

# Student engagement in assessment practice

---

Nora Mogeey

Institute for Academic Development



THE UNIVERSITY *of* EDINBURGH

# Context : Technology Enhanced Assessment

---

Assisting the development of assessment for learning

Developing assessment literacy in our students

Engagement with and ownership of assessment and feedback

Recognise that resources are limited

...and existing marking practices may be unreliable



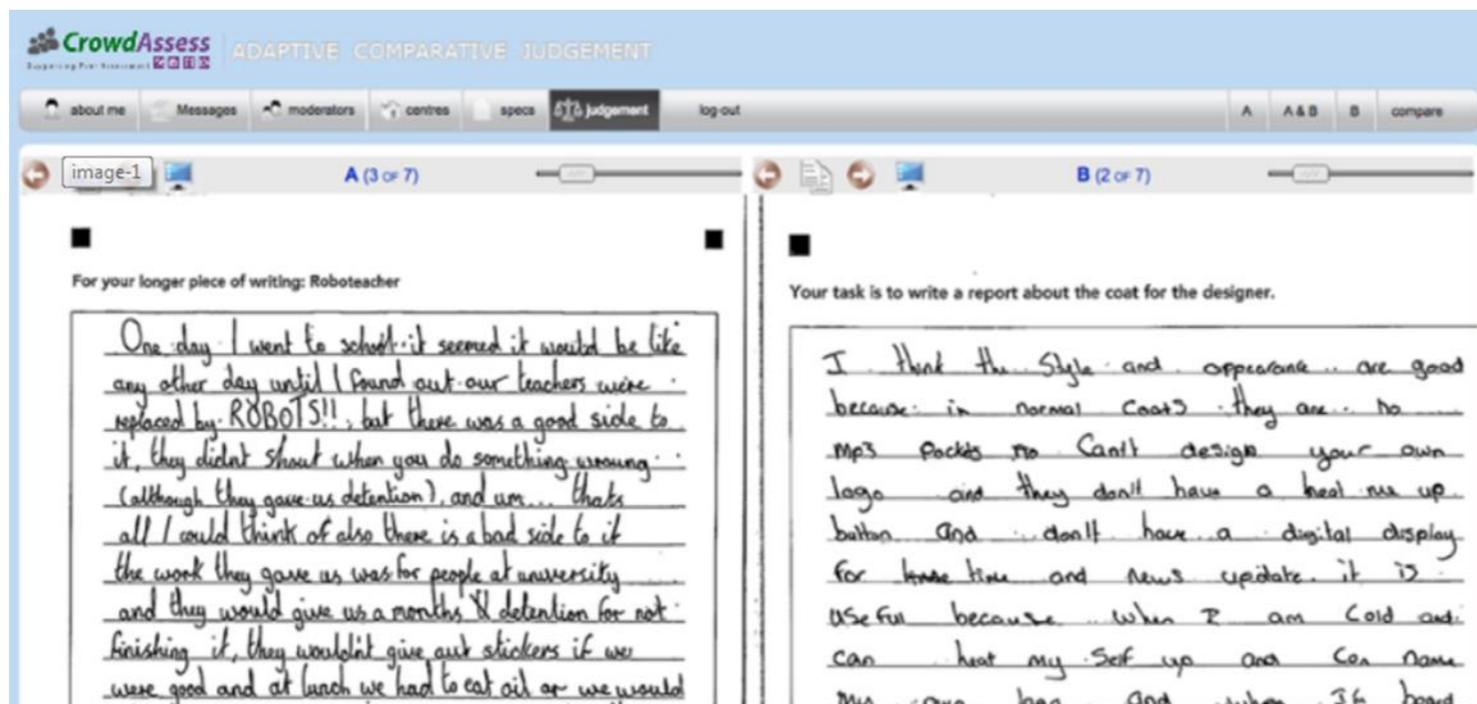
# ADAPTIVE COMPARATIVE JUDGEMENT

Lots of judges : Every item judged many times

Which one is better? (No grade/mark)

Feedback optional

Generates a rank order of all work



The screenshot displays the CrowdAssess Adaptive Comparative Judgement interface. At the top, the logo for CrowdAssess is visible, along with the text 'ADAPTIVE COMPARATIVE JUDGEMENT'. Below the logo, there is a navigation bar with links for 'about me', 'Messages', 'moderators', 'centres', 'specs', 'judgement', and 'log-out'. The main content area is split into two panels, A and B, each showing a handwritten student response. Panel A (3 of 7) contains the text: 'For your longer piece of writing: Roboteacher. One day I went to school: it seemed it would be like any other day until I found out our teachers were replaced by ROBOTS!!; but there was a good side to it, they didn't shout when you do something wrong: (although they gave us detention), and was... that's all I could think of also there is a bad side to it the work they gave us was for people at university and they would give us a months 'detention' for not finishing it, they wouldn't give out stickers if we were good and at lunch we had to eat oil or we would'. Panel B (2 of 7) contains the text: 'Your task is to write a report about the coat for the designer. I think the style and appearance are good because in normal coats they are no mp3 packs no cant design your own logo and they don't have a heat rise up button and don't have a digital display for home time and news updates. it is use full because when I am cold and can heat my self up and can name my own logo and when it's board'.



