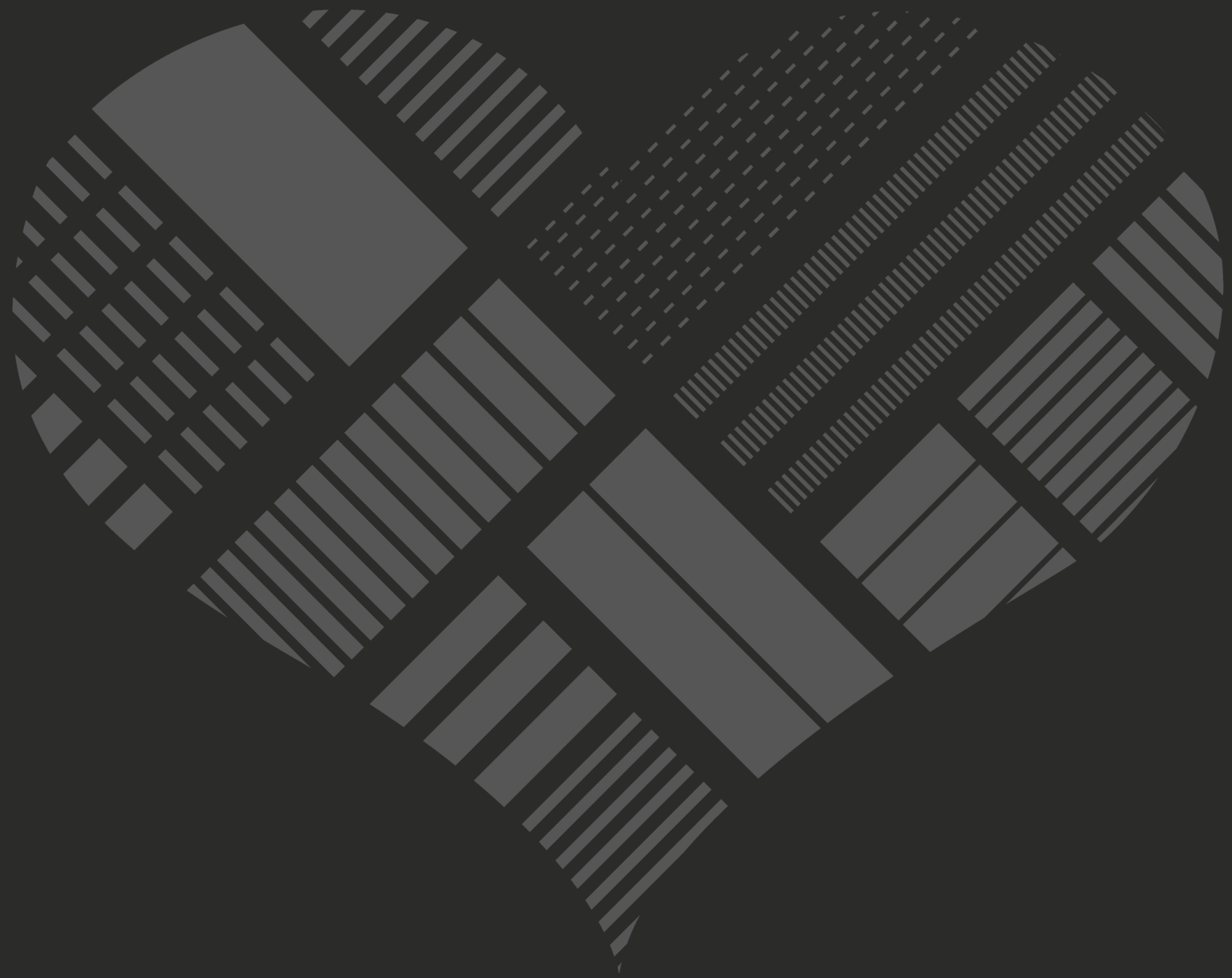

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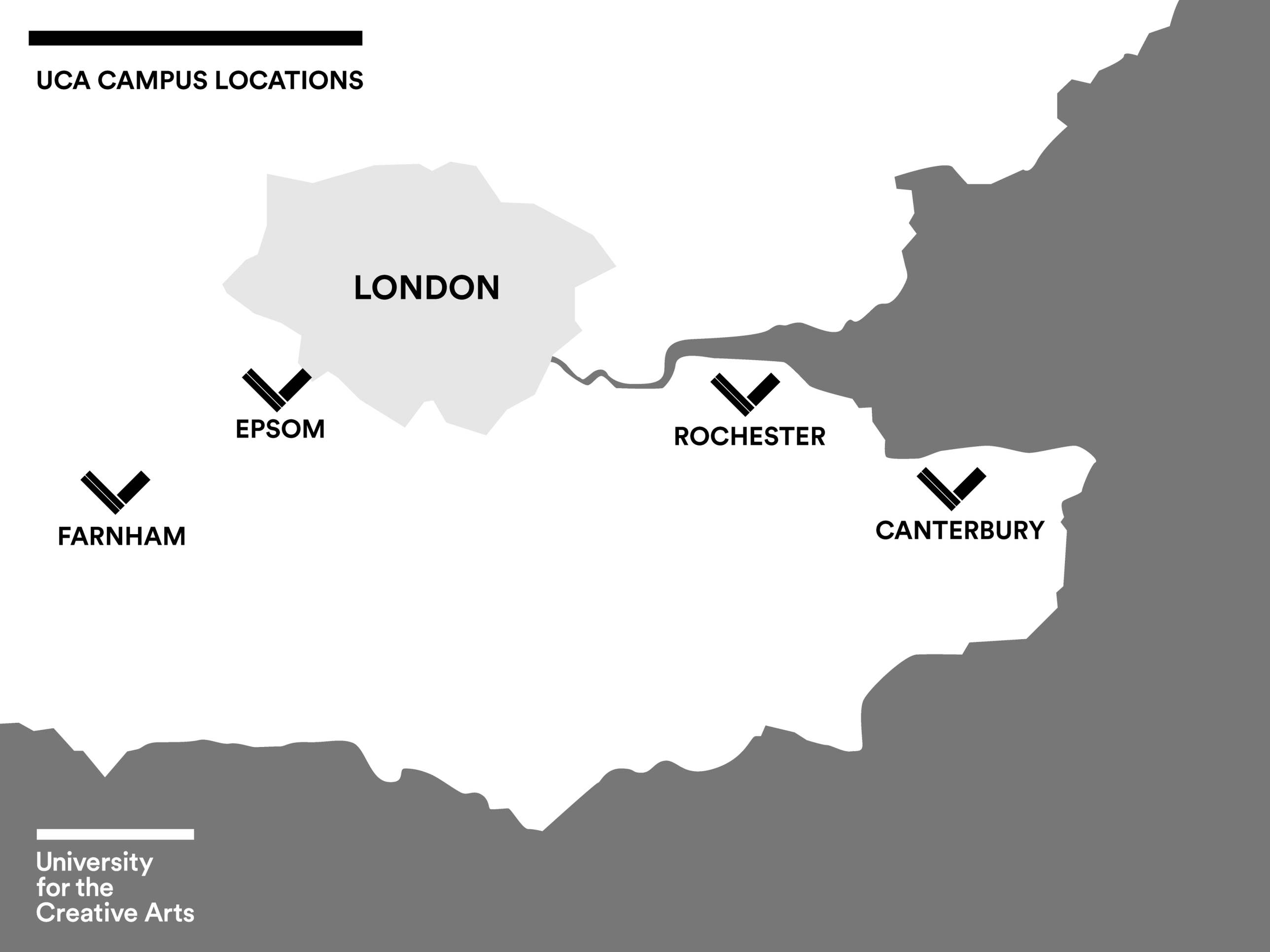
ONLINE ASSESSMENT - a marriage between Faculty & Registry

UCA CAMPUS LOCATIONS



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Turnitin – a formative tool

In 2014, after a L&T study into using Turnitin as a formative learning tool, Academic Board strongly advocated the use of Turnitin for formative use all levels.

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Turnitin Use – prior 2014

FORMATIVE

20% students – unlimited reports

36% students – 1 report before final submission

PUNITIVE

20% students – staff benefit only

NONE

24% students – staff not engaged

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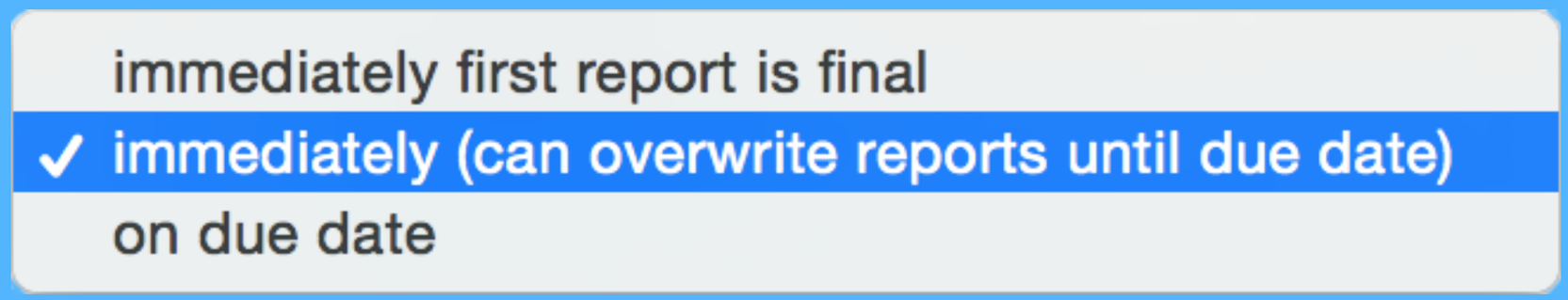
Turnitin – a standard process

Generate Originality Reports for student submissions



Turnitin – a standard process

Draft Dissertation Submission - Context & Method

Please submit your work here before 24th November 2016. If you wish to submit before the deadline, Turnitin will provide an Originality Report that may highlight phrases which you need to reference. Use this report to check your work and re-submit. You can only submit once within a 24hr period. Your last upload to Turnitin will be the one marked by your tutor. For help, please view the Turnitin video guides in Study & Research Skills (see left hand menu). Here you'll also find help with UCA's Harvard referencing, which tells you how to reference journals, books, images, webpages, blogs etc. If your tutor has asked you to submit a printed copy of your work to Campus Registry, please print off the Digital Receipt from Turnitin and add this to your printed copy. Feedback for this work will be available from the View/Complete link below after 30th November 2016

