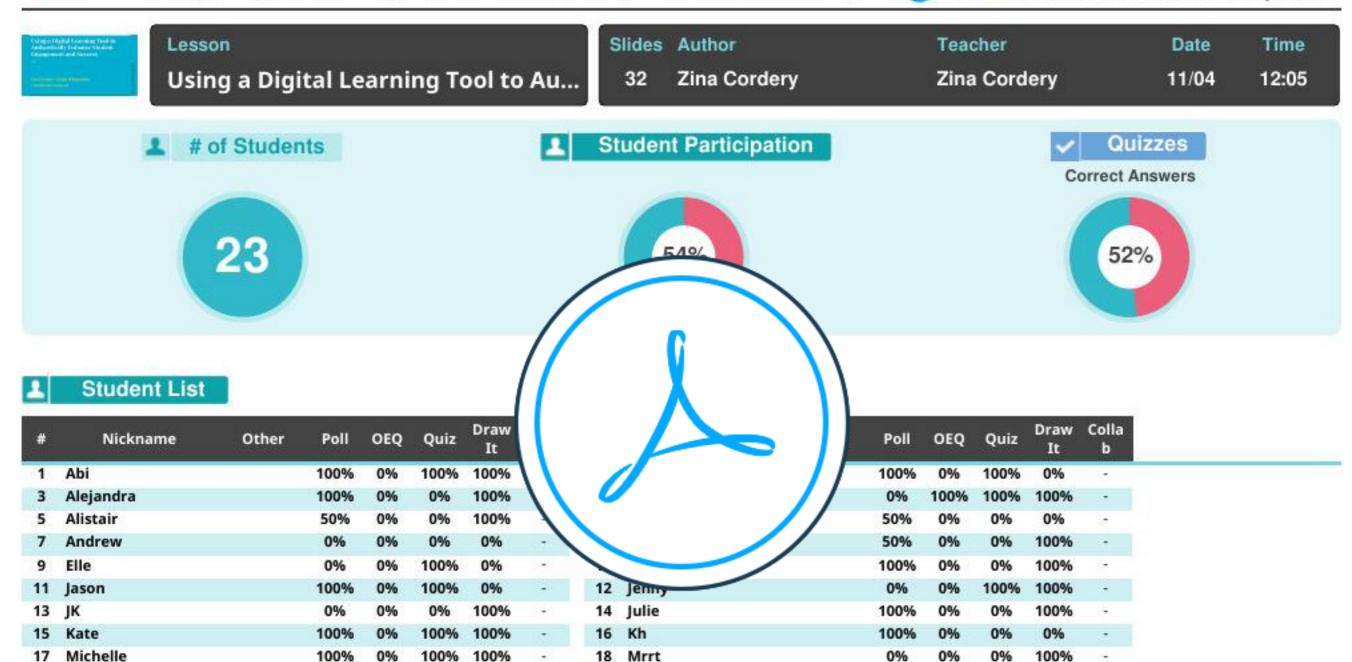 - Memory
- Class game - Time to climb

Educators can see assessment data in **real-time**. Adjust teaching accordingly.

Educators can **share individual responses** to the rest of the class - class discussion, point for learning.

Educators can access formative assessment data after any session (by class or specific student) in **Reports** provided by Nearpod (PDF or CSV).

Lesson		Slides	Author	Teacher	Date	Time
Using a Digital Learning Tool to Au...		32	Zina Cordery	Zina Cordery	11/04	12:05

# of Students

23

Student Participation

54%

Quizzes

Correct Answers

52%

Student List

#	Nickname	Other	Poll	OEQ	Quiz	Draw It			Poll	OEQ	Quiz	Draw It	Collab
1	Abi		100%	0%	100%	100%			100%	0%	100%	0%	-
3	Alejandra		100%	0%	0%	100%			0%	100%	100%	100%	-
5	Alistair		50%	0%	0%	100%			50%	0%	0%	0%	-
7	Andrew		0%	0%	0%	0%	-		50%	0%	0%	100%	-
9	Elle		0%	0%	100%	0%	-		100%	0%	0%	100%	-
11	Jason		100%	0%	100%	0%	-	12 Jenny	0%	0%	100%	100%	-
13	JK		0%	0%	0%	100%	-	14 Julie	100%	0%	0%	100%	-
15	Kate		100%	0%	100%	100%	-	16 Kh	100%	0%	0%	0%	-
17	Michelle		100%	0%	100%	100%	-	18 Mrrt	0%	0%	0%	100%	-
19	Peeps		100%	0%	100%	100%	-	20 Perley	100%	0%	100%	100%	-

1/11

Subscriptions to Nearpod

- Free – most content and activity features; up to 30 students; live only
- Paid ($120 USD p/y) – all features; up to 50 students; live and student
- School licences – large lecture capacity and all the features including note taking.
- See here for pricing

- ➤ We use Nearpod in the school level pricing paid for by our School (10 teacher licences, all features, all modes and a school library ~ $3000 (USD)
- ➤ Prior to this I used Nearpod in **on-campus** workshops to delivery the content and this was using the **free subscription**.

