

Abstract

- eAssessment challenges conventional assumptions about these three cornerstones of evaluation
 - 1. grading,
 - 2. feedback, and
 - 3. moderation
- eAssessment is an on-line phenomenon (innovation)
 that challenges existing assumptions and conventions
- The *concerns* (resistance) about eAssessment offer scope to diagnose and manage the innovation.

The Problem

The use of eAssessment principles and practices requires managed and negotiated implementation within universities!

eAssessment is not about business as usual; It compels authenticity with evaluation

Questions

Where to start with eAssessment principles & practices?

What types of diagnostic approaches are there to configure eAssessment as a practice innovation?

"Reversing the situation has ramifications not only for assessment and grading practices but also for the ways in which curriculum and teaching are conceptualised, designed and engaged in" (Sadler, 2010).

Project Overview

An interdisciplinary pilot study of eAssessment (eGrading)

- All modes of enrolment internal, distance & international
- Undergraduate and Postgraduate courses
- In depth semi-structured interviews
 - Course Coordinators n=3 (Mgt, Mrkt, & Eng)
 - Lead Lecturers REG (n=2) CMS (n=11)
- Student Feedback (survey n=95)

Project Details

- Pilot eGrading Assessment (desktop)
- Identify critical incidents (Plus, Minus Interest)
- Student feedback (Plus Minus)
- Review & Report
- Refocus

Semi-Structured Interviews Course Co-ordinators

Evaluation Issues

- 1. Accountability for managing the assessment system
- 2. Relativities between markers
- 3. Coherency in the process of applying assessments criteria
- 4. Transparency within the grading system
- 5. Reliability the grades
- 6. Validity in the scores awarded
- 7. Continuity in procedures
- 8. Confidence in the application of standards
- 9. Consensus moderation
- 10. Integrity of academic grades

Disguised Responses (Plusses)

Key Advantages or Benefits

- On-line submission and return shorter timelines
- Use of rubrics compelled the application of the criteria
- Time savings realised once a working rhythm is established
- Requirements and specifications are a boon providing the upfront work has been done on assessment criteria
- The awarded grade is linked to or dependent upon the criteria
- Student objections radically diminish in number and tenor
- Assessment comments become a focus for "double loop" learning in subsequent classes
- Contingent instruction based on detailed criteria is popular with dependent learners

Disguised Responses (Minuses)

Noted Impediments or Limitations

- Having to learn the system (steep curve) given time constraints
- To learn how to use the system given time constraints and other work pressures
- Limited capabilities with computer made the process of eAssessment time-consuming
- Screen time lapses in concentration at times
- Matching or identifying comments could be tedious
- Installation of software and support can be a source of frustration
- Preloaded comments can be a problem (overload papers)
- Inability to co-ordinate times for consensus and shared understanding (too decentralised, time zones, geographically dispersed)

Disguised Responses (Interest)

Other issues

- Student focus or appreciation of criteria improved
- A range of tools at our disposal
- Extended discussions concerning the fidelity of assessment procedures
- Licensing more than one machine
- Using a range of other tools to support the assessment process
- Student understanding the distinction between formative and summative assessment
- Time on task issues
- Hyperlinks in feedback for students to followup

Student Responses (bouquets)

How did this assignment and its associated feedback compare with your experience of other assignments at CQUniversity?

- Using this system meant every student received feedback, and at the same time. Staff were also helpful in further explaining any comments or marks that were not fully understood. The feedback given allowed me to adjust my actions to work closer to the criteria for subsequent assessment items.
- I like this method, I have had other assignments also assessed in this method and that would be my preference.
- The assessment instructions of this course indicated clearly of what is expected in the assessment. This provides students clearer guidelines compared to the other courses, and reduced confusion on the approaches that should be taken for the assessment.
- The experience was different but a difference I do prefer.
- As the marketing assignment is marked by computer, the feedback is easy to read compared to other assignments.

Student Responses (brick bats)

How did this assignment and its associated feedback compare with your experience of other assignments at CQUniversity?

