ONLINE ASSESSMENT - a marriage between Faculty & Registry
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.
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
Turnitin – a standard process

Generate Originality Reports for student submissions

- immediately first report is final
- immediately (can overwrite reports until due date)
- on due date
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
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.)
Analysis

Student Assessment Feedback Form

Form AFF13

This form is to be used to provide feedback to all undergraduates and related personnel after the assessment.

Name:
Affiliation:
Date:

Feedback

1. Achievement of competence at level 1
   - Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems.
   - Sound ability to analyze and synthesize knowledge to produce creative practice and to evaluate results.

2. Achievement of competence at level 2
   - Significant knowledge of current practice and techniques applicable to understanding research and administration in the discipline.

3. Achievement of competence at level 3
   - Significant understanding of current issues and potential issues, much of which is to be informed by, the stance of the field.

4. Communication and presentation
   - Strong application of specialist practical and technical skills.

5. Personal and professional development
   - Strong ability to learn independently relative to feedback.

Revisions and suggestions

1. A really interesting concept that has been really rigorously explored in your development work, however it is yet not fully received in a 4th association. Concerning to the production of stage earlier and expanding with a greater range of materials would have been beneficial.

2. Another interesting concept that we should have had been to develop more documentation (or better production values) of your projects usage by means to promote and expand. This development helps provide a level of confidentiality and constancy.

I confirm that I have reviewed the assessment of this student and that I agree with both the marks awarded and the feedback comments.

Name: [Signature]

Name of student receiving feedback: [Signature]

Note: This form should normally be returned to the student within eight weeks of the due date.

Learning and Teaching Committee

STUDENT ATTENDANCE MANAGEMENT TOOL

Purpose

1. To receive and consider how the pilots are performing using the new Attendance Management Tool in myUCA.

Background

2. The course leaders development day this summer included the topic of how to provide online provision to keep a record of student attendance. The pilots were to be evaluated to ensure time consuming, costly and mainly ineffective. Around the same time, both Learning Technologists were exploring possible tools to meet the same need for course leaders requests.

Funded by LST, the tool acts as a record of student engagement for the computer science modules of the course program. It allows students to easily track their attendance, which is then automatically recorded within the myUCA system. This tool may also be set up as a way to ensure that all students attend their classes, which may then be available for FE provision in January as the new upgrade will be able to integrate with course groups that mirror FE pathways.

How Attendance operates

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

Grading Form

CGVR0404

Mark Range (A+ to F)

1: Understanding

- 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.

2: Application

- Some other specific aspects of the Small Islands model this could be applied to.

3: Research / Methodology

- The tool can be used in the process of creating a group document, perhaps using numerical comparisons of the use of various tools along with summaries of the 'why' and 'how' of their choices.

Note: This form should normally be returned to the student within eight weeks of the due date.
Grades journey - WORD

1. Registry prepares assessment form
2. They send form to Course Leader
3. CL sends form to Unit Leader
4. UL marks work via WORD forms
5. WORD forms sent to Registry
6. