

A social constructivist approach to assessment and feedback facilitated by technology

Steve Jewell

“Although students can, with difficulty, escape from the effects of poor teaching, they cannot escape the effects of poor assessment” (Boud 1995:35)

Structure

- Definitions
- Why?
- Some characteristics of effective assessment and feedback systems
- The process and what students think of it
- Ways of promoting social constructivism
- How good are students at estimating their performance?
- Summary of benefits
- Future work

Definitions

- Social constructivist approach

A collaborative, negotiable and social process
(O'Donovan, Price and Rust 2001 and 2008 and others)

- Learning object

One of more digital assets combined and sequenced to create or support a learning experience addressing a curricular outcome(s) for an identified audience(s). A learning object can be tracked, referenced, used and reused for a variety of learning experiences (Alberta Learning 2002).

- Digital grade form

A set of weighted assessment criteria accessed from an electronic repository and/or VLE that is used to assess a piece of work

Classification of types of collaboration

- Teacher to students – for example, classroom activities, action learning sets
- Teacher to student – for example, surgery hours
- Student to student – for example, group work, buddy system
- Teacher to teacher – for example, team teaching and moderation
- Student to teacher - the “conversational framework”
and not forgetting
- Self assessment by critical thinkers

Definitions

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Why?

- **We are not very good at it**
- Assessment and feedback under-resourced (Rust 2007)
- Poor ratings in assessment and feedback on the National Student Survey

Assessment is the most important thing we do for students, we owe it to them to do it well (Race 2008)

- **Decided to develop a grade form – why?**
- Students show a positive response to criterion-referenced self assessment (Andrade and Du 2007)
- Electronic version developed to cope with large cohort numbers

Some characteristics of effective assessment and feedback systems

- Involve collaboration between teachers and students
- A combination of quantitative measures and useful qualitative comments
- Three modes - formative and summative feedback and provides information for enhancing future performance
- Uses praise and gives hope...
- Grading systems that are practical, transparent, consistent, reliable, stable without drift, and use the full marking scale

The Process

The Students and Module

- Coventry University Business School has 500 postgraduates, predominantly international students – Home, European, African (English & French speaking), South Asian, Middle and Far East
- They are required to write a research proposal for their dissertation
- This is a difficult task as it involves tackling a number of complex concepts – made more difficult by the cultural diversity of the students and their different prior learning experiences

Components of a Research Plan

1. Title
 2. Introduction (5)
 3. Preliminary Literature Review (20)
 4. Research Objectives (15)
 5. Research Plan (40)
 6. Ethics (5)
 7. Planning (5)
 8. Referencing (5)
- plus 5 marks for how well written and cohesiveness

The first step – an electronic grade form

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Create Grading Form

*Title:

Description:

Add Criterion **Add Performance Indicator** To edit the

name of a criterion or performance indicator, click its Edit icon.

Objective/Criteria	Performance Indicators		
	* Need Improvement  	* Meet Expectations  	* Exceptional  
* Spelling  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points
* Grammar  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points
* Style  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points

Total (out of)::