>> View/Complete

Registry's role in assessment

- Collecting work
- Examiner access
- Delivery of feedback
- Marks entered in SITS
- Facilitating appeals

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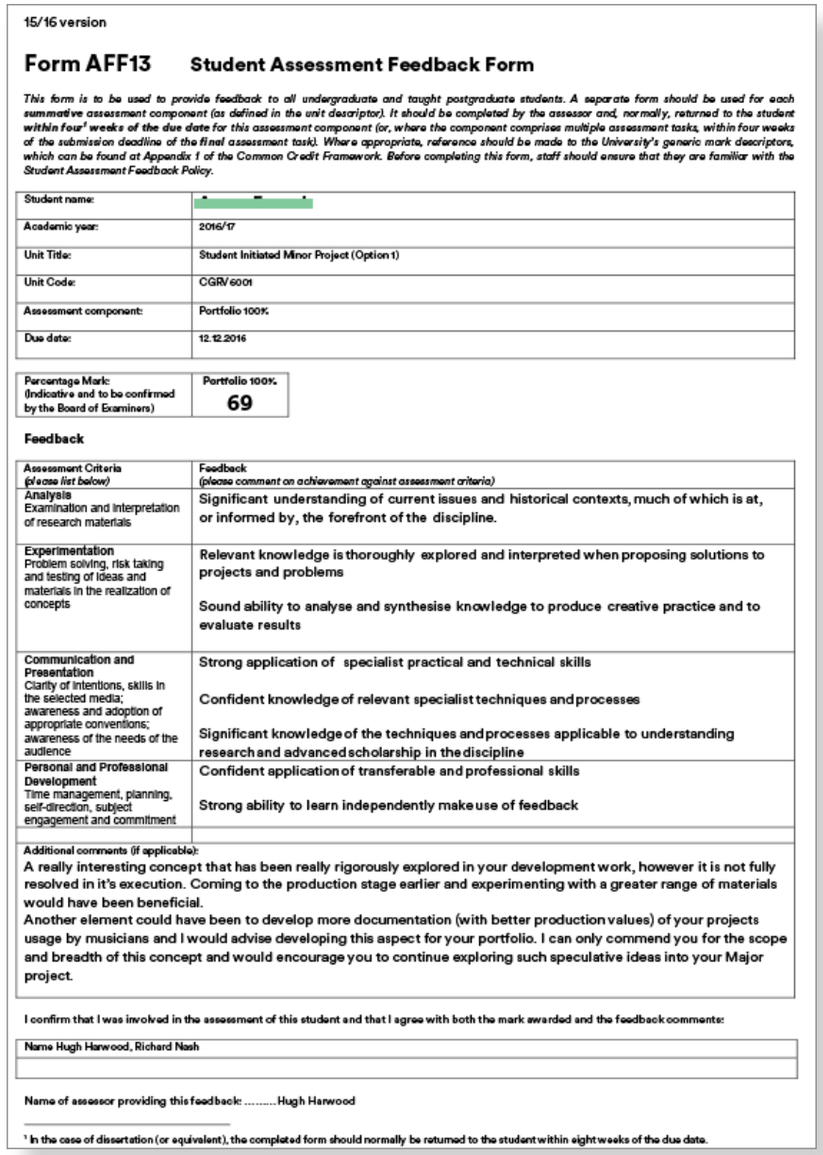
Registry's interest in Turnitin

Standardising Turnitin's setup enabled course administrators to do this task.

- improved management of hand-ins
- digital repository of student work
- central mechanism to manage delivery of feedback
- evidence based repository (appeals etc.)

Assessment/Grading forms



15/16 version

Form AFF13 **Student Assessment Feedback Form**

This form is to be used to provide feedback to all undergraduate and taught postgraduate students. A separate form should be used for each summative assessment component (as defined in the unit descriptor). It should be completed by the assessor and, normally, returned to the student within four[1] weeks of the due date for this assessment component (or, where the component comprises multiple assessment tasks, within four weeks of the submission deadline of the final assessment task). Where appropriate, reference should be made to the University's generic mark descriptors, which can be found at Appendix 1 of the Common Credit Framework. Before completing this form, staff should ensure that they are familiar with the Student Assessment Feedback Policy.

Student name:	[redacted]
Academic year:	2016/17
Unit Title:	Student Initiated Minor Project (Option 1)
Unit Code:	CGRV6001
Assessment component:	Portfolio 100%
Due date:	12.12.2016

Percentage Mark: (Indicative and to be confirmed by the Board of Examiners)	Portfolio 100% **69**

Feedback

Assessment Criteria *(please list below)*	Feedback *(please comment on achievement against assessment criteria)*
Analysis Examination and interpretation of research materials	Significant understanding of current issues and historical contexts, much of which is at, or informed by, the forefront of the discipline.
Experimentation Problem solving, risk taking and testing of ideas and materials in the realization of concepts	Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems Sound ability to analyse and synthesise knowledge to produce creative practice and to evaluate results
Communication and Presentation Clarity of intentions, skills in the selected media; awareness and adoption of appropriate conventions; awareness of the needs of the audience	Strong application of specialist practical and technical skills Confident knowledge of relevant specialist techniques and processes Significant knowledge of the techniques and processes applicable to understanding research and advanced scholarship in the discipline
Personal and Professional Development Time management, planning, self-direction, subject engagement and commitment	Confident application of transferable and professional skills Strong ability to learn independently make use of feedback

Additional comments (if applicable):