- I'm really unhappy with this term, because my teacher left Uni before classes end. I saw my three subjects with him, so the assessments that I received after he left wasn't as expected.
- I have no comment.
- Was not as stressful as the rest of the assignments. But, felt the assignment to be too long.
- The assignments did take longer to be returned than other assignments. However, the opportunity to provide feedback was new and useful.
- This term using the new assignment system was the worst experience I have had during my studies at CQU

Refocus

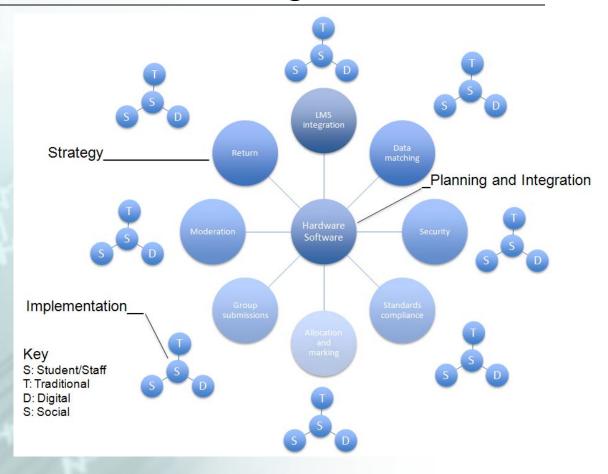
Phase I:

- A low stakes trial or test bed
- •Interviews and survey
- Review of the eAssessment literature
- Reflective discussion and debriefing

Phase II:

- An informed set of practice principles
- •A formally acknowledged trial with a fully-fledged eAssessment flow system rather than a desktop tool
- •In-kind support or funding
- System-wide trial and testing
- Managed Intervention

eAssessment System



Source: The ReMarksPDF e-Grading workflow (Colbran 2012)