Save **Cancel**

* Required field

A grade form for a research proposal

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M25BSS - Research Methods February starters					
<p>* Have you given the background to the research?</p>	<p>No or little attempt is made to explain the background to the research</p> <p>0.0 *points</p>	<p>Some attempt is made to explain the background to the research</p> <p>0.625 *points</p>	<p>An explanation is given to the background of the research</p> <p>1.25 *points</p>	<p>A full explanation is given to the background to the research using some key</p> <p>1.875 *points</p>	<p>A full explanation is given to the background to the research using the key</p> <p>2.5 *points</p>
<p>* What are your personal reasons for doing this research?</p>	<p>No attempt is made to explain why the topic has been chosen</p> <p>0.0 *points</p>	<p>Some attempt is made to explain why the topic has been chosen</p> <p>0.625 *points</p>	<p>A clear explanation is given as to why the topic has been chosen</p> <p>1.25 *points</p>	<p>A full explanation is given as to why the topic has been chosen</p> <p>1.875 *points</p>	<p>A full logical and succinct explanation is given for the topic choice</p> <p>2.5 *points</p>
<p>* Have you identified and critiqued the key sources? Are the sources up to date?</p>	<p>No sources have been cited</p> <p>0.0 *points</p>	<p>Only a limited number of sources have been used or they are not current</p> <p>3.75 *points</p>	<p>A minimum of 6 sources (of which at least 2 are current) have been used and analysed</p> <p>7.5 *points</p>	<p>A minimum of 6 sources including theoretical and empirical ones (of which at least 3</p> <p>11.25 *points</p>	<p>A minimum of 6 sources including theoretical and empirical ones (of which more than</p> <p>15.0 *points</p>
<p>* Have you cited and referenced them correctly? (page 54)</p>	<p>No or little attempt has been made to use the CU Harvard Reference System</p> <p>0.0 *points</p>	<p>An attempt has been made to use the CU Harvard Reference System but with</p> <p>1.25 *points</p>	<p>The CU Harvard Reference System has been used but with inconsistencies</p> <p>2.5 *points</p>	<p>The CU Harvard Reference System has been used but with minor inconsistencies</p> <p>3.75 *points</p>	<p>The CU Harvard Reference System has been used almost faultlessly</p> <p>5.0 *points</p>
<p>* Have you justified the need for your research at the end of your literature review?</p>	<p>No or little attempt has been made to justify the research</p> <p>0.0 *points</p>	<p>Some attempt has been made to justify the research</p> <p>1.25 *points</p>	<p>The need for the research has been justified</p> <p>2.5 *points</p>	<p>The missing knowledge has been identified generally and the need for the research justified</p> <p>3.75 *points</p>	<p>The specific ambiguities, anomalies and missing knowledge within</p> <p>5.0 *points</p>
<p>* Have you listed 3-5 research objectives using postgraduate level verbs (page 35)</p>	<p>There are no research objectives</p> <p>0.0 *points</p>	<p>The research objectives are poorly expressed and too numerous</p> <p>3.75 *points</p>	<p>A set of appropriate research objectives using higher level verbs are proposed</p> <p>7.5 *points</p>	<p>A set of appropriate research objectives with a clear link to the</p> <p>11.25 *points</p>	<p>A set of appropriate research objectives with a clear link to the</p> <p>15.0 *points</p>
<p>* Have you briefly described your research perspective? (page 69)</p>	<p>There is no or little attempt to explain the research perspective</p>	<p>There is a limited attempt to explain the research perspective</p>	<p>There is a succinct understanding of two of the three</p>	<p>There is a succinct understanding of the three key</p>	<p>There is a succinct understanding of the three key</p>















Submission Process

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Your location: Home Page

Welcome to Research Methods 2008-9

 <p>Introduction to the Module ▾ How to use this study web, the module descriptor, and the teaching and resources plan</p>	 <p>Teaching Schedule ▾ Summary of content of each teaching session</p>	 <p>Timetable ▾ For the February 2009 Cohort</p>	 <p>Teaching Sessions ▾ All the content for each teaching session</p>
 <p>Bryman and Bell Website ▾ The mandatory text - it is strongly recommended that you buy this</p>	 <p>Writing a Research Proposal ▾ This is in colour and will take a while to download. Make a cup of tea while you are waiting.</p>	 <p>The Coursework ▾ The coursework is a research proposal for your dissertation. Click here to see the research proposal template and assess your work</p>	 <p>Examples of Proposals ▾ These are exemplars that show good practice</p>
 <p>Study Support ▾ Postgraduate Centre, Centre for Academic Writing, CU Harvard Referencing Style, Maths Support, English Language support, Microsoft Office and more</p>	 <p>Research Proposal Writer ▾ This trial electronic tool will collate and write your research proposal. For each part of the proposal there are the associated assessment criteria and a set of sources to help you</p>	 <p>The Submission Process ▾ This is where you submit your indicative project proposal form, your draft and final research proposal</p>	 <p>An empirical paper ▾ (Hidden) This shows a critique of an empirical research paper</p>
 <p>Steve Jewell ▾ Contact details</p>	 <p>Module Questionnaire ▾ (Hidden) Your feedback is vital. Please take a few minutes to answer this questionnaire. Thanks, Steve</p>	 <p>University Email ▾</p>	









Course Tutor - Dr Steven Jewell

Submission Process (contd)

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-  [Project Proposal Form](#) 
To be submitted by 02/03/09. This is an informative assessment to let you know how you are doing.
-  [Project Proposal Outline](#) 
This can be submitted at any time until 24th April 2009
-  [Draft Research Proposal 0209](#) 
You can use this only once. Please do not post up other students' work to this icon or post up your draft on other modules either your own or another student's.
-  [Final Research Proposal Feb 09](#) 
Resit research proposals need to be submitted by midnight of 24/08/09

Mark by window switching between the research proposal and grade form

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Research Proposal by Steve Jewell

Paper 8 of 146

Id#: 4057766
Date Submitted: 22-06-09
Word Count: 3269
Similarity: 25%

File View Tools Help

Grade: /0 [edit](#)

1. Title

The implications of Service quality on customer satisfaction and loyalty within the golf industry?

2. Background

The aim of this paper is to assess the service quality of Golf Sudbury in Sudbury, Ontario, Canada. Golf Sudbury monopolises the golf market with four golf courses in the community and a retail store, Discount Golf. The four golf courses range from average to top end. I maintain inside links with Golf Sudbury as a family member has been the general manager for the last ten years. In addition I am an avid golfer and have been enjoying these golf courses for thirteen years. My main interest has been with a challenging, championship Thomas McBroom designed course.

When was it formed?

Timberwolf golf club was first presented as a concept to cater to the high end golfer, with high membership fees and a state of the art course to challenge any player. However, over the years the service quality has surely diminished, disappointing its members and tourists who travel great distances to play the exceptional course. The service quality within Golf Sudbury has always been average to poor. With the increase in disposable income and

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comment list general comments rubric scorecard

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Marking a grade form

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Complete Grading Form of Demo Student for 0209sp

Objective/Criteria	Performance Indicators				
	Little or no attempt	Limited attempt	Satisfactory attempt	Good attempt	Excellent attempt
Have you given the background to the research?	<input type="radio"/> (0 points) No or little attempt is made to explain the background to the research	<input type="radio"/> (0.625 points) Some attempt is made to explain the background to the research	<input checked="" type="radio"/> (1.25 points) An explanation is given to the background of the research	<input type="radio"/> (1.875 points) An explanation is given to the background of the research using some key studies within the research area	<input type="radio"/> (2.5 points) A full explanation is given to the background to the research using the key studies within the research area
What are your personal reasons for doing this research?	<input type="radio"/> (0 points) No attempt is made to explain why the topic has been chosen	<input type="radio"/> (0.625 points) Some attempt is made to explain why the topic has been chosen	<input type="radio"/> (1.25 points) A clear explanation is given as to why the topic has been chosen	<input checked="" type="radio"/> (1.875 points) A full explanation is given as to why the topic has been chosen	<input type="radio"/> (2.5 points) A full logical and succinct explanation is given for the topic choice
Have you identified and critiqued the key sources? Are the sources up to date?	<input type="radio"/> (0 points) No sources have been cited	<input type="radio"/> (3.75 points) Only a limited number of sources have been used or they are not current	<input type="radio"/> (7.5 points) A minimum of 6 sources (of which at least 2 are current) have been used and analysed	<input checked="" type="radio"/> (11.25 points) A minimum of 6 sources including theoretical and empirical ones (of which at least 3 are current) have been analysed	<input type="radio"/> (15 points) A minimum of 6 sources including theoretical and empirical ones (of which more than 3 are current) have been used and critiqued
Have you cited and referenced them correctly? (page 54)	<input type="radio"/> (0 points) No or little attempt has been made to use the CU Harvard Reference System	<input type="radio"/> (1.25 points) An attempt has been made to use the CU Harvard Reference System but with major inconsistencies	<input checked="" type="radio"/> (2.5 points) The CU Harvard Reference System has been used but with inconsistencies	<input type="radio"/> (3.75 points) The CU Harvard Reference System has been used but with minor inconsistencies	<input type="radio"/> (5 points) The CU Harvard Reference System is almost faultlessly used
Have you justified the need for your research at the end of the literature review?	<input type="radio"/> (0 points) No or little attempt has been made to justify the research	<input type="radio"/> (1.25 points) Some attempt has been made to justify the research	<input checked="" type="radio"/> (2.5 points) The need for the research has been justified	<input type="radio"/> (3.75 points) The missing knowledge has been identified generally and the need for the research justified	<input type="radio"/> (5 points) The specific ambiguities, anomalies and missing knowledge within the topic area have been identified and the need for the research justified
Have you listed 3-5 research objectives using postgraduate level verbs? (page 35)	<input type="radio"/> (0 points) There are no research objectives	<input checked="" type="radio"/> (3.75 points) The research objectives are poorly expressed or are too numerous	<input type="radio"/> (7.5 points) A set of appropriate research objectives using postgraduate level verbs are proposed	<input type="radio"/> (11.25 points) A set of appropriate research objectives with a clear link to the justification for the research using postgraduate level verbs are proposed	<input type="radio"/> (15 points) A set of appropriate research objectives with a clear link to the justification for the research, in the correct order, and using postgraduate level verbs are proposed
Have you briefly described your research perspective? (page 69)	<input type="radio"/> (0 points) There is no or little attempt to explain the research perspective	<input type="radio"/> (0.5 points) There is a limited attempt to explain the research perspective	<input type="radio"/> (1 points) There is a succinct understanding of two of the three key perspectives - the nature of knowledge, how knowledge is gained and induction versus deduction	<input checked="" type="radio"/> (1.5 points) There is a succinct understanding of the three key perspectives - the nature of knowledge, how knowledge is gained and induction versus deduction	<input type="radio"/> (2 points) There is a succinct understanding of the three key perspectives - the nature of knowledge, how knowledge is gained and induction versus deduction - and how they relate to the proposed research
Have you briefly described your research design using	<input type="radio"/> (0 points) There is no or little attempt to	<input checked="" type="radio"/> (0.5 points) There is some attempt to	<input type="radio"/> (1 points) The predominant research design	<input type="radio"/> (1.5 points) Clear reasons are given for the	<input type="radio"/> (2 points) Clear reasons are given for the

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12 June 2009

Student: Demo Student (webct_demo_341476858021)
Course: M25BSS - Research Methods
Section: (M25BSS) February starters
Section Instructor: Steve Jewell

Item	Grade	Statistics	Comments
0209sp:	50 (out of 100) View Graded Grading Form		
0209s:			
Project Proposal:	N/A		
Research Proposal Outline:			

(XX) - Indicates a grade that is partial or not complete

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What the student sees.....

Preview - Mozilla Firefox
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View Graded Grading Form - Research Proposal (Primary and Secondary Data) V2

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Have you briefly described your research design using	(0 points) There is no or little attempt to	✓ (0.5 points) There is some attempt to	(1 points) The predominant research design	(1.5 points) Clear reasons are given for the	(2 points) Clear reasons are given for the

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and electronic annotations on their script

The screenshot displays the GradeMark interface within a Mozilla Firefox browser. The browser's address bar shows the URL: https://submit.ac.uk/grademark3/index.asp?svr=3&session-id=04f73e1108379147ce2817e12ed173e5&r=1245694139698&oid=4057766&lang=en_us. The page header includes a welcome message: "Welcome to the new GradeMark! New!" and a link to "more info".