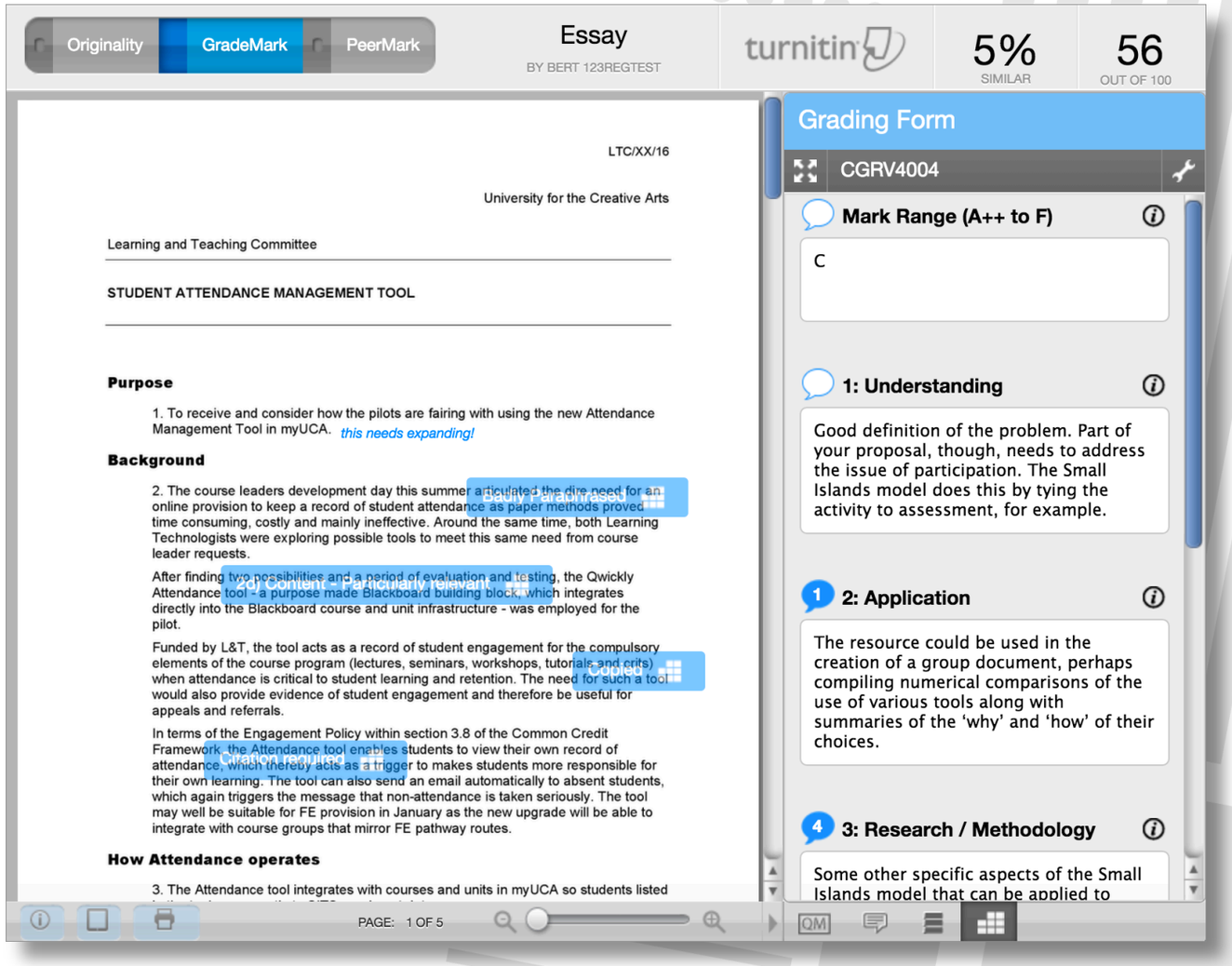
A really interesting concept that has been really rigorously explored in your development work, however it is not fully resolved in it's execution. Coming to the production stage earlier and experimenting with a greater range of materials would have been beneficial.
Another element could have been to develop more documentation (with better production values) of your projects usage by musicians and I would advise developing this aspect for your portfolio. I can only commend you for the scope and breadth of this concept and would encourage you to continue exploring such speculative ideas into your Major project.

I confirm that I was involved in the assessment of this student and that I agree with both the mark awarded and the feedback comments:

Name Hugh Harwood, Richard Nash

Name of assessor providing this feedback: .....Hugh Harwood

[1] In the case of dissertation (or equivalent), the completed form should normally be returned to the student within eight weeks of the due date.



Originality | GradeMark | PeerMark

Essay
BY BERT 123REGTEST

turnitin

5% SIMILAR

56 OUT OF 100

LTC/XX/16

University for the Creative Arts

Learning and Teaching Committee

STUDENT ATTENDANCE MANAGEMENT TOOL

Purpose

1. To receive and consider how the pilots are fairing with using the new Attendance Management Tool in myUCA. *this needs expanding!*

Background

2. The course leaders development day this summer articulated the dire need for an online provision to keep a record of student attendance as paper methods proved time consuming, costly and mainly ineffective. Around the same time, both Learning Technologists were exploring possible tools to meet this same need from course leader requests.

After finding two possibilities and a period of evaluation and testing, the Qwickly Attendance tool - a purpose made Blackboard building block, which integrates directly into the Blackboard course and unit infrastructure - was employed for the pilot.

