Title: **A Marking App: from student engagement to feedback and grading**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Consider the implications/benefits of developing detailed descriptive/instructional rubrics to improve student engagement with the assessment process and improve objectivity of marking student work.
- Develop awareness of the benefits of using a marking app to streamline marking for tutors.
- Develop awareness of the use of a marking app to standardise marking at course/departmental level.
- Consider the administrative implications of using a marking in terms of set up and management.
- Consider the potential for using data gained through marking app use for learning analytics

Session Outline

Key issues to be addressed are: rubric development, standardisation, student engagement, tutor feedback, learning analytics.

This project was developed in response to research and feedback from tutors in the department of Education at the University of York regarding limited student engagement with the assessment and feedback procedures (Light, Cox & Calkins, 2009) and the time-consuming nature of the marking process. (EDaLT, 2009)

The the initial aims were to develop a descriptive rubric and an online marking tool to speed up the marking process, allowing tutors time to dedicate to meaningful student feedback. Through a tutor consultation process, a descriptive/instructional rubric was developed (Andrade, 2003). The rubric is then presented in a web-based marking app, which allowed tutors to select statements to describe student work as well as offering personalised statements referring to how these were demonstrated or absent in the essay. The marks data and rubric statements were then transferred directly to a Google Document report and this

feedback was then immediately made accessible to students through the use of Google Drive.

Tutors reported high levels of satisfaction with the marking app and students responded positively to feedback. As tutor comments and selected statements feed into a database of feedback, further uses of this data also became apparent. The database can serve as a standardisation tool as the analytics can be fed back to tutors or course leaders and the statistics available through the database can be used to provide grade reports and learning analytics regarding the whole cohort.

The session has a practical focus and aims to take the participants through the whole process from encouraging student participation in the development of a "student friendly" rubric. You will work with the marking app, and learn how to use it and use the the data it produces to improve future rubric development, standardisation of markers and student learning analytics.

Participants in the session will have the opportunity to use the app and discuss the implications and applications of its introduction into their course/department.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

1) Introduction and background to the creation of the marking app with a short demonstration of how it is used. (10 mins)
2) Small group practice: Participants work in pairs to use the app thus demonstrating its uses for streamlining and standardisation (15 mins)
3) Discussion and experience sharing session: participants discuss their experience of using the app, its potential benefits and drawbacks and prepare questions for the facilitators (10 mins)
4) Q & A and future directions: The facilitators respond to questions and present plans to develop the app and its potential for learning analysis data gathering.

References

- Andrade, H.G. (2003). Rubrics and self-assessment project. Retrieved from http://www.pz.harvard.edu/Research/ RubricSelf.htm

- EDaLT, 2009, Good Practice in Assessing Students, University of Plymouth, last accessed 7/10/2015 at http://www6.plymouth.ac.uk/files/extranet/docs/TLD/Assessment%20guidelines%20March09.pdf

- Light, G., Cox, R. & Calkins, S., (2009) Learning and Teaching in Higher Education, London: Sage.