**DigitalAssess**  
KNOW MORE

[www.digitalassess.com](http://www.digitalassess.com)

# The Edinburgh Award: Peer Assessment

---

Over **40** different award programmes, **800** students

Recognises student development

Assessment via structured report : *reflections on development and impact*

Crowd Assess 1: Formative Feedback on mid point reflections (by peers)

Crowd Assess 2 : *Peer ranking of final reflections*

Review by staff (using sampling)

# Physics (2013)

---

Draft Essay Plan (of a critique of a paper)

**72** students, 3<sup>rd</sup> year

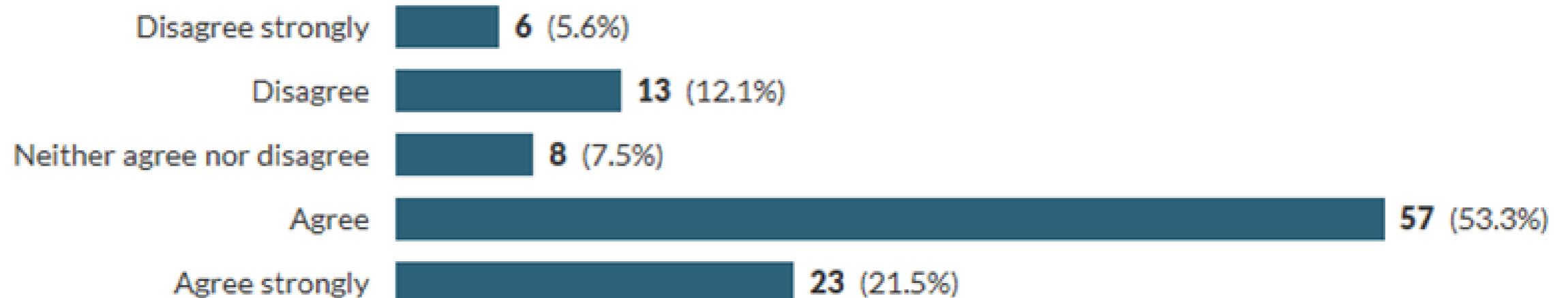
About **10** judgements each, including feedback

# Pilots (Spring 2015)

Discipline	Work	Assignments	Judges	Total judgements	Reliability
Maths	Essay plan	32	25	176	0.864
Clinical Education	Essay	26	24 (students)	235	0.828
	Essay	42	3 (staff)	840	0.953
Biology	Abstract	365	333	2845	0.977
Divinity	Book review	116	96	715	0.929
Geoscience	Poster	20	30	183	0.954
Spanish	Precis	47	10 (staff)	294	0.914

# Student feedback (107 responses)

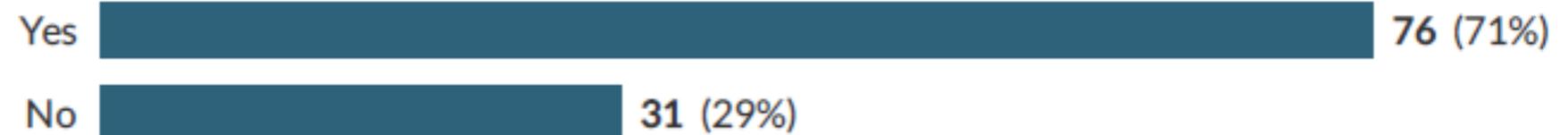
I have learned from reading what my peers submitted



*“It was useful to see different perspectives on approaching the problem we were assigned.”*

# Student feedback

Did reviewing other students' submissions make you feel differently about your own submission?



*“Yes, it was interesting! I learnt much information from my peers' work and I could identify where I went wrong.”*

*“It was interesting to see how other people tackled the topic. Moreover, it gave me a few ideas as well. I think that this provides us with a better view of how we should prepare for the task, and also gives you a bit of a head start.”*

# Student feedback

Having taken part in the activity, do you think you would now write your submission differently?



