

Pathways: Assessment and Feedback Webinar

1) Presentation & activities How to optimise feedback to students on their assignments in order to promote motivation and engagement
Professor Denise Whitelock

2) Panel discussion: Challenges in online assessment
Professor Denise Whitelock, Dr Ephraim Mhlana and Dr Tim Coughlan



Assessment and Feedback

How to optimise feedback to students on their assignments in order to promote motivation and engagement

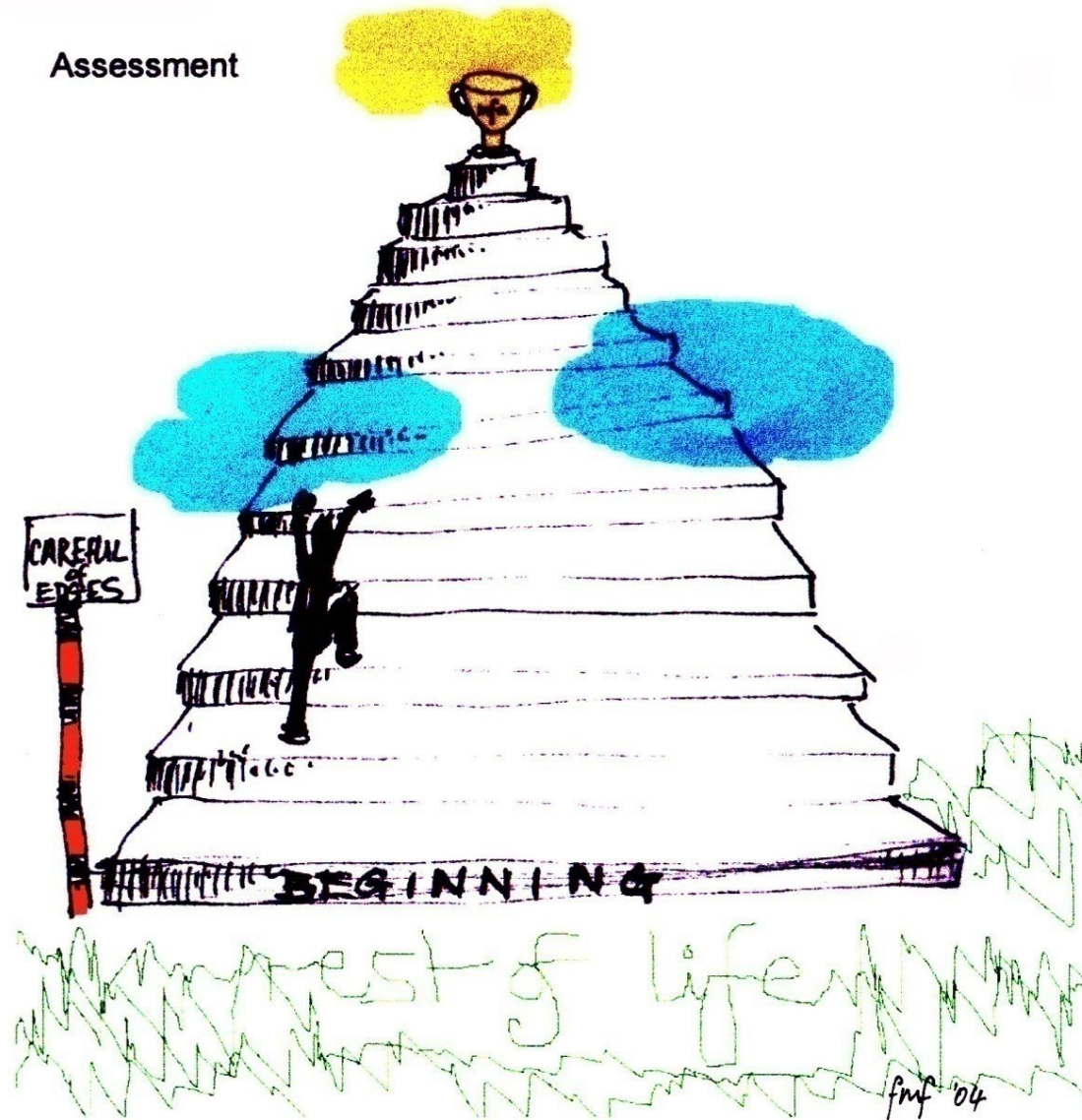
Prof Denise Whitelock



The Challenge

- **Assessment drives learning (Rowntree, 1987)**
- **Students want more feedback – NSS**
- **How do the models embedded within e-feedback systems inform and enhance current practice?**

Assessment



Activity 1 - What are you checking when marking a student's essay?

- What are the generic features that you are checking in your students essays and work when you mark them?
- What type of feedback would you normally give in respect to each of these feature?

We're now going to split you up into separate small "break out" rooms to discuss these questions. When you're in the break out room you may find it easier to have one of you lead the discussion

You will have 15 minutes to discuss and then will have a 1 minute warning before being bought back to the main room.

Coding into Categories

- Bales analysis
- Psychology 1950s
- Analyses talk
- Includes socio-emotive categories
- Flander's (1970) categories inappropriate as also includes classroom control

Bales Categories

Four main groupings

A. Positive reactions; agreeing and boosting the other person

B. Directing/teaching

C. Questions: requesting information, clarification etc

D. Negative reactions: disagreement

Coding the comments

Bales' Interaction Process

Categories		Specific Examples
Positive Reactions		
A1	1. Shows solidarity	Jokes, gives help, rewards others
A2	2. Shows tension release	Laughs, shows satisfaction
A3	3. Shows agreement	Understands, concurs, complies, passively accepts
Attempted Answers		
B1	4. Gives suggestion	Directs, proposes, controls
B2	5. Gives opinion	Evaluates, analyses, expresses feelings or wishes
B3	6. Gives information	Orients, repeats, clarifies, confirms
Questions		
C1	7. Asks for information	Requests orientation, repetition, confirmation, clarification
C2	8. Asks for opinion	Requests evaluation, analysis, expression of feeling or wishes
C3	9. Asks for suggestion	Requests directions, proposals
Negative Reactions		
D1	10. Shows disagreement	Passively rejects, resorts to formality, withholds help
D2	11. Shows tension	Asks for help, withdraws
D3	12. Shows antagonism	Deflates others, defends or asserts self

Time for some polls

The next 2 slides will each contain some poll questions.

We will read through the questions on each slide and then we will launch a Zoom poll so you can record your answers. We will then share the results after each slide

1) When you return a marked assignment to a student, what do you imagine the majority of students do first? *(Please select one answer.)*

- Read your comments.
- Read the mark that you awarded.

2) From your experience, select one of the options below that you believe characterizes most of your student's behaviour on receiving their marked assignments. *(Please select one answer.)*

- They read every comment that you make in detail.
- They read all the comments.
- They skim through the comments looking for the important points.
- They often don't read the comments.

3) When do your students read the feedback you have provided them with? Which one of the following options do you think typifies the behaviour of the majority of them? *(Please select one answer.)*

- They read the comments when they get them back, but never again.
- They read the comments when they get them back, and refer back to them later.
- They read the comments later, for revision purposes.
- They read the comments later.
- They often don't read the comments.

Poll 1 results

1) Comparing a high graded assessment to a low graded one, which one would you expect would attract more positive comments from tutors? (Please select one answer.)

- High graded assessment - more positive comments.
- Low graded assessment - more positive comments.
- No real difference between the two.

2) Comparing a high graded assessment to a low graded one, which one would you expect to find the tutor had asked the student a lot of questions? (Please select one answer.)

- High graded assessment - more asking questions.
- Low graded assessment - more asking questions.
- No real difference between the two.

3) Comparing a high graded assessment to a low graded one, which one would you expect to find the tutor had provided answers and suggestions to the student? (Please select one answer.)

- High graded assessment - more answers and suggestions.
- Low graded assessment - more answers and suggestions.
- No real difference between the two.

4) Comparing a high graded assessment to a low graded one, which one would you expect to find the tutor had written more negative comments on? (Please select one answer.)

- High graded assessment - more negative comments.
- Low graded assessment - more negative comments.
- No real difference between the two.

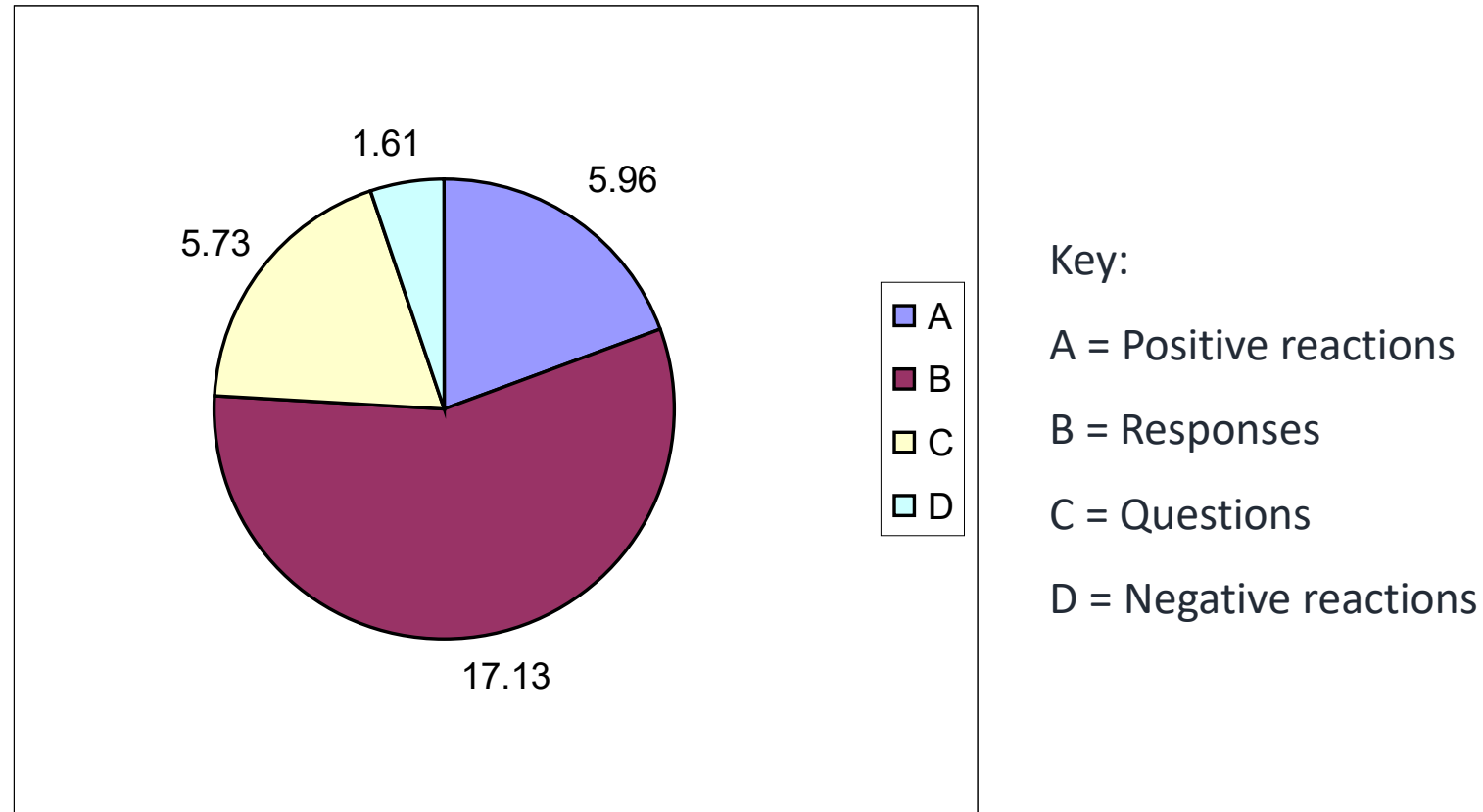
Poll 2 results

What is Open Mentor?

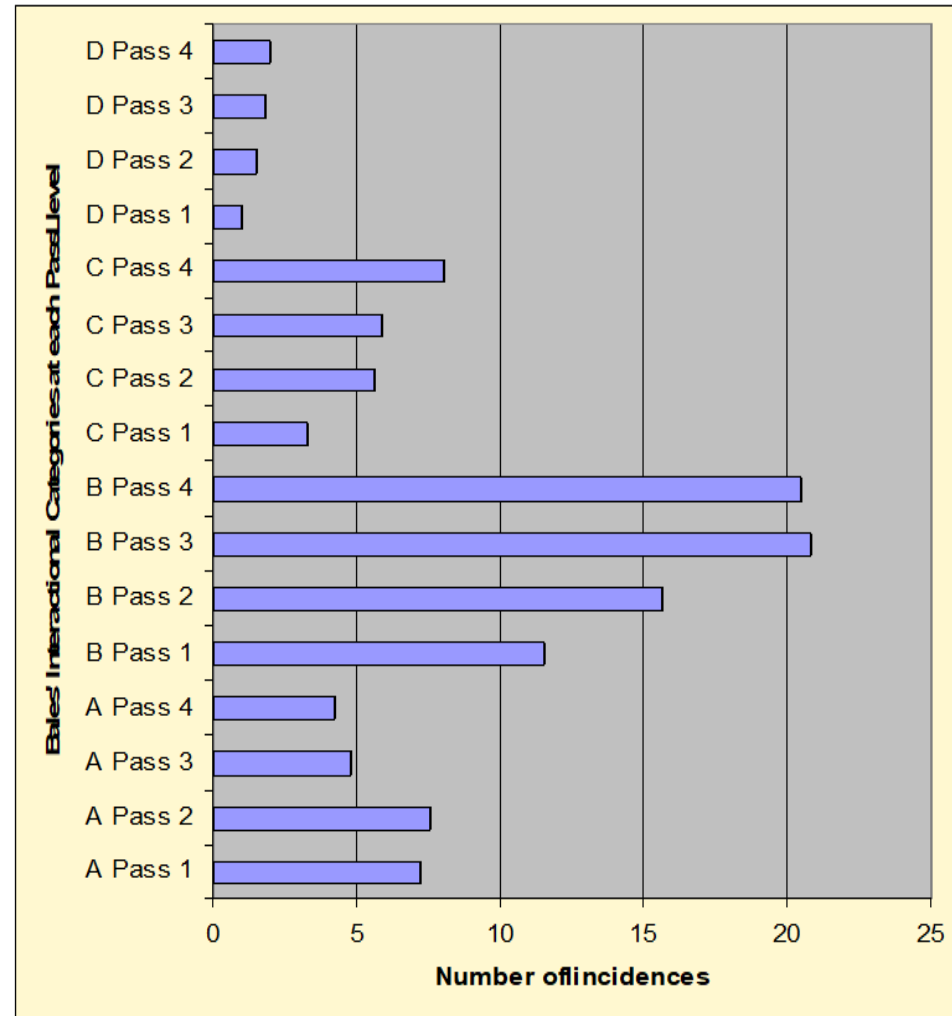
“An open source mentoring tool for tutors”

- “Open source” = free and easy to use, and to embed in an institutions infrastructure and working practices
- “Mentoring” = designed to help people learn how to give feedback effectively, through reflection and social networks
- “Tutors” = primarily intended for teaching staff, but with clear applications for those involved in quality

Identifying trends: H801

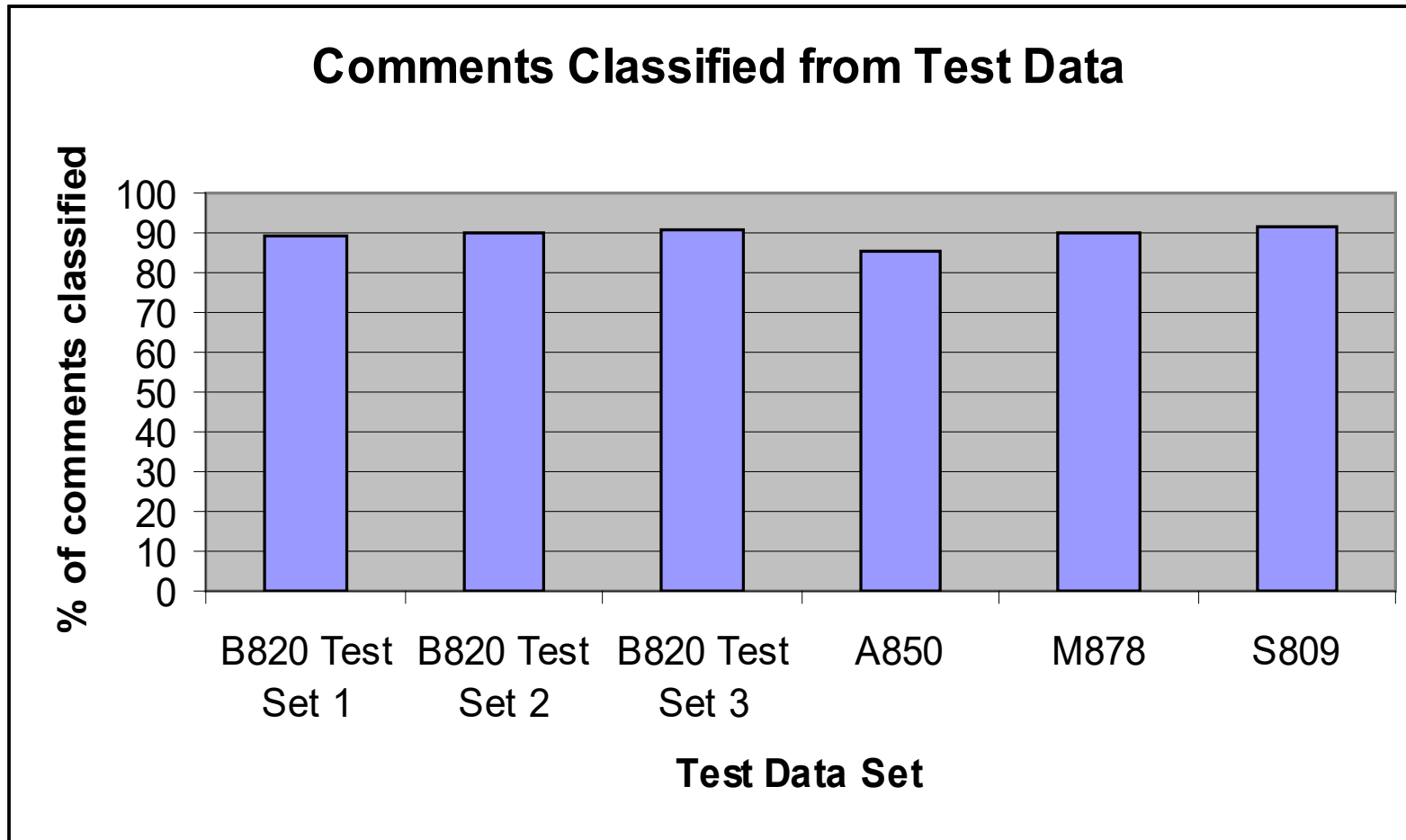


Pie Chart to show the mean number of incidences per pass per conflated Bales' Interactional Category for all four levels of pass in H801 scripts

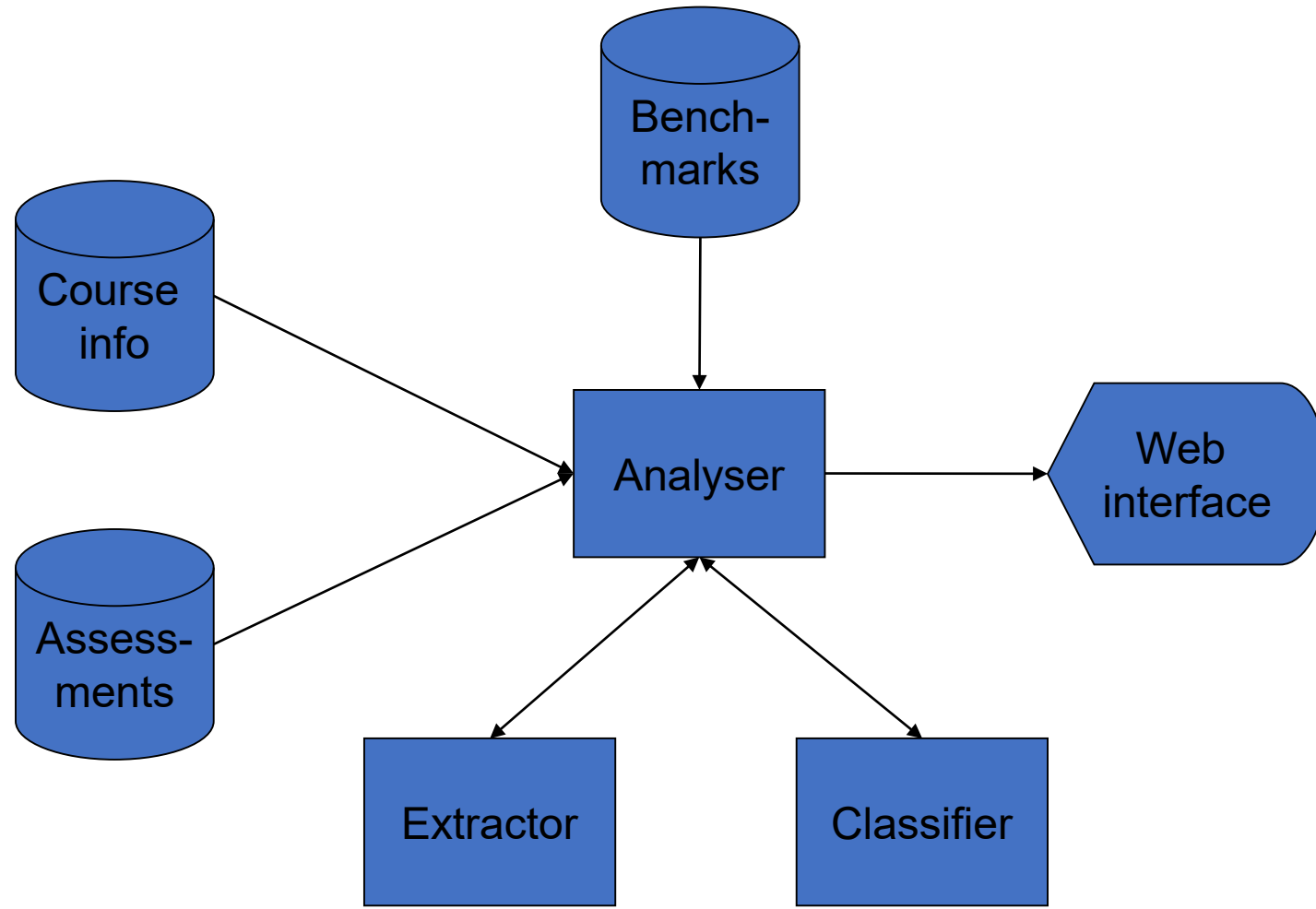


Graph to show conflated Bale's categories against mean number of incidences in H801 scripts

Is the rule set generic?



Inside Open Mentor



Open Mentor welcome page



Version 1.0-M1
[Login](#) [Register](#)

NAVIGATION

[Home](#)
[Choose course](#)

[Background](#)

What is Open Mentor?

Open Mentor is a learning support tool for tutors that provides reflective comments on their assessment of and feedback to students, resulting from the marking of their students' electronic assessments.

[More ...](#)

How does it work in practice?

Open Mentor provides tutors with guidance by analysing the comments they make and grouping them in four major categories.

- Category A: Positive Reactions
- Category B: Teaching Points
- Category C: Questions
- Category D: Negative Reactions

[More about categories...](#)

What can it tell you?

Open Mentor can provide you with indicators of the following relationships:

- Evidence of praise and marks awarded - Group A comments
- Identify the percentage of teaching points of student improvement - Group B comments
- The use of questioning as a teaching strategy - Group C comments
- The proportion of negative feedback recorded - Group D comments

When can it be used?

Open Mentor can be used for example to:

- Help train novice tutors

Open Mentor: steps to analyse an assignment - 1

1. Select your course



NAVIGATION

Home
Choose course

Background

Students
Courses
Tutors

History

Choose a Course

Course Code

-Choose course-

Choose

-Choose course-
AA1003 - Multimedia Programming
CM2006 - Interface Design
CM2007 - Intranet Systems Development
CM3010 - Information Retrieval
Demo01 - Demo Open Mentor
MEDI6047 - Policy and Programs

Open Mentor: steps to analyse an assignment - 2

Create and assignment (title/code – first time only) and student profiles (name/course code)

The screenshot displays the Open Mentor interface with two main sections: 'Assignments for Demo01' and 'Student List'. Both sections include a 'NAVIGATION' sidebar on the left and a table of data on the right. A blue arrow points from the 'Assignments' link in the left navigation menu to the 'Assignments for Demo01' table.

