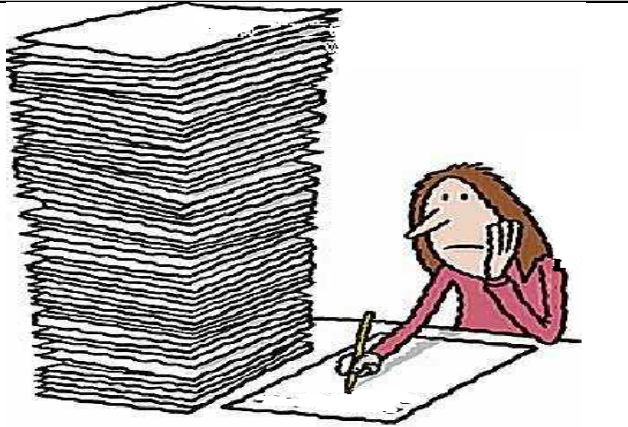


Assessment of multi - format e-coursework

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SAMPLES OF RUBRICS / PROFORMAE FOR USING AT STAFF DEVELOPMENT ACTIVITIES

- Blogs
- Wikis
- Presentations
- Vivas
- Webinars / symposia



Introduction - Are we finally moving from A4 to 3D?

Over the last decade, there has been a huge increase in the variety of technological and web-based applications used in people's everyday lives, and many students now have access to a range of gadgets and gizmos such as mobile phones, PDAs, i-pods, laptops, MP3 players, notebooks and digital cameras. Recent school or college leavers are often very familiar with virtual learning environments; they may have contributed to a wiki or blog, or have built their own e-portfolios or websites (Bucciarelli, 2009; Raiker, 2009; Schneider, 2009). Even children as young as 8 or 10 years old often have very high levels of IT (information technology) literacy, and make their own animations, or add photographs and DVD clips to YouTube or Face Book. University students now expect to use a range of electronic devices to capture events and learning experiences, and often enthusiastically share these with peers from their own institutions (Hughes, 2008; SFC, 2008). Audio and visual media have become increasingly straightforward to use, and are no longer the exclusive preserve of students studying on multi-media or computing programmes. Research evidence from BECTA would suggest that good, well supported e-learning experiences in an educational context can help to:

stimulate, motivate and spark students' appetites for learning and help to create a culture of success. This can be demonstrated in their increased commitment to the learning task, their enhanced enjoyment, interest and sense of achievement in learning when using ICT. (BECTA, 2003:1)

However, on some taught programmes, there is not always a clear recognition that written text is no longer the predominant format in which students express themselves, nor is it always their first choice for learning new topics. Some of the more traditional practices associated with module-based assessments need challenging, as students now expect a higher degree of personalisation and self-regulation in their learning activities, as well as a desire to gain skills that will be of direct use to them as they enter the world of employment. In a recent DIUS report, it was noted that 33% of all full time students did not agree that their university programmes were equipping them "for the demands of working life" (Dius, 2009:41). As one of our own students noted:

I always prefer assignments that let me be creative, rather than having to write essays all the time. When I start work, I need to be able to be confident in presenting my ideas in front of a group, as this is what I'll be doing in the workplace. (3rd year Sociology student)

As the e-learning landscape in higher education reflects ever more accessible and innovative applications, surely the time has come to highlight the fact that students are starting to ask for a formal assessment and recognition of their e-learning skills through peer and tutor-assessed e-coursework, as well as enabling them to develop a wider rather than restricting IT applications to personal development planning activities or the occasional multi-media presentation? Schneider (2009) argues that it is important for staff in higher education to take a more pro-active approach to developing new ways of assessing student multi-media projects:

Let's band together as a community and insist that it is high time to break free of the reductive focus on standardised testing of "general skills," quantitative metrics for achievement, and the national obeisance before the false gods of comparable scores and faux rankings. Together, we can work toward a new era of commitment to forms of assessment that challenge students both to meet high expectations and to show how well they can actually apply their learning - their knowledge as well as their skills - to real problems and complex challenges (Schneider, 2009:1) .

Whilst acknowledging that there is some excellent e-assessment practice at some higher education establishments, and in some disciplinary areas, it is still relatively commonplace for universities to assess learning by asking students to write a 3,000 or 5,000 word essay on a given topic, rather than giving them the opportunity to evidence their learning in a more three dimensional, multi-media format. This is an especially important topic for discourse at a time when increasing numbers of widening participation students, as well as those with disabilities, are entering the higher education system (HESA /Higher Education Statistics Agency, 2009). At Roehampton University, we have been involved in some small trials to investigate the feasibility of offering a wider portfolio of "3D" assessment formats to students on a range of programmes, to encourage academic staff to consider the adoption of multi-format coursework in addition to (and sometimes, instead of) the more traditional "A4" paper-based written assessments and examinations.

