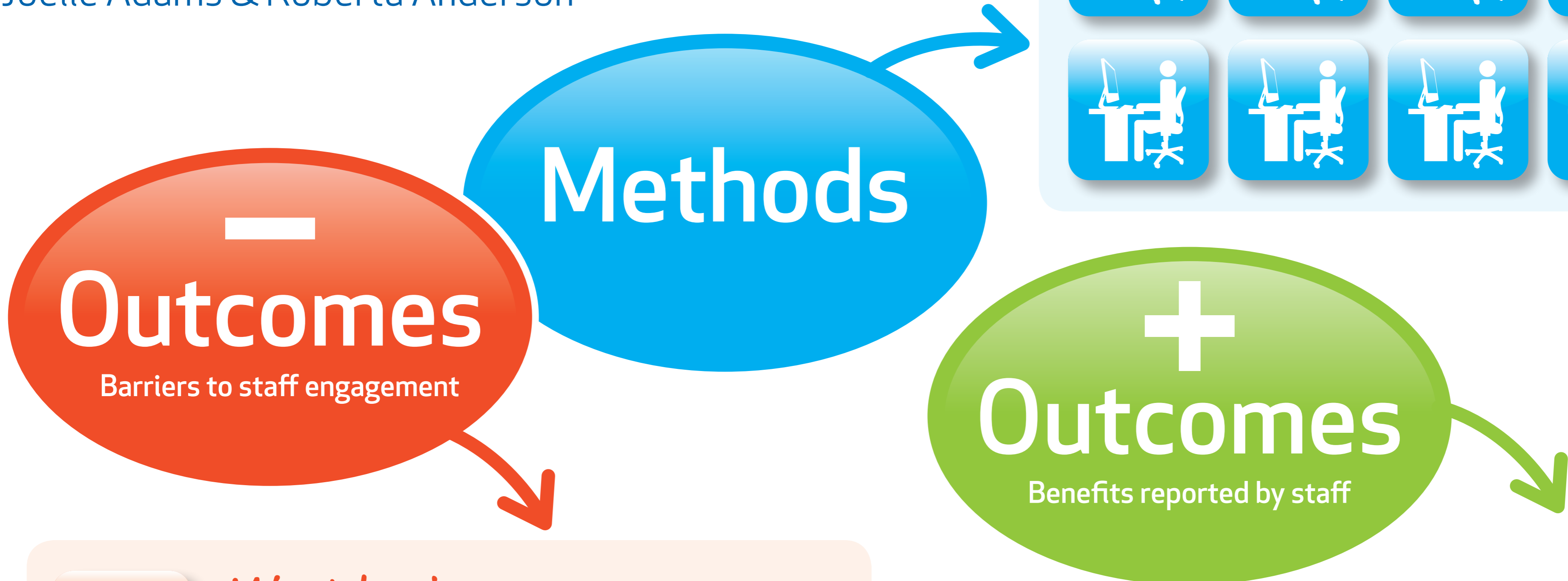


Engaging staff with use of GradeMark™ for enhanced student learning

Joelle Adams & Roberta Anderson



Outcomes

Barriers to staff engagement



Workload

- Some concern that online marking takes longer



Health & Safety

- Needs a large screen, but still problems of working from a screen for longer periods



Fears & Intangibles

- Concern over student reaction
- Loss of 'human touch' (using set comments)



Technology

- Platforms and devices (e.g. won't work on iPad, old hardware)
- Using Turnitin™ on campus worked quickly, whereas off campus it was a very slow process



Knowledge & Skills

- Took time to learn how to use programme, not aware of easier ways of using GradeMark™



Processes

- Anonymous marking requires extra steps
- Some training and support required for 2nd markers and externals

Outcomes

Benefits reported by staff



Environmental

- No paper
- Less transport to and from campus



Practical & Processes

- Don't have to carry loads of paper
- No 'misplaced' student papers
- The grade is entered automatically in the GradeCentre™ from the GradeMark™ screen
- Easier for students to view comments which are standardised and logical



Pedagogical

- Students have easier access to their feedback, particularly at the end of a year when they might be away from campus, which means they are more likely to read and use feedback



- Staff need sufficient training and support
- Health and safety concerns will need to be addressed
- Not ready to make compulsory
- Once staff try GradeMark™ they generally seem to like it
- Students are generally ahead of staff in their expertise and attitudes towards e-learning

Conclusions