Concerns Based Adoption Model

Stages of Concern

Impact 6

5

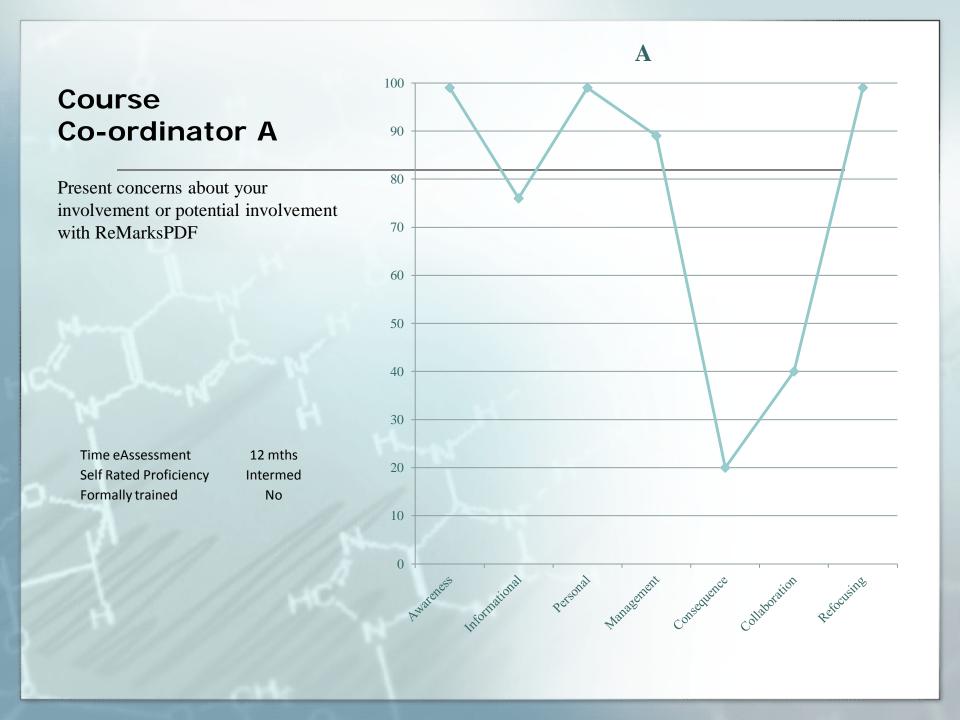
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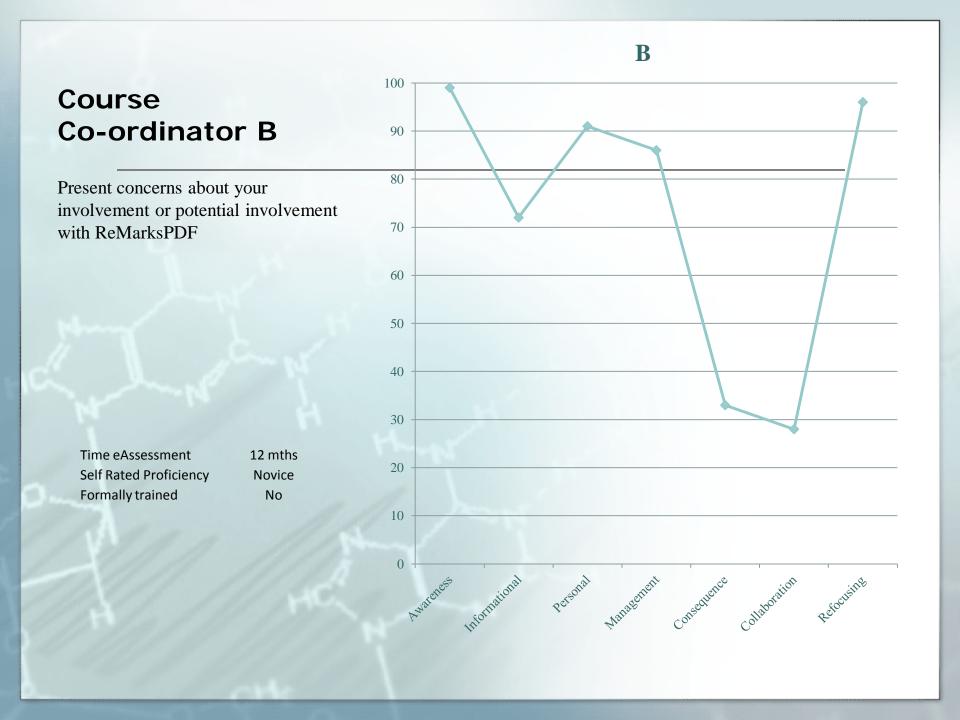
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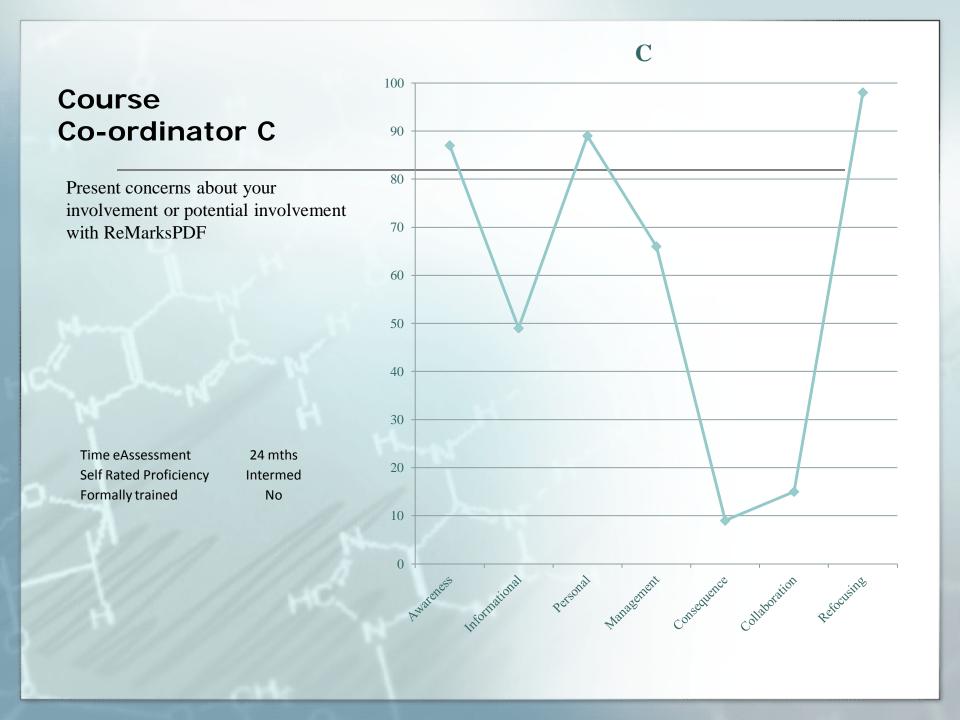
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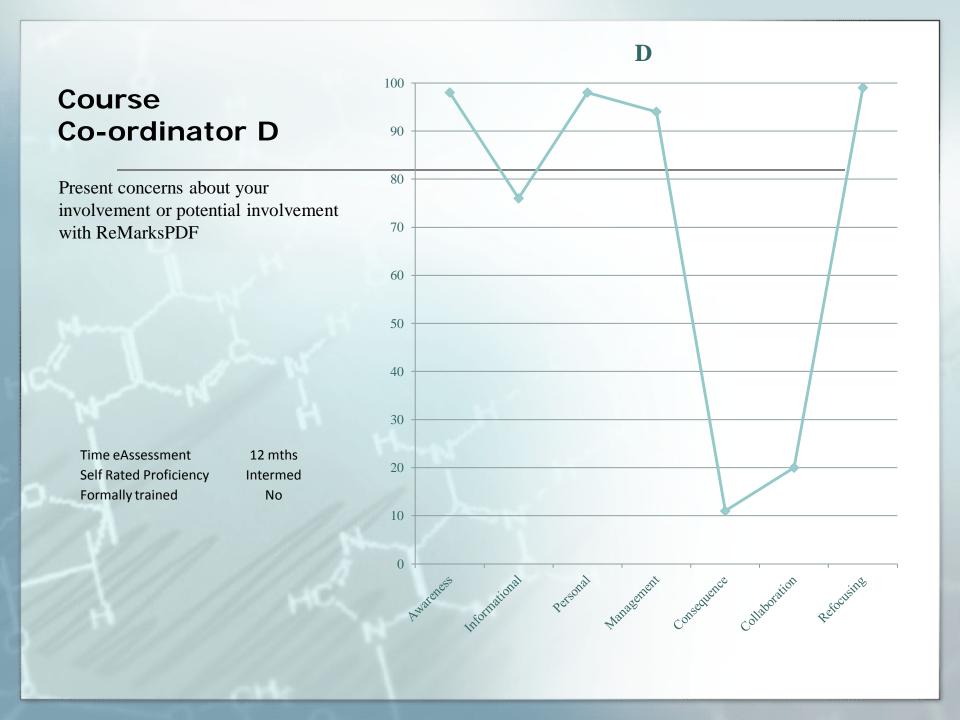