Funded by L&T, the tool acts as a record of student engagement for the compulsory elements of the course program (lectures, seminars, workshops, tutorials and crits) when attendance is critical to student learning and retention. The need for such a tool would also provide evidence of student engagement and therefore be useful for appeals and referrals.

In terms of the Engagement Policy within section 3.8 of the Common Credit Framework, the Attendance tool enables students to view their own record of attendance, which thereby acts as a trigger to makes students more responsible for their own learning. The tool can also send an email automatically to absent students, which again triggers the message that non-attendance is taken seriously. The tool may well be suitable for FE provision in January as the new upgrade will be able to integrate with course groups that mirror FE pathway routes.

How Attendance operates

3. The Attendance tool integrates with courses and units in myUCA so students listed

PAGE: 1 OF 5

Grading Form

CGRV4004

Mark Range (A++ to F)

C

1: Understanding

Good definition of the problem. Part of your proposal, though, needs to address the issue of participation. The Small Islands model does this by tying the activity to assessment, for example.

2: Application

The resource could be used in the creation of a group document, perhaps compiling numerical comparisons of the use of various tools along with summaries of the 'why' and 'how' of their choices.

3: Research / Methodology

Some other specific aspects of the Small Islands model that can be applied to

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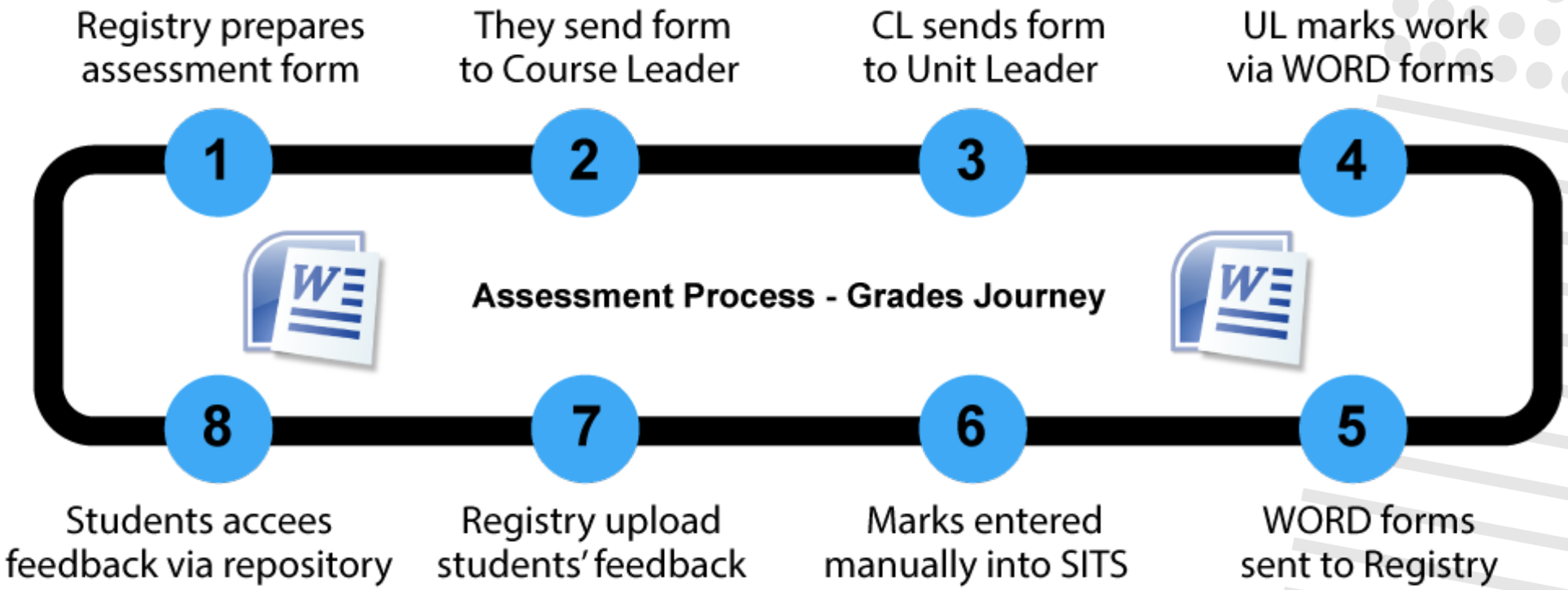
Grades journey - WORD



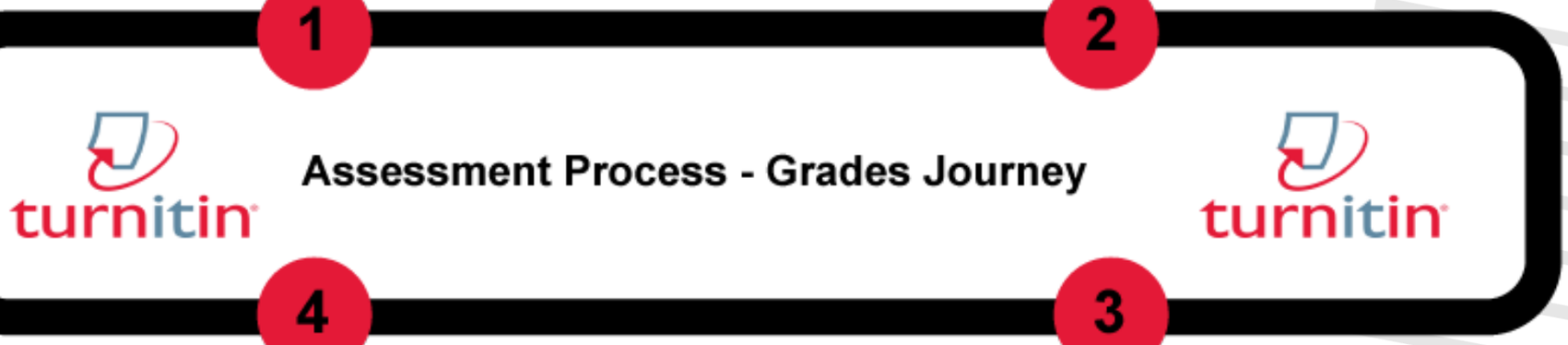
Grades journey - Turnitin

Registry create Turnitin assessment form and attach to assignment

1

Unit Leader marks work and gives feedback in Turnitin

2



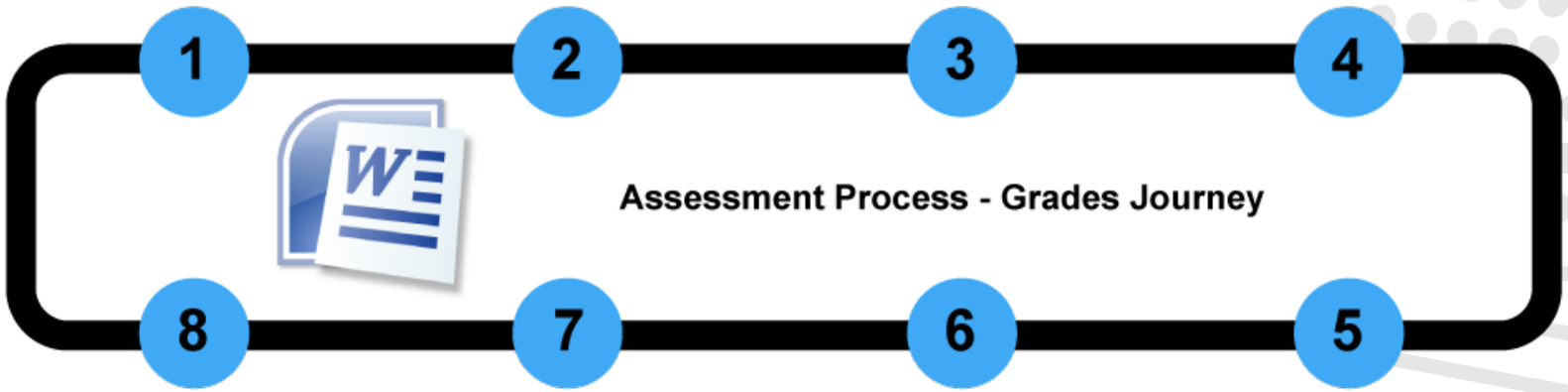
4

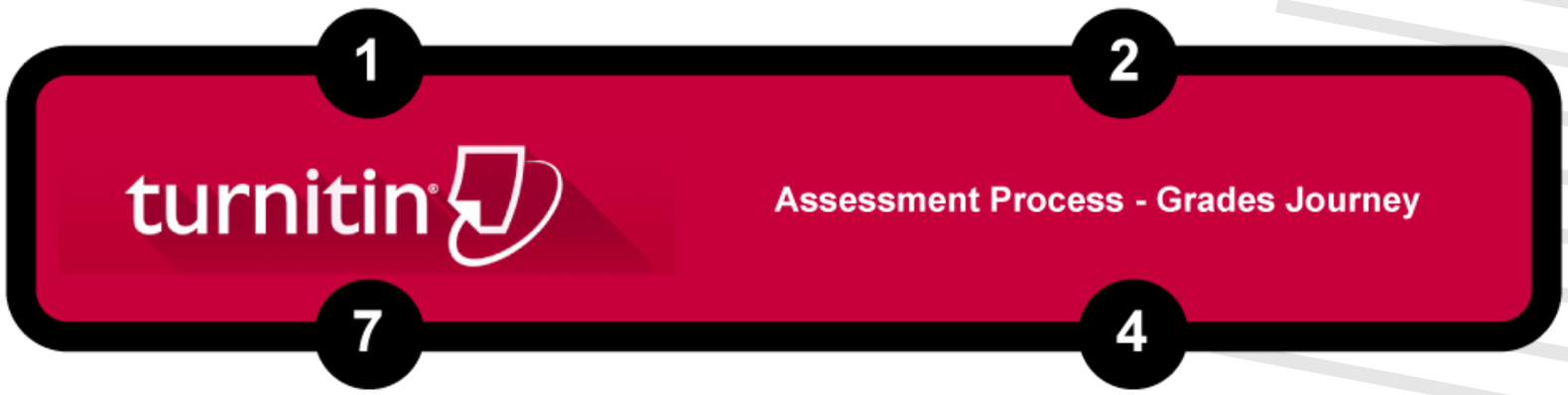
Students access feedback via Turnitin

3

Marks entered manually into SITS

Streamlining processes





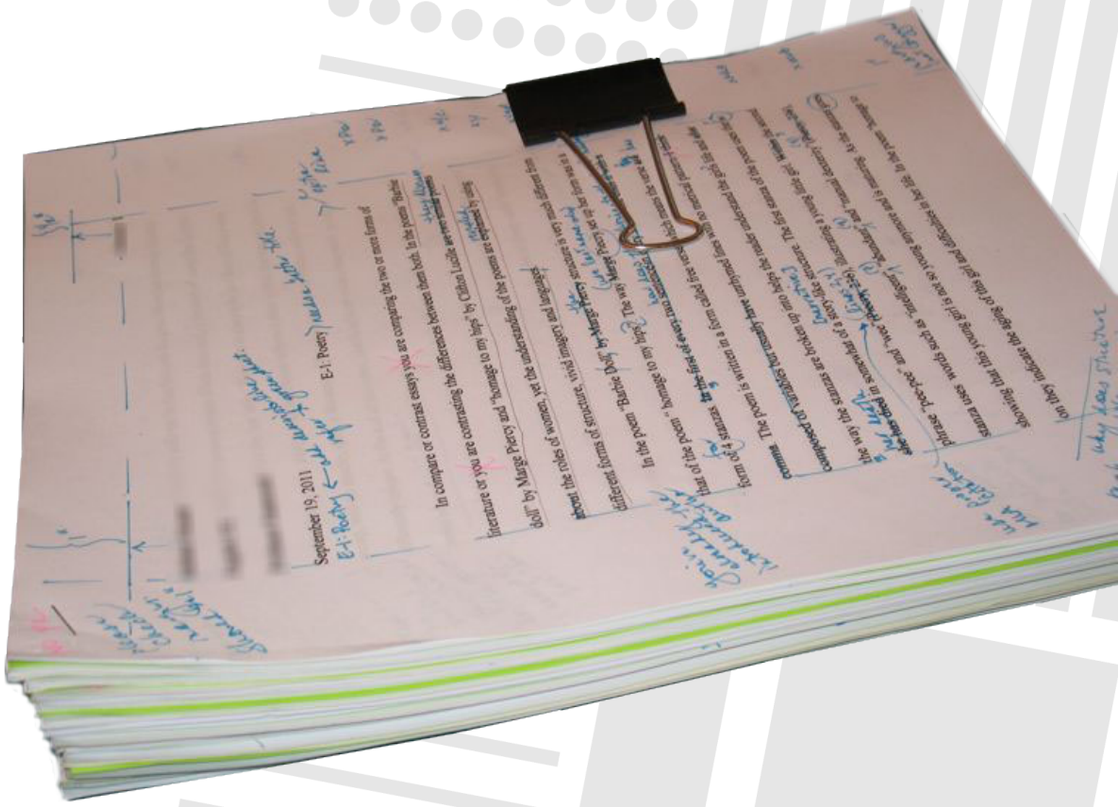
Realignment of roles

REGISTRY - responsible for assessment admin

FACULTY - just concentrates on marking

Built-in flexibility

Option to mark hard copies if online marking presents problems