The main content area shows a document titled "Research Proposal" by Steve Jewell, identified as "Paper 55 of 146". The document's metadata includes: Id#: 4057766, Date Submitted: 22-06-09, Word Count: 3269, and Similarity: Wait. The document is currently graded at 0/0.

The document text includes the following sections:

further the interest in assessing the validity of the SERVQUAL framework to analyze the effects of service quality on customer satisfaction and loyalty.

A thoughtful literature review that uses current sources

It is customary to include at this point a statement justifying the need for the research

4. Research Questions and Objectives

The objectives of the research are to determine the relationship of service quality on customer satisfaction and loyalty within the golf industry.

1. Evaluate and distinguish the relationship of service quality and customer satisfaction?
2. Evaluate and distinguish the relationship of service quality on customer loyalty?
3. Determine if golfers have certain expectations when entering the golf experience. Assess if expectations are affected by the traditional perceptions of the exclusivity that golf is deeply rooted in?
4. Determine if there is a relationship between the increase in golfers and golf course on service quality?

In principle a good set of objectives (not questions) - but verbs could be stronger

Not a postgraduate verb - see page 35 of the manual for examples

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The interface also features a toolbar with options like "File", "View", "Tools", "Help", "Print", "Type", and "Grade: /0 edit". The bottom status bar shows the system tray with the time 11:16 and language set to EN.

Simple interpretation of mark

- 60 and over – will lead to a successful dissertation
- 50-59 – proposal has some minor flaws that need to be addressed for a successful dissertation
- 40-49 – proposal has some significant flaws which could prevent a successful dissertation
- Less than 40 – proposal has merits but is not sufficiently convincing

What did the students think of the process?

- *Great! The grading book known in advance gave me the opportunity to know what it is expected of me*
- *The assessment process is crystal clear*
- *The assessment was superb - it should be adopted by other modules*
but....
- *It's really good that everything is transparent and you could see what you have goton the other hand, it is so very technical*

Feedback on module questionnaire

Students were asked to respond to the following statement on a 5 point Likert scale where 5=strongly agree, 4=agree, 3=undecided. 2=disagree, 1=strongly disagree

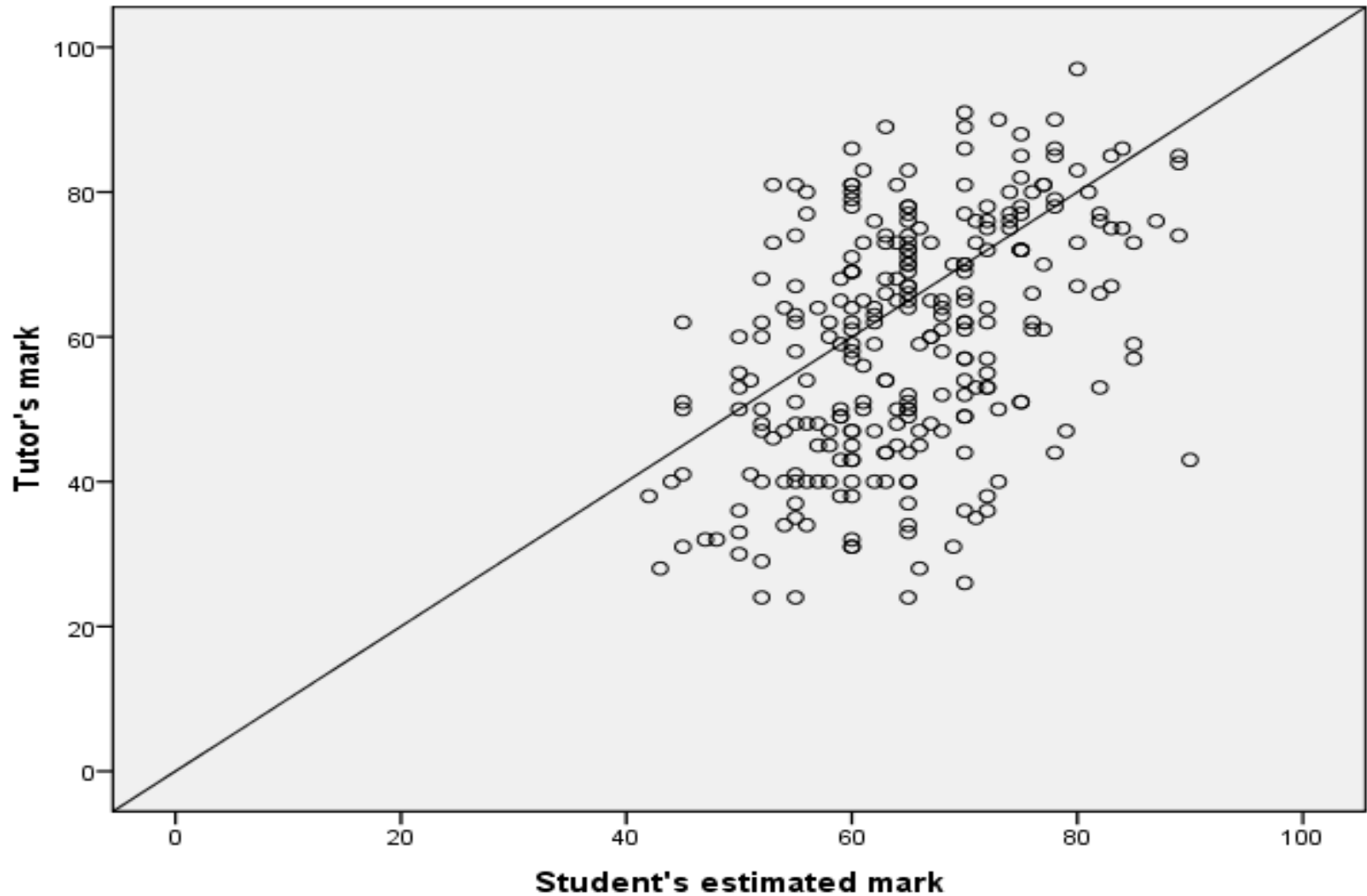
Assessment

The criteria used in assessment were clear in advance	4.3
Assessment arrangements and marking have been fair	4.1
I have received detailed feedback on my work	4.2
Feedback on my work has been prompt	4.4
Feedback on my work has helped clarify things I did not understand	4.3
The feedback will help me improve my dissertation	4.6

Approaches to social constructivism

- Participative induction to the process
- Use of exemplars to identify good practice
- Jointly marking a research proposal in class
- Remarking the “improved” research proposal in class
- Students’ amendments to the assessment criteria
- Discussion of generic weaknesses
- Self and buddy assessment
- Discussions with students on why I gave them the mark I did
(with the possibility of them negotiating a higher mark)
- Bonus marks if their estimations are close to mine

How good are students at assessing their performance?



Students' use of the grade form

For the last cohort, students were asked if they had used the grade form or not to self assess:

- 32 (29%) of students responded
- 75% used the grade form
- The pass rate for students that used the grade form was 92%
- The pass rate for students that did not use the grade form was 17% - would this have been higher if they had self assessed?

Benefits

- To the student - quick, collaborative, detailed, transparent, feed-on and equitable feedback (failure rate gone from 1 in 4 to 1 in 8)
- To the teacher a highly efficient process for coping with large student numbers
- To the administrator – no hard copies of assignments

Future work

- Improving teaching on generic weaknesses
 - information literacy
(The Committee of Inquiry into Changing Learner Experience)
- Developing the self assessment/critical thinking skills of students, particularly encouraging the weaker ones to use the grade form and the stronger students to be less modest
- Continuing the analytical versus holistic debate (Sadler, 2009)
- Migration to Moodle

References

- Alberta Learning (2002) *Learn Alberta Glossary* [online] available at <<http://www.learnalberta.ca/l>> [12 July 2009]
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