This booklet looks at some possible assessment proforma that academic staff might use as they introduce some of the new formats.

(from Middlemas, B 2010)

Blogs

Blogs can be used in a number of ways on programmes, such as:

- **Individual blogs** - 100% constructed by the student
- **Group blogs** – in which a group of students would share the construction tasks, and share the grades
- **Collaborative blogs** – perhaps with another university or department
- **Posts** – students are invited to post comments to a blog which has not been constructed by them (e.g. it may be a departmental or programme-based blog)

In terms of grading the blog, staff will need to decide whether:

- The blog is graded or ungraded (it could be a practice blog, or an ungraded blog to support other activities such as a drama presentation or a fieldtrip)
- The blog will make up 100% of the end of module grade, or whether it will just be worth, say, 20% or 25% of the final grade
- The blog will be evaluated throughout its construction, or just when it is finished
- The blog fits in well to the existing assessment for the module, or whether the module needs re-designing / re-validating in order to incorporate this assessment format
- The blog is to be a formal piece of coursework, or whether it's intended as more of a fun activity to motivate and inspire the learners. It may of course be both of these things!

Some views on blogs

Gideon Burton (2011) from Brigham Young University in the USA argues that:

It is critical that blogs should not be evaluated as though they are the static, formal, text-only monologues that traditional papers are. They must be evaluated as the living things they (hopefully) have become. This means teaching the value of informal communication and interactivity as much as more formal analysis of ideas. It means teaching concision of communication and designing posts to be attractive both visually and intellectually. It means addressing the function of blogs in building ethos and the online presence of the student; the effective use of media to complement text; linking and referencing; and especially the social nature of digital knowledge. Measuring engagement must include measuring how well they have literally engaged audiences, not just ideas. This is one reason why I require students to comment on others' blogs (including blogs of those outside of their school), and to contact experts currently working in the topic area of their blog (using what I call "social discovery"). Blogging isn't learning how to analyze and publish ideas; it's about acquiring digital literacy, and that literacy is profoundly media-rich and socially mediated. Any rubric that ignores these factors (or that insists on each post being a miniature polished academic essay) reveals a lack of understanding of what blogs are and do.

Mark Sample (2011) believes that a blog should be "the first place is to carve out an intellectual space in which students feel free from the conventions of academic essays... a low-stakes place to try out new ideas and play with different voices and tone." Sample (*an assistant professor of literature and new media at George Mason University, USA*) argues that the pedagogical value and the challenges of integrating student blogging into your teaching is a recurring topic for academic staff. When it comes to evaluating classroom blogs, the age-old question "how are you going to grade this?" is frequently discussed. I typically require weekly blog posts from my students, and though each post by itself may not amount to much, they cumulatively account for a substantial portion of a student's final grade. For example, in a recent graduate class on postmodernism, I required once-a-week postings that added up to 20% of the final grade. Each student will contribute to the weekly class blog, posting an approximately 500-word response to the week's readings. There are a number of ways to approach these open-ended posts: consider the reading in relation to its historical or theoretical context; write about an aspect of the day's reading that you don't

understand, or something that interests you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or reflectively respond to another student's post, building upon it, disagreeing with it, or re-thinking it. In any case, strive for thoughtfulness and nuance. To ensure that everyone has a chance to read the blog before class, post your response by 10pm the evening before class.

Because these posts are online well before class meets, I am able to skim them for recurring themes or concerns, which I often use as beginning points for class discussion. In this way, the blogs have been invaluable in preparing me to meet my students at the outer edges of their understanding of the material. But when you have 15 or 25 posts per week, per class, how do you grade them all? How do you let students know what kind of work you value? Or, what kind of work they should likewise value? Assessing the enormous number of posts on the class blog is challenging, to say the least. In my efforts to quickly and fairly evaluate blog posts, I developed a simple 5-point scale, which rates each post according to the level of critical thinking and engagement displayed in the post. The rubric is quick and easy and in roughly 1–2 minutes I know what to rate any given blog post:

Grading

4 exceptional / excellent 80-100% pass	The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.
3 good /satisfactory 60-80% pass	The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.
2 more work needed / underdeveloped. 40-60% pass	The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.
1 Limited / 40% pass	The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.
0 fail / no credit. 0-39% fail	The blog post is missing or consists of one or two disconnected sentences.

I strive for as much transparency as possible, so it's essential that my expectations (i.e. the grading criteria / rubric) are explained to the students early on, and always available for them to review later. I also let the students know what their grades are for each post, using my university's officially sanctioned method of transmitting student grades (that is, Blackboard).