How do you think Nearpod could improve your teaching?

Poll

How likely are you to try using Nearpod in your teaching?

○ **I will definitely be trying Nearpod in my teaching.**

○ **I am not sure if I will or can use Nearpod in my teaching.**

○ I don't think I will or can use Nearpod in my teaching.
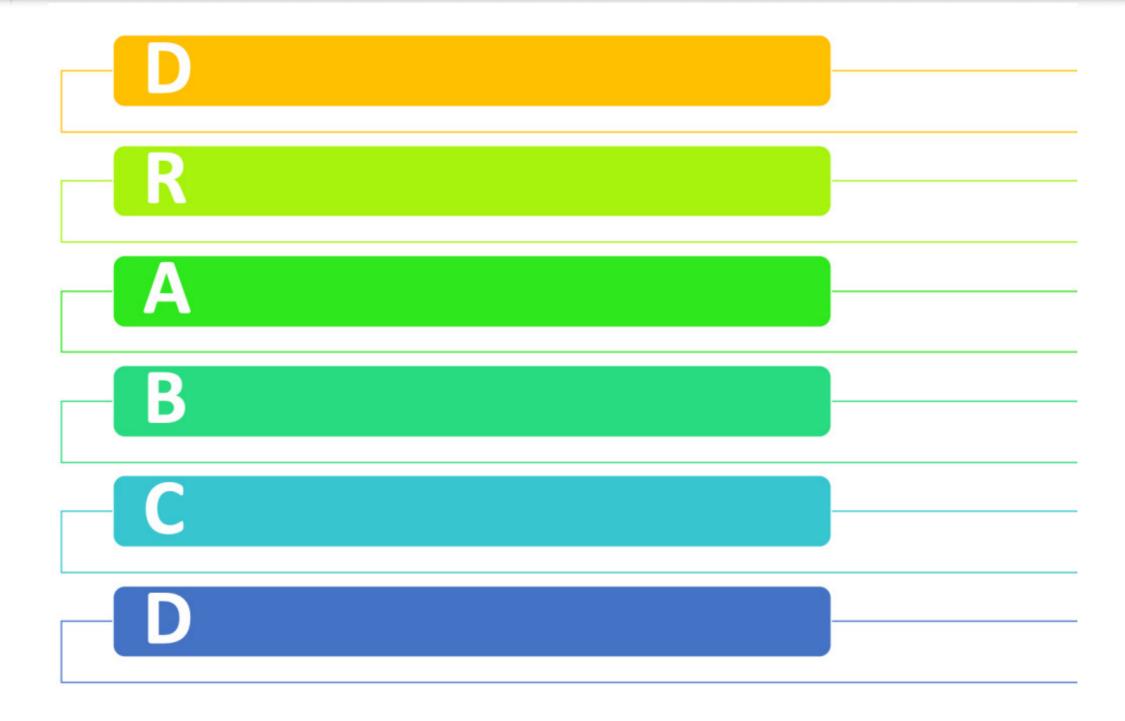
Let's try some other activities

https://sway.office.com/s/AV3wJsk3DaZX8qUS/embed

Draw It

First Aid - Use the drawing tools (freehand, text tool) to write the words for each of the steps in giving First Aid.