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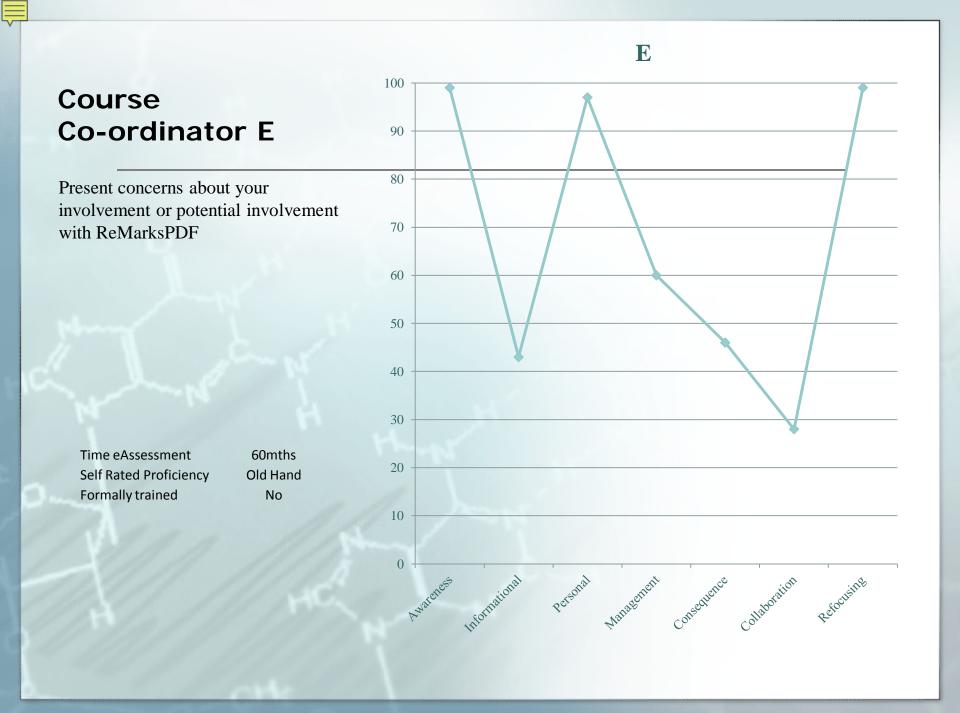
Unconcerned 0











Conclusion

eAssessment grading practices hold particular implications for curriculum design, teaching delivery, and the way academics conceptualise and negotiate assessment regimes within the evaluation culture of universities.

Works Cited

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