Grades are of course a superficial way of showing students what we value. Direct and immediate descriptive feedback does more than a single letter or number can. So in order to deepen students' understanding of their own work, I comment on every student's blogging at least twice throughout the semester. These are public comments, posted below each student's blog post, again contributing to the collaborative and transparent ecosystem of the blog.

Text adapted from: M. Sample (2010) A Rubric for Evaluating Student Blogs,

at: <http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196>

San Diego University also have a useful rubric that can be used for assessing student blogs:

OUTCOME ASSESSED	Beginning	Developing	Proficient	Strong	SCORE out of 10	WEIGHT
	1-4	5-7	8-9	10		
Overall Use of Blogs	Blog entries are few and generally simple retellings of personal events. No comments are made on blogs of others.	Almost all required blog entries and comments have been completed.	Five blog entries and five comments are submitted, though not all of them may give evidence of a substantial contribution.	Five blog entries and five comments are submitted, all of which are substantial. Beyond the required five, your blog includes many more reflections.		40%
Intellectual Engagement with Key Concepts	Blog entries make no reference to issues raised through readings and/or class activities	Blog entries make some reference to issues raised through readings and/or class activities	Blog entries demonstrate awareness of most of the key issues raised through readings and/or class activities	Blog entries demonstrate engagement with the important issues raised through readings and/or class activities		25%
Personal Response to Key Concepts	Blog entries show no personal response is made to the issues/concepts raised in the readings/activities	Blog entries convey little evidence of a personal response to the issues/concepts raised in the readings/activities	Blog entries convey evidence of a personal response to the issues raised in the readings/ activities, and demonstrate that the author is capable of reflecting on learning, technology, and society.	Blog entries convey extensive evidence of a personal response to the issues raised in the readings/ activities, and demonstrate the author's growth through reflection on learning, technology and society.		25%
Engaged Writing	Blog entries use incorrect grammar and syntax consistently, making it difficult for others to follow. No links are included connecting your thoughts to those of others.	Blog entries demonstrate some evidence of correct spelling, grammar, punctuation, etc. Audience will have little trouble reading your blog. An occasional link is included.	Blog entries show a good command of standard English. No problems for your audience. Most blog entries include links.	Blog entries show a very good command of standard English and have some flair and originality. Blog entries may contain multiple links.		10%

Original from San Diego State University, USA, at:

http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html

Sample (adapted) of an assessment proforma for an individual blog

From: <http://www.rawsthorne.org/bit/medit/gpt/docs/EDU3484EduBlogRubric.pdf>

Student:		Date:		
Title of blog:				
	Beginner level 0-6	Intermediate level 7-14	Proficient level 15-20	Peer assessment Marks / 20
Overall impression /	The blog fails to meet the assignment outcomes and does not implement what is defined in the assignment brief. The blog is not engaging and does not encourage learning. Boring / confusing in places.	The blog meets approximately half of the assignment outcomes , but still requires work to represent all that is defined within the assignment brief.	The blog meets or exceeds the assignment outcomes and all the categories (see sections below) are well represented. The blog and every post facilitate learning. The blog is a fun and interesting place to visit and encourages your audience's return	
Posts / text	Less than five posts are present and their subject matter is not consistently targeted to the chosen audience. Post titles are not related to the content of the post.	Between five and ten posts are present and the post subject strays from the topic. The wording of the posts detracts from learning. Post title does not related directly to post content.	Greater than twelve relevant and well thought out posts are present. Posts are succinct and fit directly within the given topic. Title of the post relates directly to the post content.	
Multimedia	Blog is all text, and the use of multimedia has been ignored. Very few or no hyperlinks. No original photos, audio or graphics included.	Some multimedia is present. The multimedia does not always enhance learning or understanding. It seems as though the multimedia was used for the sake of using multimedia. Some interesting and useful hyperlinks included.	Appropriate use of all types of multimedia within posts. Multimedia relates to the post subject and enhances learning and understanding. A good range of relevant and interesting hyperlinks included, on a range of topics. Own original materials / graphics included.	
Aesthetics	Some of the fonts, graphics, colours, multimedia or formatting creates distractions from the content and severely reduces learning/ readability. Unimaginative or boring layout.	A beginning use of appropriate fonts, graphics, colours, multimedia and formatting are present. Audience engagement could be further optimised with better use of multimedia.	Font, graphics, colours, multimedia and formatting encourage understanding and are appropriate for the intended audience. Interesting and innovative presentation.	
Accessibility / usability	Hyperlinks and/or multimedia links do not work or are non-existent. Blog does not follow standard formatting or navigation styles. More than 10 errors occurred.	Posts and multimedia are hyperlinked with no more than five errors throughout the entire blog. The blog navigation requires more thorough testing.	Posts and multimedia are properly hyperlinked with no more than two errors throughout the entire blog. The blog is easily navigated, and accessible for most users.	
Feedback for student:				Final grade:
Suggestions for further development / improvement:				%
Signed:				
Date:				

Build your own wiki – ideas for your next fieldtrip / offsite visit?

This is an example of some guidelines that we have put together for staff and undergraduate students wishing to build a wiki on a field trip or offsite visit.

Our project was partly funded by JISC/ TechDis HEAT3 and TQEF. Example of a wiki built by Roehampton students on a history trip to Auschwitz, at: <http://historicalissuesinhumanrights.pbworks.com/w/page/18426419/FrontPage>

What is a wiki? A wiki is a web-based application that allows “community” members to quickly and easily create “articles”. Unlike traditional web pages that can only be read and commented on, Wikis allow members to create, edit and contribute to articles *collaboratively*. Individual members do not own articles, but instead they belong to the entire community, and so everyone in that community can modify them equally. Therefore a wiki is continuously under revision. It is a living collaboration whose purpose is the sharing of the creative process and product by many. Wikis are a great way for students to record their learning experiences when on an offsite visit or field trip, and also a great way to engage any students who are not able to attend a trip for reasons of ill health, disability or family commitments.

Why use a wiki? By creating, editing and contributing to a collaborative wiki, students will be able to:

- improve their e-skills and e-confidence
- develop transferable and non-cognitive skills, preparing them to be not only a reader and writer, but also an editor, reviewer and collaborator
- expand their research, organisational and negotiating skills
- experience ‘connective writing’, through an emphasis on criticality, clarity, structure and linkage
- enhance their employability, by preparing them for teamwork, national and global audiences, and peer reviewers
- share their learning experiences with a wider audience (e.g., students who are on campus rather than off site)

Wiki articles may include any of the following:

- text – in progress, for review, or completed
- photos / images / artwork
- video clips, podcasts, audio files
- hyperlinks to other web pages
- live discussions
- interactive applications (such as RSS Feeds)
- ‘comments’ dialogues
- reflective reading logs
- daily diary

Assessment criteria for the wiki (to be adjusted as required!) All contributions to the wiki can be both peer and tutor assessed. We suggest a 20/80% or 25/75% split. This means that you will not only be graded for your own contributions, but that you will also be involved in grading other students. Students can be assessed on the following criteria (adjusted for your own programme’s learning outcomes):

- 20% Discipline-specific literacy and writing skills (please use standard English throughout)
- 20% Collaborative / team effort
- 20% Use of hyperlinks and referencing
- 10% Relevance, suitability and quality of content
- 10% Visual appeal, style and presentation, use of colour
- 10% Use of multi-sensory tools (audio, video, visual effects etc)
- 10% Originality / creativity , which can include anything that you wish, including poetry, photographs, audio recordings, artwork, and so on

You will also need to consider:

- How your external examiner will view materials for assessment

- What support and e-training academic staff and students may need
- Where you can find some examples of existing wikis to show students prior to starting their own wiki – or make sure that you have a good demonstration available.

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Suggested proforma for grading a multimedia group blog or wiki

Adapted from: Caroline McCullen (2011) Instructional Technologist, SAS in School, Cary, North Carolina

	Beginner: 1-5 points	Novice: 6-10 Points	Intermediate: 11-15 points	Expert: 15-20 points	Self grade	Teacher grade
Topic/Content	Includes little essential information and one or two facts. Poor understanding of assignment brief .	Includes some essential information with few citations and few facts. Some understanding of assignment brief .	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more. Assignment brief fully adhered to.		
Technical Requirements	Includes few photos / graphics from outside sources, few animations or advanced features.	Includes fewer than 3 photos / graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.	Includes at least 3 photos / graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes 5 or more photos / graphics from outside sources, 5 or more animations and several advanced features, such as video or podcasts.		
Grammar / standard of written English	Includes more than 10 grammatical errors, misspellings, punctuation errors, etc.	Includes 5-10 grammatical errors, misspellings, punctuation errors, etc.	Includes less than 5 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalisation are correct. No errors in the text.		
Cooperative Group Work	Finds it a challenge to work with others in most situations; or to share decisions or responsibilities.	Works with others, but has some difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works very well with others. Assumes a clear role and related responsibilities. Motivates others to do their best. An excellent team player.		
Oral Presentation Skills / Viva	Great difficulty in communicating ideas. Poor voice projection. Little preparation or incomplete work. Appears disorganised.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Feedback to student:				Totals:		
				Final agreed grade:		

- WikiProject article quality grading scheme.

This might also be useful as a template for the assessment of students' e-portfolios

Adapted from: http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Universities/Assessment

Grade	Criteria	Reader's experience	Editing suggestions
FA	<p>The article has attained featured article status. A featured article exemplifies our very best work and is distinguished by professional standards of writing, presentation, and sourcing. In addition to meeting the policies regarding content for all Wikipedia articles, it has the following attributes.</p> <ol style="list-style-type: none"> 1. It is— <ul style="list-style-type: none"> ○ (a) well-written: its prose is engaging, even brilliant, and of a professional standard; ○ (b) comprehensive: it neglects no major facts or details and places the subject in context; ○ (c) well-researched: it is a thorough and representative survey of the relevant literature. Claims are verifiable against high-quality reliable sources and are supported by inline citations where appropriate; ○ (d) neutral: it presents views fairly and without bias; and ○ (e) stable: it is not subject to ongoing edit wars and its content does not change significantly from day to day, except in response to the featured article process. 2. It follows the style guidelines, including the provision of— <ul style="list-style-type: none"> ○ (a) a lead: a concise lead section that summarizes the topic and prepares the reader for the detail in the subsequent sections; ○ (b) appropriate structure: a system of hierarchical section headings and a substantial but not overwhelming table of contents; and ○ (c) consistent citations: where required by criterion 1c, consistently formatted inline citations using either footnotes or Harvard referencing (Smith 2007, p. 1)—see citing sources for suggestions on formatting references; for articles with footnotes, the meta:cite format is recommended. The use of citation templates is not required. 3. Media. It has images and other media where appropriate, with succinct captions, and acceptable copyright status. Images included follow the image use policy. Non-free images or media must satisfy the criteria for inclusion of non-free content and be labeled accordingly. 4. Length. It stays focused on the main topic without going into unnecessary detail (see summary style). 	<p>Professional, outstanding, and thorough; a definitive source for encyclopedic information.</p>	<p>No further content additions should be necessary unless new information becomes available; further improvements to the prose quality are often possible.</p>

Grade	Criteria	Reader's experience	Editing suggestions
A	<p>The article is well-organized and essentially complete, having been reviewed by impartial reviewers from a WikiProject, like military history, or elsewhere. Good article status is not a requirement for A-Class.</p> <p>Provides a well-written, clear and complete description of the topic, as described in Wikipedia:How to write a great article. It should be of a length suitable for the subject, appropriately structured, and be well referenced by a broad array of reliable sources. It should be well illustrated, with no copyright problems. Only minor style issues and other details need to be addressed before submission as a featured article candidate. See the A-Class assessment departments of some of the larger WikiProjects (e.g. WikiProject Military history)</p> <p>An A-Class article should approach the standards for a Featured article (FA), but will typically fall short because of minor style issues. The article may need minor copyedits, but it should be comprehensive, accurate, well-sourced, and reasonably well-written. A peer review should make the article a viable candidate for FA.</p>	<p>Very useful to readers. A fairly complete treatment of the subject.</p> <p>A non-expert in the subject matter would typically find nothing wanting.</p>	<p>Expert knowledge may be needed to tweak the article, and style issues may need addressing. Peer review may help.</p>
GA	<p><i>The article has attained good article status. A good article is—</i></p> <ol style="list-style-type: none"> Well-written: (a) the prose is clear and concise, respects copyright laws, and the spelling and grammar are correct; and (b) it complies with the manual of style guidelines for lead sections, layout, words to watch, fiction, and list incorporation. Factually accurate and verifiable: (a) it provides references to all sources of information in the section(s) dedicated to the attribution of these sources according to the guide to layout; <ul style="list-style-type: none"> (b) it provides in-line citations from reliable sources for direct quotations, statistics, published opinion, counter-intuitive or controversial statements that are challenged or likely to be challenged, and contentious material relating to living persons—science-based articles should follow the scientific citation guidelines; and (c) it contains no original research. Broad in its coverage: <ul style="list-style-type: none"> (a) it addresses the main aspects of the topic; and (b) it stays focused on the topic without going into unnecessary detail (see summary style). Neutral: it represents viewpoints fairly and without bias, giving due weight to each. Stable: it does not change significantly from day to day because of an ongoing edit war or content dispute. <p>Illustrated, if possible, by images: (a) images are tagged with their copyright status, and valid fair use rationales are provided for non-free content; and (b) images are relevant to the topic, and have suitable captions.</p>	<p>Useful to nearly all readers, with no obvious problems; approaching (although not equalling) the quality of a professional encyclopedia.</p>	<p>Some editing by subject and style experts is helpful; comparison with an existing featured article on a similar topic may highlight areas where content is weak or missing.</p>

Grade	Criteria	Reader's experience	Editing suggestions
B	<p><i>The article is mostly complete and without major issues, but requires some further work to reach good article standards.</i></p> <ol style="list-style-type: none"> The article is suitably referenced, with inline citations where necessary. It has reliable sources, and any important or controversial material which is likely to be challenged is cited. The use of either <ref> tags or citation templates such as {{cite web}} is not required. The article reasonably covers the topic, and does not contain obvious omissions or inaccuracies. It contains a large proportion of the material necessary for an A-Class article, although some sections may need expansion, and some less important topics may be missing. The article has a defined structure. Content should be organized into groups of related material, including a lead section and all the sections that can reasonably be included in an article of its kind. The article is reasonably well-written. The prose contains no major grammatical errors and flows sensibly, but it certainly need not be "brilliant". The Manual of Style need not be followed rigorously. The article contains supporting materials where appropriate. Illustrations are encouraged, though not required. Diagrams and an infobox etc. should be included where they are relevant and useful to the content. <p>The article presents its content in an appropriately understandable way. It is written with as broad an audience in mind as possible. Although Wikipedia is more than just a general encyclopedia, the article should not assume unnecessary technical background and technical terms should be explained or avoided where possible.</p>	<p>Readers are not left wanting, although the content may not be complete enough to satisfy a serious student or researcher.</p>	<p>A few aspects of content and style need to be addressed. Expert knowledge may be needed. The inclusion of supporting materials should also be considered if practical, and the article checked for general compliance with the Manual of Style and related style guidelines.</p>
C	<p><i>The article is substantial, but is still missing important content or contains a lot of irrelevant material. The article should have references to reliable sources, but may still have significant issues or require substantial cleanup.</i></p> <p>in style, structure and quality than Start-Class, but fails one or more of the criteria for B-Class. It may have some gaps or missing elements; need editing for clarity, balance or flow; or contain policy violations such as bias or original research. Articles on fictional topics are likely to be marked as C-Class if they are written from an in-universe perspective.</p>	<p>Useful to a casual reader, but would not provide a complete picture for even a moderately detailed study.</p>	<p>Considerable editing is needed to close gaps in content and address cleanup issues.</p>
NOT READY	<p><i>An article that is developing, but which is quite incomplete and may require further reliable sources.</i></p> <p>The article has a usable amount of good content but is weak in many areas. Quality of the prose may be distinctly unencyclopedic, and MoS compliance non-existent; but the article should satisfy fundamental content policies such as notability and BLP, and provide sources to establish verifiability. No Start-Class article should be in any danger of being speedily deleted.</p>	<p>Provides some meaningful content, but the majority of readers will need more.</p>	<p>Provision of references to reliable sources should be prioritised; the article will also need substantial improvements in content and organisation.</p>

Class	Criteria	Reader's experience	Editing suggestions
FAIL	<p style="text-align: center;">A very basic or erroneous description of the topic.</p> <p>The article is either a very short article or a rough collection of information that will need much work to become a meaningful submission</p>	<p>Provides very little meaningful content; may be little more than a dictionary definition.</p>	<p>Any editing or additional material can be helpful. The provision of meaningful content should be a priority.</p>
FL	<p>The article meets the featured list criteria:</p> <ol style="list-style-type: none"> 1. Prose. It features professional standards of writing. 2. Lead. It has an engaging lead that introduces the subject and defines the scope and inclusion criteria. 3. Comprehensiveness. <ul style="list-style-type: none"> ○ (a) It comprehensively covers the defined scope, providing at least all of the major items and, where practical, a complete set of items; where appropriate, it has annotations that provide useful and appropriate information about the items. ○ (b) In length and/or topic, it meets all of the requirements for stand-alone lists; does not violate the content-forking guideline, does not largely duplicate material from another article, and could not reasonably be included as part of a related article. 4. Structure. It is easy to navigate and includes, where helpful, section headings and table sort facilities. 5. Style. It complies with the Manual of Style and its supplementary pages. <ul style="list-style-type: none"> ○ (a) <i>Visual appeal.</i> It makes suitable use of text layout, formatting, tables, and colour; and a minimal proportion of items are redlinked. ○ (b) <i>Media files.</i> It has images and other media, if appropriate to the topic, that follow Wikipedia's usage policies, with succinct captions. Non-free images and other media satisfy the criteria for the inclusion of non-free content and are labelled accordingly. 6. Stability. It is not the subject of ongoing edit wars and its content does not change significantly from day to day, except in response to the featured list process. 	<p style="text-align: center;"><i>Professional standard; it comprehensively covers the defined scope, usually providing a complete set of items, and has annotations that provide useful and appropriate information about those items.</i></p>	<p style="text-align: center;"><i>No further content additions should be necessary unless new information becomes available.</i></p>

SAMPLE proforma from Wikipedia for the assessment of multi-format coursework.

Student Reflections on Assessed Presentations

These comments were made by 25 MA Education students, but are very similar to those made by our third year undergraduates. We have introduced a student presentation evening on two MA programmes (*Learning and Teaching in Special and Inclusive Education* and *Autism : Principles and Practices*). Most of the students are schoolteachers, and have been on the MA Programme for around one year. They are asked to present their research projects using PowerPoint or Inspiration software. Some of our undergraduate programmes also assess student projects in this way, for example our Psychology department runs a third year day conference.

Students were asked to reflect on the use of presentations as an assessed element (25%) of the programme, and to say how they felt about the process. Staff also had conversations with each group directly after each presentation evening, in order to gather additional feedback on this assessment method.

Comments made	Issues mentioned
<p>I think this is a really good way to present my material</p> <p>An excellent learning tool - a good way to learn</p> <p>I learned a lot from listening to other people's research</p> <p>A good experience, I learned a lot from other students.</p>	<p>Improving understanding / effective learning experiences</p>
<p>It really helped me to narrow my focus and plan my essay.</p> <p>The oral presentation has helped me to prepare for my written assignment, which I always find particularly painful!</p>	<p>Planning and structuring academic work</p>
<p>I really liked doing the presentations, even though my IT skills aren't too good</p> <p>Very interesting and enjoyable to see, hear and learn from the others</p> <p>Really interesting!</p> <p>Overall – the oral presentation was a brilliant idea of assessment! It was good to be able to include some of my own photos and diagrams</p>	<p>Interest level & enjoyment</p>
<p>A great opportunity to share good practice , I didn't really know what the rest of the group were researching</p> <p>I am a very practical person and I found it this way of assessment useful, as we could listen to one another and share our views.</p>	<p>Sharing ideas / listening to other people's research</p>
<p>A really useful exercise, my PowerPoint skills are now much better!</p> <p>I found this so useful in planning where I need to go next</p> <p>We never do this sort of thing my country (Greece) so I've found it quite daunting but really useful for me professionally and for interviews too</p>	<p>Usefulness</p>
<p>It was bit scary!</p> <p>I was at first very nervous at the prospect of giving a talk using PowerPoint, however being a part of a small group helped.</p>	<p>Emotional aspects / assessing your peers</p>

<p>Slightly nerve wracking, but I was pleased that I did it!</p> <p>I really liked that we had a chance at the end of each presentation to tell the person what we liked and why about their presentation</p> <p>I believe that the oral presentation should not be obligatory since I personally did not have any previous experience and I felt really anxious</p> <p>I enjoyed the experience of the oral presentation and the warm nature of the lecturers</p>	<p>(cont)</p> <p>Emotional aspects / assessing your peers</p>
<p>Overall I enjoyed doing the presentation, I felt I finally had the chance to express myself by a medium that I felt comfortable in and so could show my knowledge truly.</p> <p>Some students are much better at writing than speaking and thus being assessed and marked in an oral presentation is not fair for some students. However, I had a lot of help and support from my tutor Tim (Tim Kent, the module tutor) as he was really helpful and understanding.</p> <p>I thought it was an excellent way of assessment - I am not the strongest writer so I found it easier to talk and have people listen to me</p> <p>I liked the evaluation aspect where Tim and Bridget (Tim Kent/Bridget Middlemas, the assessors) sat at opposite ends of the room during the presentation and made their own notes, because I knew that I was getting a fair mark.</p>	<p>Format of assessment to suit the student's own style / a fair and unbiased way to assess learning</p>
<p>It was good that I was able to discuss with Tim (Tim Kent, the module tutor) my first draft of the presentation – this helped a lot!</p> <p>I feel students should be given an opportunity to have oral presentations prior to assessment.</p> <p>Not really given a chance to practice teaching/presentation prior to assessment</p>	<p>Students' support needs prior to assessment</p>
<p>It was really annoying when we didn't manage to finish on time</p> <p>Some students took more than their fair share of the time slots</p> <p>You could have reminded everyone at the beginning not to over-run their times</p>	<p>Timekeeping issues</p>

Recommendations for academic staff wishing to use this type of assessment format

- Make a decision about what percentage of the marks will be allocated for this type of assessment (e.g. 25% of the total grade for your module)
- Acknowledge that this assessment format might not suit all students (e.g. those who do not speak English as their first language; those with a hearing impairment)
- Be prepared to offer an alternative assessment format for those who feel unable to participate (or, offer full support prior to the event). Some students could film their presentation in advance if they feel unable to do it “ live” (e.g., a student with a speech impairment)
- Give students the opportunity to practice / rehearse before the session, if required (they could do this in pairs)