D

R

A

B

C

D
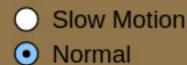
https://phet.colorado.edu/sims/html/energy-skate-park-basics/latest/energy-skate-park-basics_en.html?screens=2

New exciting features being released all the time

Further information

- Contact Zina Cordery
- z.cordery@ecu.edu.au

Three for the price of one:
using a Discussion Board assessment for deeper learning

Inna Geoghegan
Learning Technologies Developer
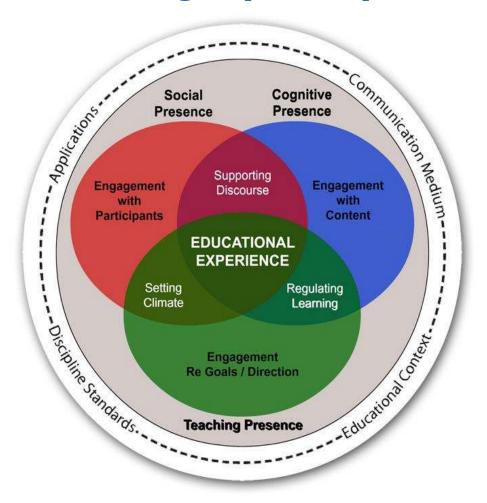*The Learning and Teaching Office*

CONTEXT

- Course: EDUC 5115
- Small classes
- Fully online

Community of Inquiry (CoI) framework

THE UNIVERSITY OF
NOTRE DAME
AUSTRALIA

Image from the Community of Inquiry blog site, adapted from Garrison, 2017, p.25.
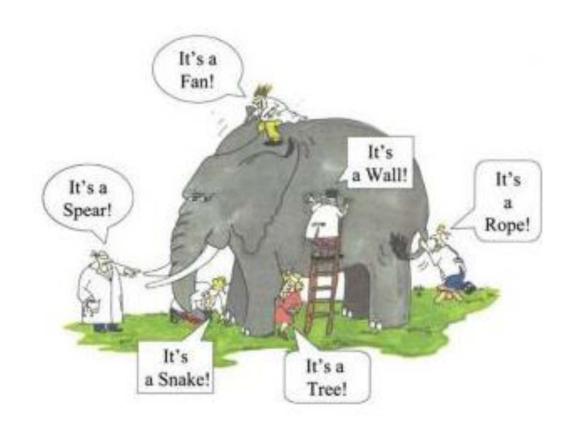
We are a learning community!

Assessment Task 2:
Developing, Analysing and Sharing a Technology Enhanced Learning (TEL) Activity

Task Description

Parts 1 – 3 of this assessment are to be shared in the **TEL Assessment Discussion Forum** on the Discussion Board in Blackboard.

| 2 | Developing, Analysing and Sharing a Technology Enhanced Learning (TEL) Activity **(word limit: see below for each part)** | 30% | **Weeks: 6&7:** Part 1) Sun, April 11 Part 2) Fri, April 16 Part 3) Sun, April 18 Part 4) Mon, April 19 | 1, 2, 4, 5 | 1, 2, 3, 7, 8 |

Assessment Criteria:

In this task you will be assessed on your ability to present and contextualise the following:

- Choice of your TEL activity, its context and pedagogical needs, goals and purpose;
- The analysis of your TEL activity through the prism of your chosen learning theory detailing its merits, impact and limitations;
- Scholarly evidence;
- Formal academic writing;
- Two informed comments on the contributions of your peers;
- Reflection on your learnings.

Marking Rubric

Criteria	Fail (0-49) SOLO Pre-structural *Incompetence*	Pass (50-59) SOLO Uni-structural *One relevant aspect*	CR (60-69) SOLO Multi-structural *Several relevant independent aspects*	D (70-79) SOLO Relational *Integrated into a structure*	HD (80-100) SOLO Extended Abstract *Generalised to new domain*
TEL Activity: Choice, Goals and Purpose **20%**	Unsuitable TEL activity, no references to pedagogical underpinnings, the goals and purpose of the activity are not explained	The choice of TEL activity and the context of its use are explained but lacks clarity; the link between TEL activity and pedagogical need lacks clarity; the goals and purpose of the activity are explained, lacks clarity	The choice of TEL activity and the context of its use are clearly explained; TEL activity is driven by pedagogical needs; the goals and purpose of the activity are explained; some statements lack clarity and succinctness	The choice of TEL activity and the context of its use are explained clearly and concisely; TEL activity is clearly driven by pedagogical needs; the goals and purpose of the activity are explained clearly and concisely	The choice of TEL activity and the context of its use are explained clearly, comprehensively and concisely; TEL activity is clearly driven by pedagogical needs; the goals and purpose of the activity are explained clearly, comprehensively and concisely
TEL Activity: Analysis **40%**	The analysis is confusing and disorganised	Analysis through the choice of the **learning theory** is explained but lacks clarity; **relative merits, impact and limitations** of the chosen TEL activity are explained but lacks alignment with the pedagogical context; general lack of clarity and succinctness	Analysis through the choice of the **learning theory** is well informed and suits the context; **relative merits, impact and limitations** of TEL activity are explained and aligned with the pedagogical context; some statements lack clarity and succinctness	Analysis through the choice of the **learning theory** is well informed, integrated and well suited to the context; **relative merits, impact and limitations** of TEL activity are explained clearly and concisely and are aligned with the pedagogical context	Analysis through the choice of the **learning theory** is integrated, insightful, and well suited to the context; **relative merits, impact and limitations** of TEL activity are explained clearly, comprehensively and concisely and are aligned and applied with the pedagogical context
TEL Activity: Evidence and Language **10%**	Inconsistent use of relevant sources; writing style is vague or unfocused, significant grammatical or typographical errors present, writing inconsistent with frequent errors; word length disregarded	Some use of credible, relevant sources; writing inconsistent with disciplinary expectations, further proof reading required.	Consistent use of credible, relevant sources; writing consistent with disciplinary expectations, few grammatical or typographical errors, adheres to the word limit	Consistent use of a range of credible, relevant sources; writing consistent with disciplinary expectations and is clear and effective, no grammatical or typographical errors, adheres to the word limit	Skilful use of high-quality, credible, relevant sources; writing is clear and insightful; discipline appropriate language employed; absence of errors; adheres to the word limit; pleasure to read

Marking Rubric (cont.)

Criteria	Fail (0-49) SOLO Pre-structural *Incompetence*	Pass (50-59) SOLO Uni-structural *One relevant aspect*	CR (60-69) SOLO Multi-structural *Several relevant independent aspects*	D (70-79) SOLO Relational *Integrated into a structure*	HD (80-100) SOLO Extended Abstract *Generalised to new domain*
Comment 1 10%	Appraisal and/or critique are confusing and disorganised; the comment is inadequate and lacks clarity	Appraisal and/or critique has some valid individual points, although lacks clarity; the comment is considerate, and relevant but lacks clarity and succinctness	Well-informed appraisal and/or critique; the comment is considerate, clear, and relevant but tends to be descriptive	Integrated appraisal and/or critique; the comment is considerate, clear, relevant and well organised	Integrated, embedded and insightful appraisal and/or critique; the comment is considerate, clear, comprehensive, relevant, significant and organised
Comment 2 10%	Appraisal and/or critique are confusing and disorganised; the comment is inadequate and lacks clarity	Appraisal and/or critique has some valid individual points, although lacks clarity; the comment is considerate, and relevant but may lack clarity and succinctness	Well-informed appraisal and/or critique; the comment is considerate, clear, and relevant but tends to be descriptive	Integrated appraisal and/or critique; the comment is considerate, clear, relevant and well organised	Integrated, embedded and insightful appraisal and/or critique; the comment is considerate, clear, comprehensive, relevant, significant and organised
Reflection 10%	Simplistic observations, more descriptive than reflective	The retrospective strengths & weaknesses analysis of the original TEL activity lacks clarity & the changes suggested lack perspective	Retrospective strengths & weaknesses of the original TEL activity are analysed clearly & the changes suggested are clear and take on board different perspectives developed during the class discussion well informed by literature	Retrospective strengths & weaknesses of the original TEL activity are analysed clearly and comprehensively & the changes suggested are well-argued and informed by the literature	Retrospective strengths & weaknesses of the original TEL activity are analysed insightfully and comprehensively & the changes suggested are insightful, well informed by literature and the class discussion, and well argued

Student Feedback

"I have to say that I have really enjoyed this module and the process of describing and analysing the task, then submitting it for peer review. It was a challenge to be so concise and still have room for clarity and comprehensive analysis, but sometimes it is good to be forced to be so economical with words!"

*"This week I have **thoroughly** enjoyed reading everyone's work and trying to constructively and critically engage with it."*

"I have learnt some great new approaches and methods. I think the task is incredibly valuable in this respect. I only wish I had more time to comment on everyone's work but I am running out of days this week! "

"I have enjoyed the examples you have posted throughout the module. Thank you so much for your work on this - I think it's an excellent module."

"…I thoroughly enjoyed seeing the designs of others learning tasks and reading the comments from peers. Overall, I have really enjoyed this module, thank you."

Peer-assessment in an online delivery using Cadmus Technology and Blackboard

Gillian Willmer (CLT)

Bill Allen (School of Education)

University of Notre Dame

April 8th 2021

Rationale: P-A as Formative assessment

Our aim was to develop a peer-assessment process for on-line activity using ECU Blackboard LMS.

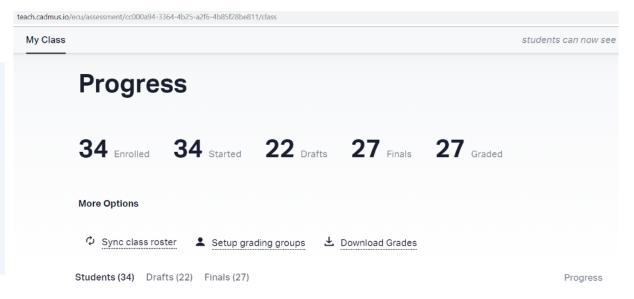This initiative came out of the unit: *Teaching, Learning and Assessment (EDU2110).*

The aims for P-A have been:

(i) to move students' from '**criteria-blind**/cue-oblivious' to '**criteria savvy**/cue-seeking' (Race, 2010);

(ii) to encourage students to take more responsibility for their own learning;

(iii) to activate students' support of peers' learning (Wiliam, 2011, 2017);

(iv) to develop students' judgment skills as they become teachers; and

(v) to model best practice in assessment.

Adding Cadmus to the mix

- Cadmus is an assessment tool that enhances ongoing formative assessment. I initially wanted to use Cadmus to enhance assessment for on-line students – esp. in terms of formative assessment

Developing peer assessment on-line

Why on-line peer-assessment?

- Peer-assessment has worked successfully in in-class contexts.

- I wanted the on-line students to have the same benefits as the on-campus students.

- Hence the project: how can we replicate the process on-line using Cadmus / Blackboard/ Turnitin?

Problems include:

- encouraging students to take part

- getting them to a point of readiness to take part (easier in tutorials)

- being able to use criteria within the peer-assessment exercise

- monitoring the quality of feedback

Students' rubric

Rubric for EDU2110 Assessment Task 2

Criteria	HD	DN	CR	PS	FL
Alignment (40%) The match between the quality of your stated intended learning outcomes / standards and your assessment tasks	Your work demonstrates a **refined** alignment between the standards/criteria and the summative assessment task. A refined alignment considers the **depth, range and balance of knowledge and/or skills** stated as well as the selected **format**	Your assignment demonstrates a **good, clear** alignment between the standards/criteria and the summative assessment task. Good alignment involves linking the **depth of knowledge and/or skills** as well as **format**.	Your assignment demonstrates a **rough** alignment between the standards/criteria and the summative assessment task. Rough alignment involves a **simple checklist of matched content**.	Your assignment demonstrates a **cursory** alignment between the standards/criteria and the summative assessment task. Cursory alignment involves **identifying one or two simple links**.	Your assignment demonstrates <u>no</u> alignment between the standards/criteria and the summative assessment task.
Explanation and justification (30%) How you made choices and determined your approaches (including any references)	Your response indicates a **evidence-based, well-justified** choice of: learning outcomes; assessments – diagnostic, formative and summative; rubric; and measuring impact. **Quality of your academic writing is engaging and sophisticated**.	Your response indicates a **purposeful, justified** selection of: learning outcomes; assessments – diagnostic, formative and summative; rubric; and measuring impact. **The quality of your academic writing is proficient.**	Your response indicates a **largely justified** selection of: learning outcomes; assessments – diagnostic, formative and summative; rubric; and measuring impact. **The quality of your academic writing is sound but occasionally erratic.**	Your response **partially justifies** your selection of some of the following: learning outcomes; types of assessments; rubric; and measuring impact. **Your academic writing is acceptable but often erratic and/or confusing.**	Your response fails to justify any of your selections and your academic writing is poor to impossible to read.
Application (30%) Thinking about applying your knowledge of assessment to real-life classroom and school situations	You **theorise** how your assessment architecture may apply in real school and classroom situations, considering substantial benefits as well as real difficulties.	You **predict** how your assessment architecture may apply in real school and classroom situations, considering benefits and/or difficulties	You **describe** some applications in real school and classroom situations, including some benefits and/or difficulties	You **identify** one or two applications of your ideas in real school and classroom situations.	You give no thought to how your ideas may apply to real classrooms and school situations

Peer Assessment Exercise in EDU2110

- Two assessments using Cadmus
  - Peer Review using Turnitin

Submit to Cadmus $\xrightarrow{\quad ? \quad}$ Turnitin Peer Review

Second peer-assessment

Instructions for the peer assessment exercise

Enabled: Statistics Tracking

Here are the instructions for completing the peer assessment exercise associated with Assessment 2.