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Impact on Faculty

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Faculty feedback

‘We have always managed Turnitin but now Registry handle the admin side, my staff have more time to actually access the work’ (Course Leader)

‘Would never go back to the old method, it’s great everything is central and online’ (Lecturer)

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Impact on Students

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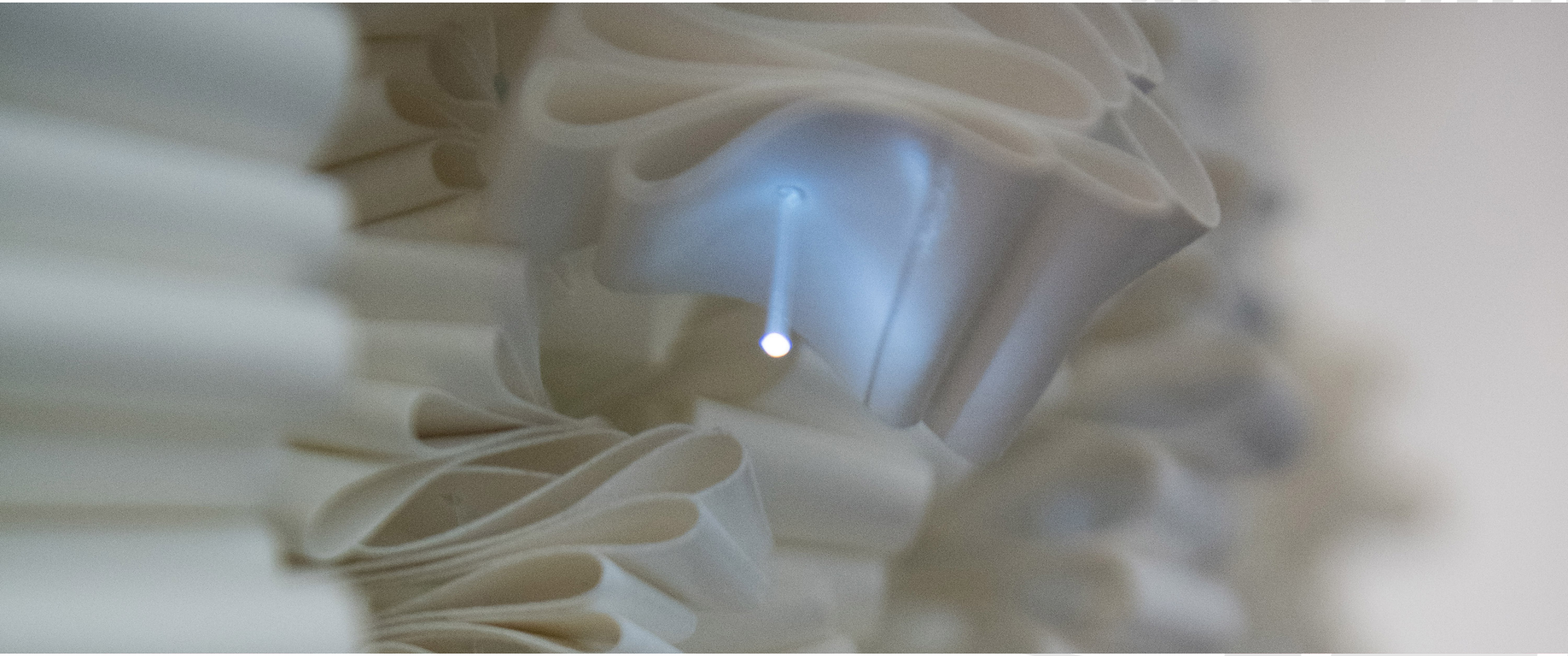
Student feedback