37 / 62 comments about concise & clear writing, use of diagrams

13 / 62 comments about accuracy, doing more in-depth research

# Was it straightforward ? (Free text response)

It's straightforward	53
It's difficult	29
Sometimes it is easy and sometimes it is really hard	20
Other types of answer	5

*“Sometimes it was quite hard to figure out which text was the better one because often they would have different positive and negative qualities.”*

# Cautions

---

## What was really being judged ?

*“I made my decisions about the quality of the work largely based on the quality of the writing as I didn't have enough background knowledge to asses the validity of the actual content.”*

# Cautions

---

This isn't a new way to do traditional marking, **it is different**

Staff say it takes more time

And everyone thinks it takes longer than it does!

Recorded mean judgement time	Survey reported mean judgement time	F2F feedback reported mean judgement time
5.5 mins	9.7 mins	15 mins

What to report back to students?

# Context : Technology Enhanced Assessment

---

- ✓ Assisting the development of assessment for learning
- ✓ Developing assessment literacy in our students
- ✓ Engagement with and ownership of assessment and feedback

# Thank you

---

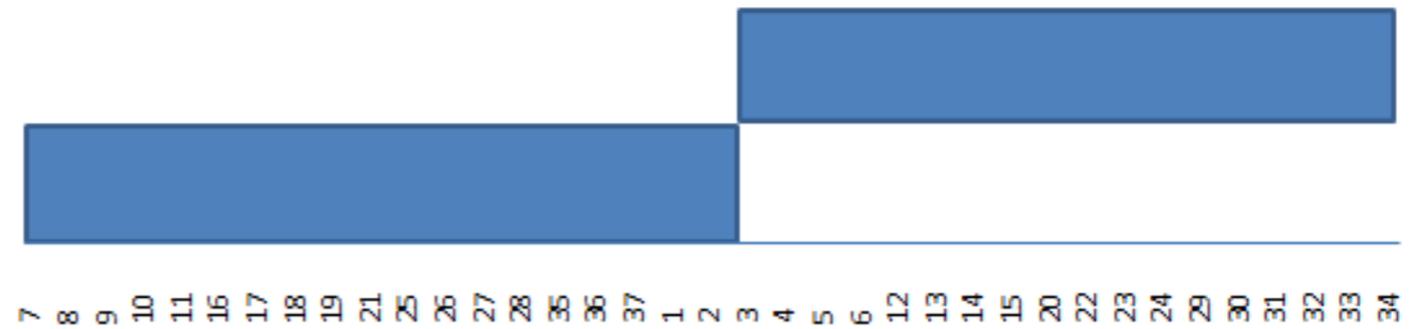
Nora.Mogey@ed.ac.uk

# SPOT TEST

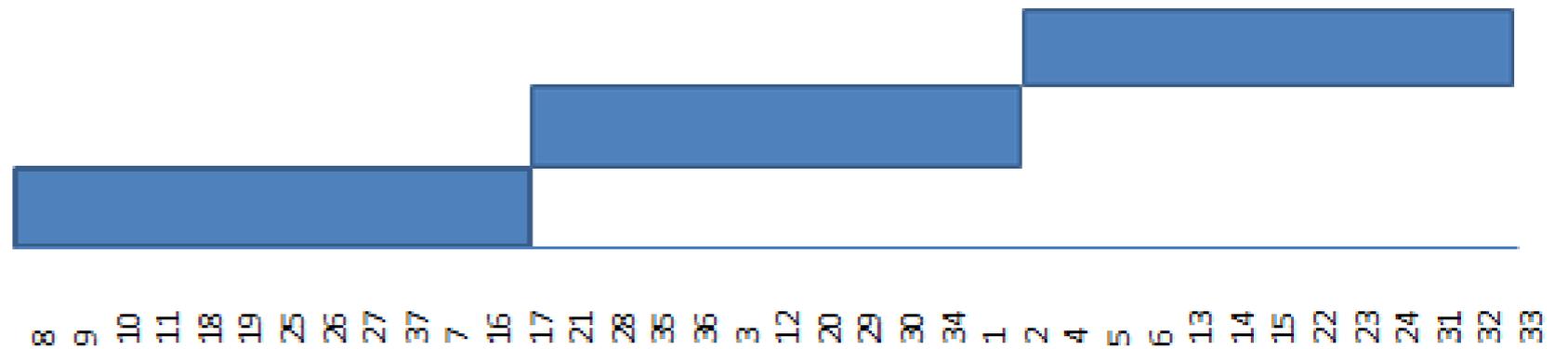
1. What's the temperature in this room ?
2. What's the temperature outside ?
3. Which is warmer, in here or out there ?

1 round = all scripts judged at least once

Round 1 = totally random allocation

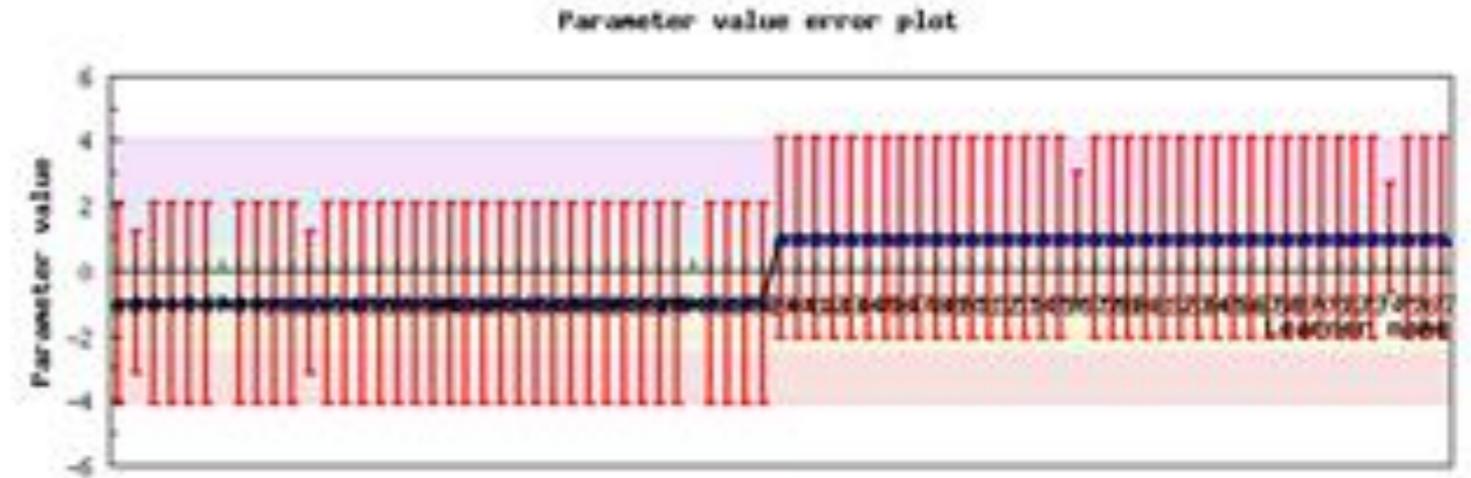


Rounds 2-6 (ish) = "swiss" tournament

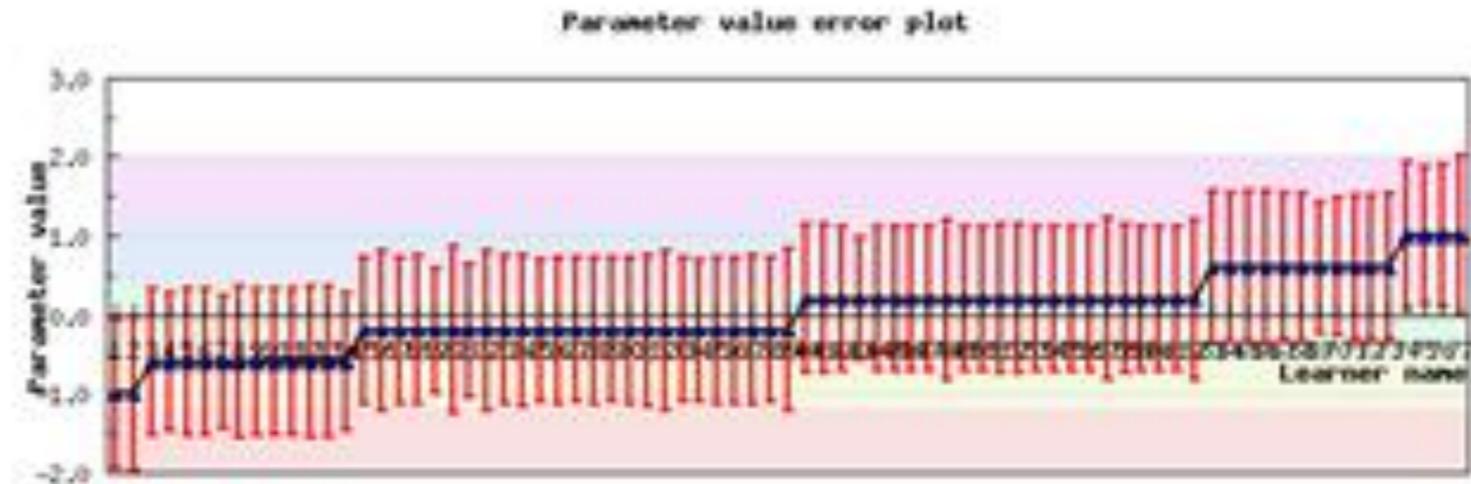


Later rounds allocated by adaptive algorithm

After round 1



After round 5



After round 10