[EDU2110 Student Peer Review 2 2019 .pdf](#)

Assessment 2 Peer Review Step 2

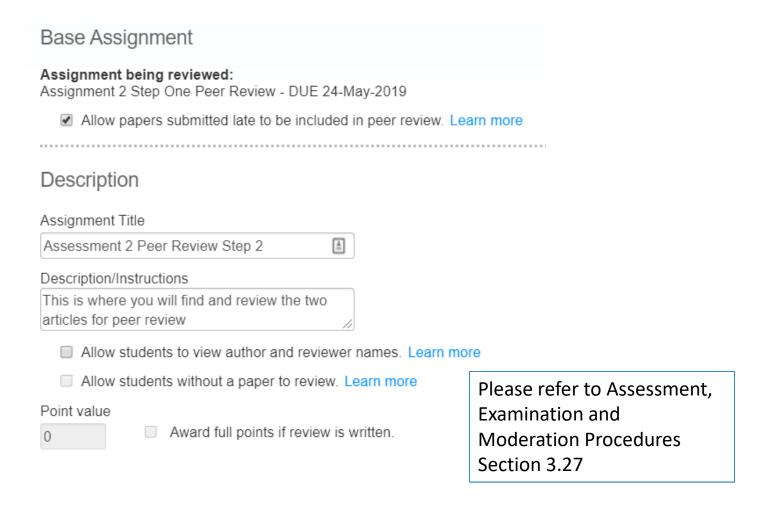This is where you will find and review the two articles for peer review
>> View/Complete

PEER ASSESSMENT FORMATIVE EXERCISE

Availability: **Item is not available.**

Step one peer assessment Turnitin submission boxes - to accept Cadmus submissions.

Assignment 2 Step One Peer Review

>> View/Complete

Process for setting up the review

Base Assignment

Assignment being reviewed:
Assignment 2 Step One Peer Review - DUE 24-May-2019

☑ Allow papers submitted late to be included in peer review. Learn more

Description

Assignment Title

Assessment 2 Peer Review Step 2

Description/Instructions

This is where you will find and review the two
articles for peer review

☐ Allow students to view author and reviewer names. Learn more

☐ Allow students without a paper to review. Learn more

Point value

0   ☐ Award full points if review is written.

Please refer to Assessment, Examination and Moderation Procedures Section 3.27

Process for setting up the review

Dates   Reset to default dates

*Start Peer Review

| 25-May-2019 | 📅 | 12:30 pm |

*End Peer Review

| 28-May-2019 | 📅 | 11:59 pm |

Note: Peer feedback will be released immediately as students complete reviews.

Relating the questions to the criteria

Has the student explained the choice of learning outcomes and assessment types?
Scale
Highest: *Not at all*, Lowest: *Very well*

Has the student justified their choices clearly?
Scale
Highest: *Not at all*, Lowest: *Very well*

Has the student stated or explained or theorised how their ideas would apply to real life classrooms?
Scale
Highest: *Not at all*, Lowest: *Very well*

Has the student written their answer in appropriate, academic writing?
Scale
Highest: *Not at all*, Lowest: *Very well*

Has the student addressed 'alignment' in their paper?
Scale
Highest: *Not at all*, Lowest: *Very well*

'Open-ended' questions

How, and how well, has the student addressed the issue of alignment?
Free Response
Minimum answer length: 30

How, and how well, has the student justified their different choices?
Free Response
Minimum answer length: 30

Please comment on the academic writing of the student.
Free Response
Minimum answer length: 30

How, and how well, has the student shown evidence of applying their ideas to real contexts??
Free Response
Minimum answer length: 30

Example of student responses to Qns. 5 - 9

5. **Has the student addressed 'alignment' in their paper?**

3 of 5

Simple scored response: Qns 1 - 5

6. **How, and how well, has the student addressed the issue of alignment?**

As this is a draft, I understand you have not completely finished, however am confused as to how you have planned assessments with no intended learning outcomes. Ensure you talk about alignment during that section of your essay.

7. **How, and how well, has the student justified their different choices?**

You have justified your choices quite well, particularly in regards to your description of formative and diagnostic assessments. Perhaps for your summative assessment, you could further describe the impact you would like the book to have on your students and how your assessments would further apply to real-life situations.