- Ensure that you keep to a tight timeplan, so that all students have the same opportunity to deliver their presentations in an unhurried and unpressured way
- Make sure that the students know you are being fair about the grades, and mark the work independently (e.g. by lecturers sitting at different ends of the room). Use 2-3 assessors per presentation, then agree on a final grade
- Ensure that any handouts / presentations follow good practice guidelines (e.g. are they legible, visible and audible?)
- Give students some ideas prior to the event in terms of inclusive and accessible delivery
- Give the group adequate time to make some positive and supportive comments to their peers (e.g. “Can you tell the presenter what you most liked about their presentation?”)
- Ask students to participate in the assessment process where possible, e.g. by grading each other’s presentations, or actively contributing to the feedback process
- Acknowledge that some students may experience anxiety / nerves, and make allowances for this

SAMPLE Student Guidelines for your Presentation on XXXXX

- Do ask for help if you are not sure what’s required
- Your presentation needs to run for about 10-12 minutes
- There will be 2-3 minutes at the most for questions and feedback
- Try to include a good mixture of text, graphics and pictures if you can, or audio/video if you are feeling adventurous!
- Don’t cram too much information onto one slide, have 5-6 lines of text at the most
- Use the largest font size you can so that everyone can read your slides easily. Arial or Shruti are best, Times New Roman is not so easy to read.
- Please make sure that you have your presentation available electronically in more than one place (e.g. on a memory stick AND on a CD) ... just in case! A good idea would be to email it to me at : b.middlemas@roehampton.ac.uk so that we can access it remotely if necessary– ask me for help if you need it.
- Don’t forget to include all your main references, as well as details of any good practice that you refer to. You can do this as a separate handout if you wish.
- Print off a handout of your slides or some screen shots for the audience . If using PowerPoint (rather than an equivalent package on your Mac) print it off under “handouts” and choose 3 slides per page
- Try to have fun and enjoy the session!

SAMPLE Assessment of individual student presentations / Vivas

Names of assessors present: Bridget Middlemas
Student:
Title of presentation:
Date & venue of presentation:
Module / course details:
Comments / feedback:

Presentation (please add percentages as required)	Excellent	Good	Acceptable	Improvement required
Clearly linked to assignment brief and evidence of meeting the module learning outcomes				
Introduction / overview of topic				
Clear and logical Explanations; good rationale				
Fully referenced throughout, using appropriate system (eg Harvard)				
Well organised and planned presentation				
Presentation skills / clarity of speech & thought?				
Voice – clear and audible? Good awareness of the needs of the invited audience?				
Quality & content of accompanying handouts / other resources?				
Clear text and standard English used				
Graphics / photos of good quality and interest				

Other feedback for the presenter?

Signed

Date

**PILOT proforma - Assessment of Student Contributions to a
Web-based Symposium (using web conferencing software)**

(e.g. for third year undergraduates, or first year postgraduates)

	Excellent	Very good	Good	Acceptable	More work needed
<p>Introduction to the group Did the presenter introduce themselves to the other participants, and welcome them to the web session?</p> <p><i>Comments & feedback</i></p>					
<p>Introduction to the topic Did the presenter introduce the given topic adequately, and explain the main arguments / discussions outlined in the paper?</p> <p><i>Comments & feedback</i></p>					
<p>Knowledge of subject material Did the presentation include relevant and up to date references / information / websites accessed?</p> <p>Did they demonstrate a clear understanding of the topic?</p> <p>Did they demonstrate advanced understanding or include any original content / arguments etc?</p> <p><i>Comments & feedback</i></p>					
<p>Ability to answer/respond to questions Could the presenter readily answer questions on the topic?</p> <p><i>Comments & feedback</i></p>					
<p>Structure of presentation / clarity of argument Was there a clear and logical structure to the presentation?</p> <p>Could the sequence of information and ideas be easily followed?</p> <p>Was good use made of the presentation software? (eg Elluminate)</p> <p><i>Comments & feedback</i></p>					

	Excellent	Very good	Good	Acceptable	More work needed
<p>Pace, timing and accessibility</p> <p>Did the presenter keep to the agreed time limit?</p> <p>Was the delivery well paced?</p> <p>Did the presenter speak clearly and audibly, and ensure that all participants could hear them?</p> <p><i>Comments & feedback</i></p>					
<p>The symposium paper</p> <p>Was the paper sent out in good time to the group prior to the webinar?</p> <p>Was the paper well written and structured?</p> <p>Was it clearly and attractively laid out?</p> <p>Was it fully and accurately referenced?</p> <p>Were any diagrams / illustrations clearly labelled and referenced?</p> <p>Did the presenter include their name, their title and the date?</p> <p><i>Comments & feedback</i></p>					
<p>Reflections from student:</p> <p>How can I improve next time?</p> <p>What went well?</p> <p>What was not quite so good?</p> <p>How can I further develop my software skills / e-learning?</p> <p style="text-align: right;">Final grade: %</p>					

Further websites and references

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