‘Having the hand-in and feedback online is what I would expect anyway, saves me coming into college and can access it anywhere/anytime’

I’m not bothered how I get my feedback really, it just needs to be helpful and on time

‘Online marking is easier to read’

Pockets of resistance



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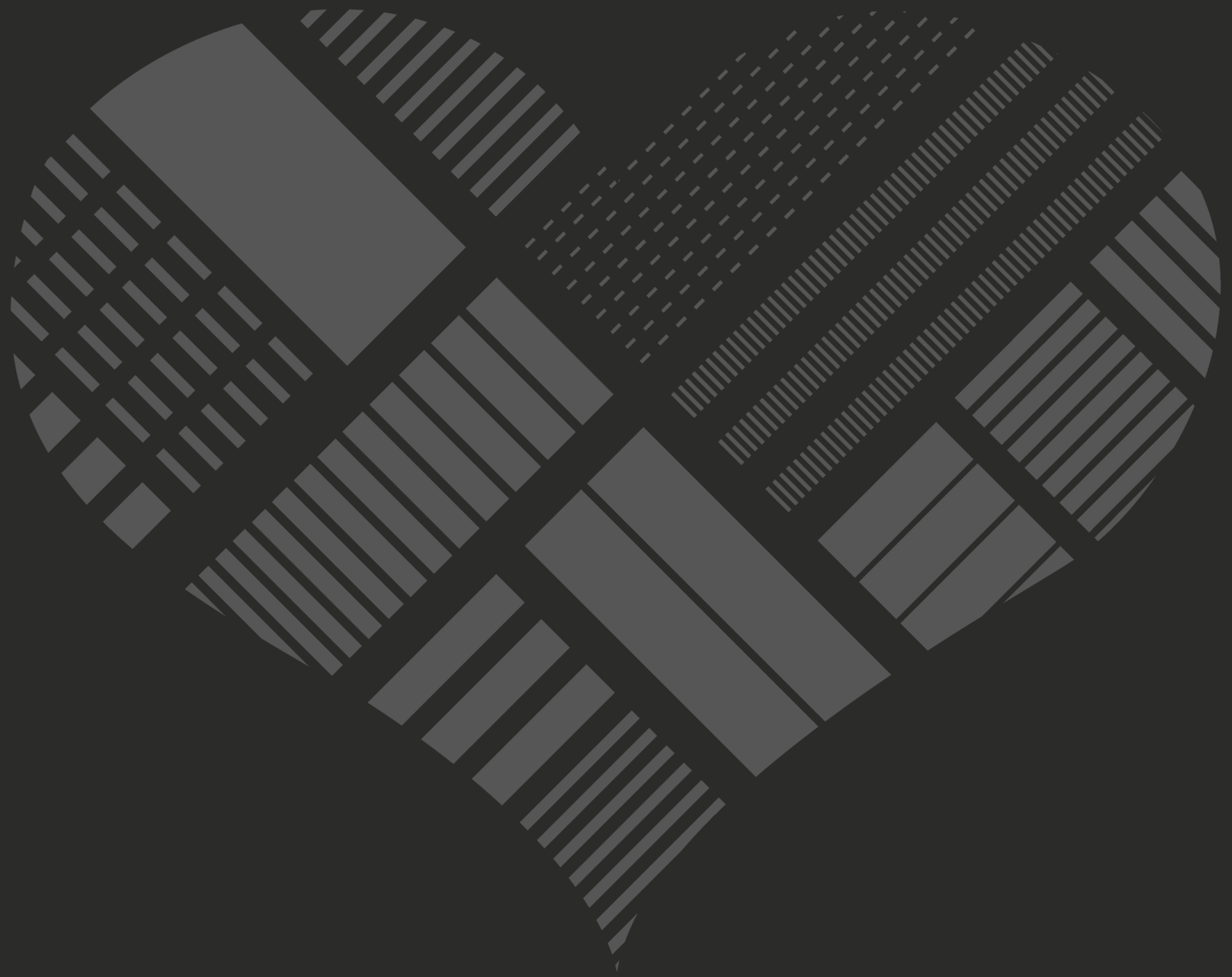

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