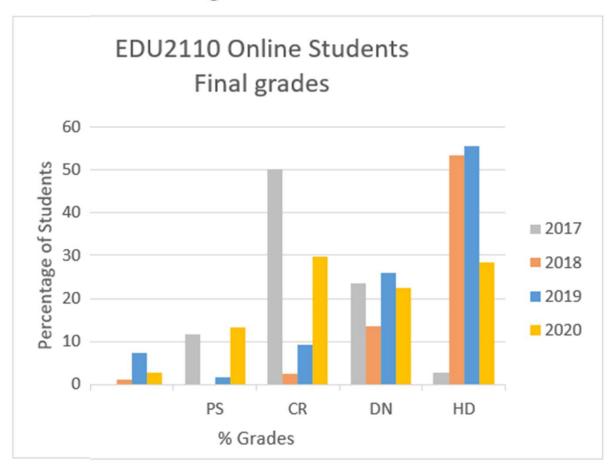8. **Please comment on the academic writing of the student.**

Written responses: Qns 6 - 9

You write rather well, however there are still simple mistakes throughout your essay. While going through your draft, I'd consider reading it out loud as that helps me understand a lot of my spelling and grammatical errors. For example, "student's" refers to an individual student rather the collective noun. If you are wanting to talk about them in the possessive form, you would write "students'"

9. **How, and how well, has the student shown evidence of applying their ideas to real contexts??**

I like that you have allowed students to have their own opinion and perspective in this class and that you are using that as a large part of your summative assessment. Perhaps you could go into a bit more detail about how this would impact your students in their day-to-day lives.

Impact of Cadmus and peer assessment on on-line learning 2017 - 2020
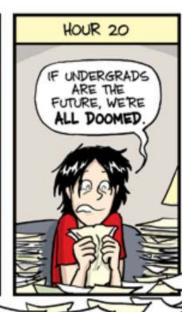
What's next:

- Feedback?
- How we could do this better?

Contact:
Bill Allen
Gillian Willmer (LTSO)

References

Race, P. (2009). *Making learning happen*. *A guide for post-compulsory education*. London: Sage Publications.

TeachOnline.CA (2018). *Ten Successful Ways Institutions Around the World are Addressing the Challenge of Retention Rates in Online Learning.* Retrieved from https://teachonline.ca/tools-trends/ten-successful-ways-institutions-around-world-are-addressing-challenge-retention-rates-online

Wiliam, D. (2017). *Embedded formative assessment* (2nd ed.). New Jersey: Solution Tree

Blended Learning Community presentation

Online Assessments With Two-stage Marking

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8th April 2021
The University of Notre Dame Australia

Pedagogy

❑ **Objectives of Assessment**

   ❑ **Assessment for Learning (AfL)**

      ❑ "The purpose of AfL is to monitor the progress of the learner toward a desired goal, seeking to close the gap between a learner's current status and the desired outcome"

   ❑ **Assessment as Learning (AaL)**

      ❑ "AaL refers to the collaborative and individual reflection on evidence of learning. It is a process "where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and <u>self and peer assessment</u>" (AAG/APMG, 2002–2008)".

   ❑ **Formative Assessment**

      ❑ "It is crucial to remember that assessment does not become formative until evidence of learning is used for the adaptation of instruction with the explicit goal of meeting the needs of the students (Black and Wiliam 1998b)".

Clark, I. (2012). "Formative assessment: Assessment is for self-regulated learning." Educational Psychology Review 24(2): 205-249.

Pedagogy

❏ **Self Regulated Learning**

   ❏ **Attributes**

      ❏ ""… as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement".

   ❏ **Self-Assessment**

      ❏ "… includes all three domains of SRL: cognitive, motivational, and affective. Many kinds of self-assessments are possible in the classroom".

   ❏ **One of the Twelve Principles of Promote SRL in the Classroom**

      ❏ "Self-appraisal leads to a deeper understanding of learning", including "Evaluating what you know and what you do not know, as well as discerning your personal depth of understanding about key points, promotes efficient effort allocation".

   ❏ **Students Becoming Self Regulated Learners**

      ❏ "Students may realize that checking their work does not require much additional time and leads to greater accuracy".

Paris, S. G. and A. H. Paris (2001). "Classroom applications of research on self-regulated learning." Educational Psychologist 36(2): 89-101

Context

❑ **Tool**

    ❑ Blackboard Tests used in on-campus (face-to-face) engineering unit.

Tests, Surveys and Pools

Tests

Tests are sets of questions that are marked to measure student performance. Once a test is created here, it must be deployed within a content folder before students can take the test. Test results are reviewed in the Grade Centre. Note that some question types are not graded automatically.