Assignments for Demo01

Course Code	Assignment	Title	Actions
Demo01	001	DemoNHI	View

[Create](#)

Student List

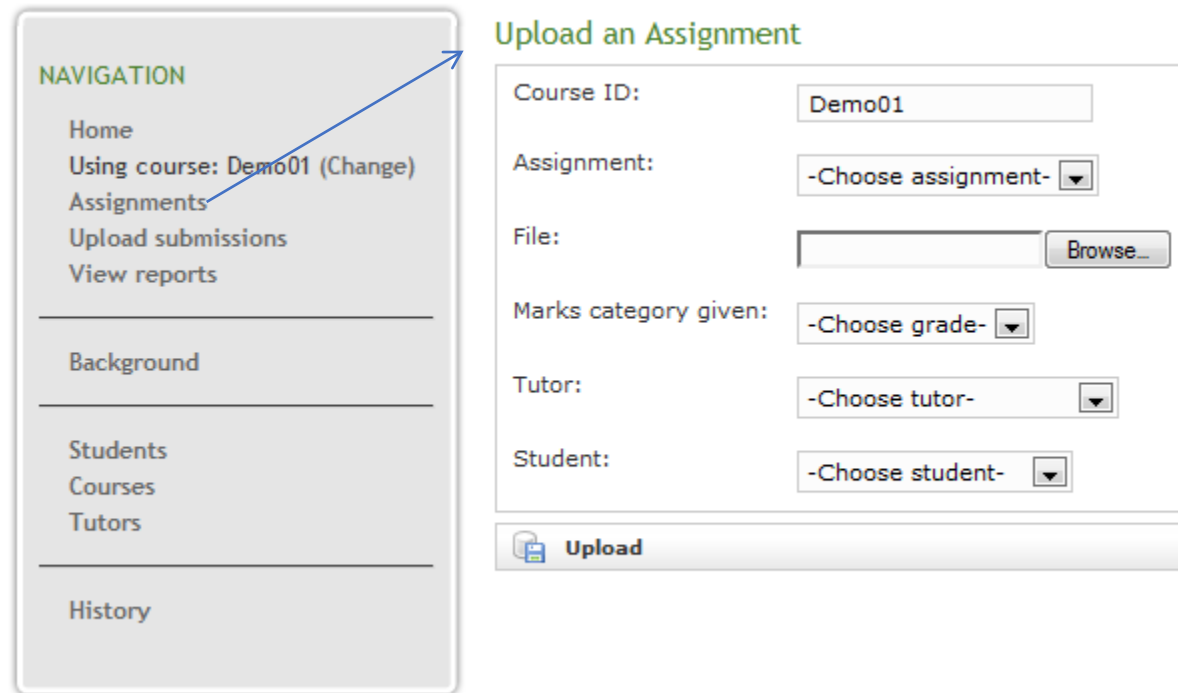
Student ID	Name	Actions
0000111	Test One	View
0000111	Student17 MEDI6047	View
2363236	Student11 MEDI6047	View

1 2 3 4 Next

[Create](#)

Open Mentor: steps to analyse an assignment - 3

Upload an assignment



NAVIGATION

- Home
- Using course: Demo01 (Change)
- Assignments
- Upload submissions
- View reports

Background

Students

Courses

Tutors

History

Upload an Assignment

Course ID:

Assignment:

File:

Marks category given:

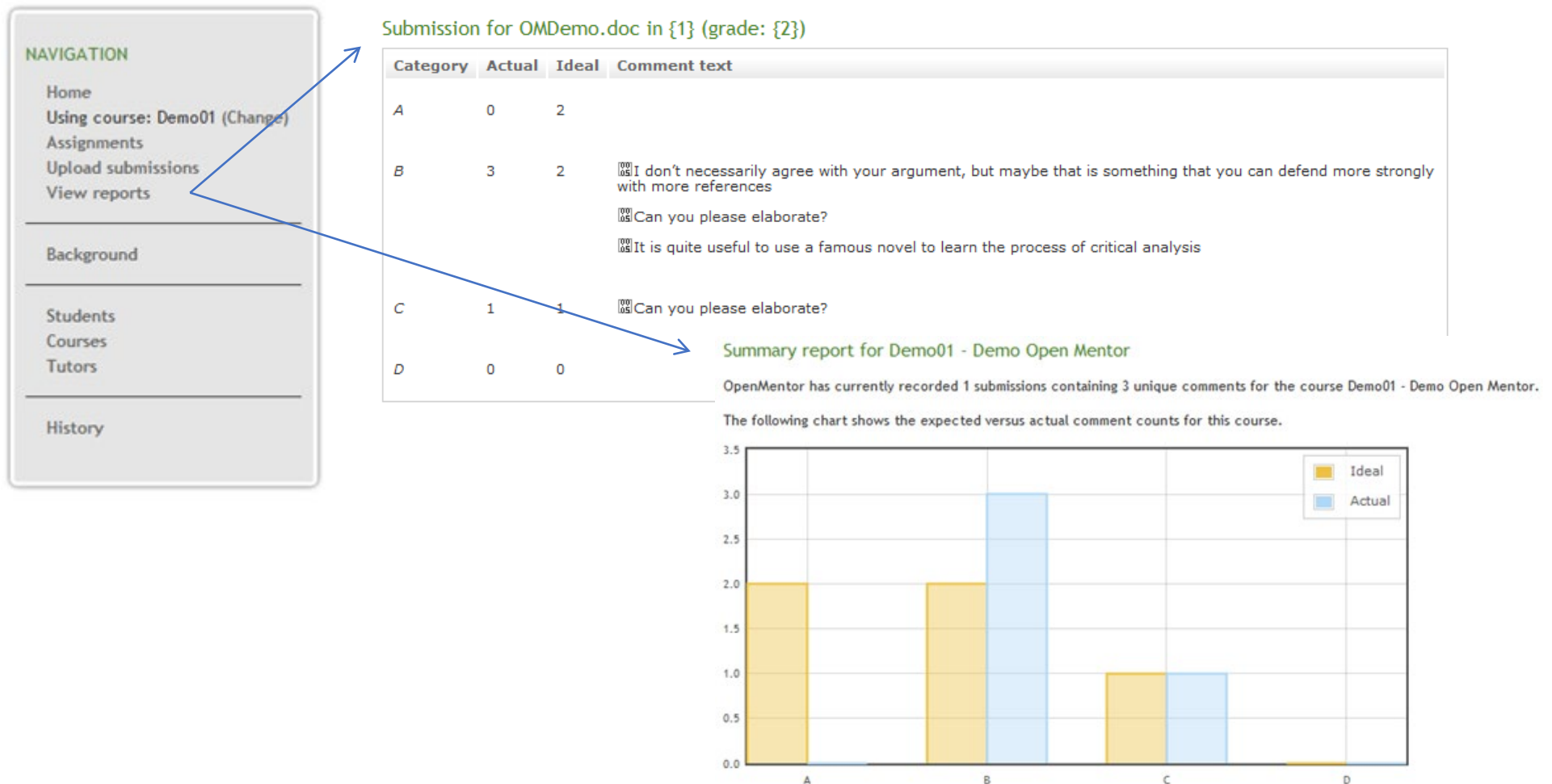
Tutor:

Student:

 **Upload**

Open Mentor: steps to analyse an assignment - 4

View and analyse reports



Activity 2 - Praise as a motivator?

- How should we praise our students?
- What effect does praise have on our students?
- What effect do negative comments have on our students?
- What does feedback tell our students about their ability to change?

We're now going to split you up into break out rooms again to discuss these questions. When you're in the break out room you may find it easier to have one of you lead the discussion

You will have 15 minutes to discuss and then will have a 1 minute warning before being bought back to the main room.

Praise and motivation: feedback and self regulation

- “Feeling good” feedback part of many guidelines
- Mueller & Dweck (1998) Praise for effort as well as performance
- Raven’s test given to USA school children
- First test feedback was praise
- Second test most difficult. Half praised for effort, half praised for ability
- Third test medium difficulty
- On the third test pupils praised effort increased score by 1. Praised for ability decreased 1 mark (scale 0-10)

Growing mindsets

1. Your intelligence is something very basic about you that you can't change very much
2. You can learn new things but you can't really change how intelligent you are
3. No matter how much intelligence you have you can always change it quite a bit
4. You can always substantially change how intelligent you are

Mindsets (Dweck, 2006)

Fixed mindset

- Super sensitive about being wrong
- Always trying to prove themselves

Growth mindset

- Stretch themselves
- Confront obstacles as challenges
- Lack of tension when learning as they know they are novices and can improve

OM and OC born from pedagogical models

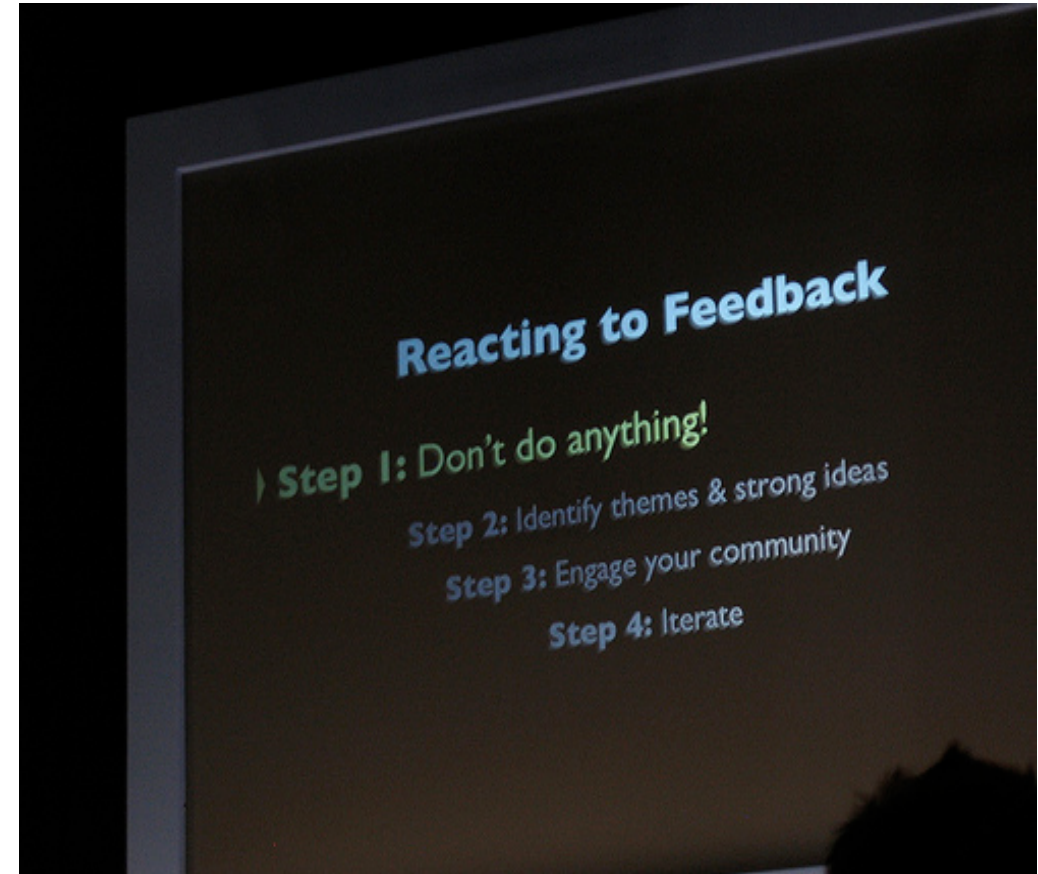
- Building the feedback models in both systems
- Finding a good classification system
- Including socio-emotive support in feedback
- OM advises how to do it
- OC tries to put that advice in practice.

Stages of analysis by computer of students' free text entry for Open Comment: advice with respect to content (socio-emotional support stylised example)

- **STAGE 1a: DETECT ERRORS** E.g. Incorrect dates, facts. (Incorrect inferences and causality is dealt with below)
- Instead of concentrating on X, think about Y in order to answer this question Recognise effort (Dweck) and encourage to have another go
- You have done well to start answering this question but perhaps you misunderstood it. Instead of thinking about X which did not.....
Consider Y

Computer analysis continued

- **STAGE 2a: REVEAL FIRST OMISSION**
- Consider the role of Z in your answer
Praise what is correct and point out what is missing Good but now consider the role X plays in your answer
- **STAGE 2b: REVEAL SECOND OMISSION**
- Consider the role of P in your answer
Praise what is correct and point out what is missing Yes but also consider P. Would it have produced the same result if P is neglected?



Final stages of analysis

- STAGE 3:REQUEST CLARIFICATION OF KEY POINT 1
- STAGE 4:REQUEST FURTHER ANALYSIS OF KEY POINT 1(Stages 3 and 4 repeated with all the key points)
- STAGE 5:REQUEST THE INFERENCE FROM THE ANALYSIS OF KEY POINT 1 IF IT IS MISSING
- STAGE 6:REQUEST THE INFERENCE FROM THE ANALYSIS OF KEY POINT 1 IF IT IS NOT COMPLETE
- STAGE 7:CHECK THE CAUSALITY
- STAGE 8:REQUEST ALL THE CAUSAL FACTORS ARE WEIGHTED

Plenary

- Summing up and moving forward
- “Advice for Action” Whitelock, D. (2011) Activating Assessment for Learning: are we on the way with Web 2.0? In M.J.W. Lee & C. McLoughlin (Eds.) **Web 2.0-Based-E-Learning: Applying Social Informatics for Tertiary Teaching**. IGI Global. pp. 319–342.



Five Assessment Special Issues

- Whitelock, D. (2012). Special Issue of *International Journal of e-Assessment (IJEa)* 'Computer Assisted Assessment: Solutions and Challenges'. Vol.2 No. 1
- Whitelock, D. and Warburton, W. (2011). Special Issue of *International Journal of e-Assessment (IJEa)* 'Computer Assisted Assessment: Supporting Student Learning' . Vol.1 No. 1
- Brna, P. & Whitelock, D. (Eds.) (2010). Special Issue of *International Journal of Continuing Engineering Education and Life-long Learning*, 'Focusing on electronic feedback: Feasible progress or just unfulfilled promises?', Volume 2, No. 2
- Whitelock, D. (Ed.) (2009). Special Issue on e-Assessment: Developing new dialogues for the digital age. Volume 40, No. 2
- Whitelock, D. and Watt, S. (Eds.) (2008). Reframing e-assessment: adopting new media and adapting old frameworks. *Learning, Media and Technology*, Vol. 33, No. 3

Discussion

Prof Denise Whitelock, Dr Tim Coughlan and Dr Ephraim Mhlanga

- Q1: How do we evaluate learners online?
- Q2: How do we conduct assessments online?
- Q3: How do we ensure academic integrity in online assessment including exams?
- Q4: What are the technological requirements (i.e. platform) to assess learners online?
- Q5: How do we test students on high-level skills?