Surveys

Surveys are not graded and Student Responses are anonymous. They are useful for gathering data from students that is not used to evaluate student performance. Surveys must be deployed in a content folder for students to respond to the survey.

Pools

Pools are sets of questions that can be added to any Test or Survey. Pools are useful for storing questions and reusing them in more than one Test or Survey.
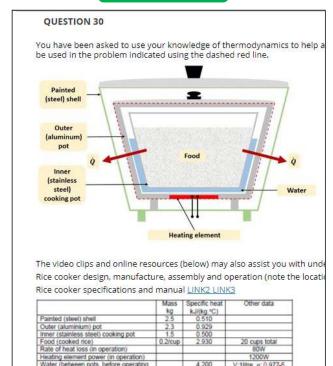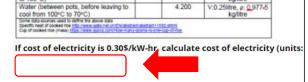
Context

❑ Assessment Design

❑ **Stage 1: Automated Marking and General Feedback**

- ❑ <u>Questions:</u> Multi-step "calculated numeric" completed on assignment template.
- ❑ <u>Answers:</u> Numeric values are entered into an online form
- ❑ <u>Answers:</u> Handwritten solutions are scanned and uploaded to BB (PDF)
- ❑ <u>Initial Marking:</u> Blackboard grades based on assigned (answer) values and their tolerances (+/-); awards zero outside tolerances
- ❑ Provisional marks for assessment are released
- ❑ General feedback (ideal solutions) with full solution steps, assigned (answer) values and their tolerances are enabled
- ❑ <u>Aim:</u> Engage students with the solutions as they compare their own steps to the solutions and identify where marks are lost
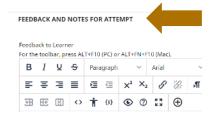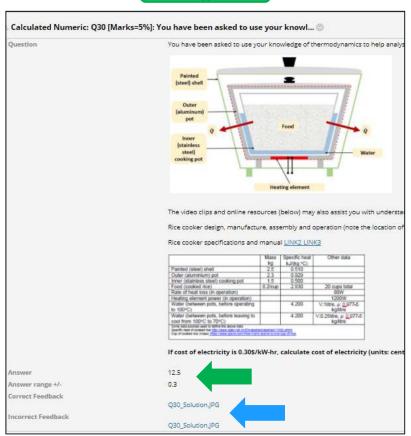
Context

❑ Assessment Design

❑ Stage 2: Manual Marking and Personalised Feedback

- ❑ Aim: Further enhance learning by allowing students to explore causes leading to the loss of marks (errors)

- ❑ Motivation: Students justify being awarded partial marks for any partially completed (incorrect) solutions

- ❑ Mechanism: Appeals form lodged (email) with explanations on why the errors arose (how to avoid)

- ❑ Follow-up Marking: Lecturer reviews solutions uploaded by students against their grounds for appeal, and awards partial marks where warranted. Personalised feedback is also given. Some marks also revised downwards during manual marking if solutions are missing / incomplete.

Summary

❑ Self-marking in formative assessments partially enabled through a two-stage process.

❑ Developing critical (self) appraisal skills can help student engage in Self Regulated Learning.

❑ Designing the assessments upfront to enable this process should include noting the:

    ❑ Motivation for having a two-stage lodgement process noted on the task sheets

    ❑ Competencies in each question are listed

Clark, I. (2012). Formative assessment: Assessment is for self-regulated learning. Educational Psychology Review, 24(2), 205-249, and references therein.

    Assessment for Learning (AfL): "The purpose of AfL is to monitor the progress of the learner toward a desired goal, seeking to close the gap between a learner's current status and the desired outcome"

    Assessment as Learning (AaL): "AaL refers to the collaborative and individual reflection on evidence of learning. It is a process where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment" (AAG/APMG, 2002-2009)"

Questions 1-2

The following will allow you to demonstrate competency in (i) applying the first law of thermodynamics to a closed system, (ii) steady flow system, and (iii) working with specific heats (solids). The solutions provided should also be done in a way that allows you to practice systematic problem solving.

Want to be part of our Blended Learning Community?

Join us for our next event and **forward** this to other colleagues at ECU and any of Perth's based Uni's who may want to join the BL C

✉   y.al-abdeli@ecu.edu.au or m.pedlow@ecu.edu.au

Co-coordinators, BL C

Acknowledgements: Thank you to presenters for consenting to share their slides.
Access: Summary notes (slides) of earlier BL C activities:
https://intranet.ecu.edu.au/learning/academic-development/learning-communities/blended-learning-community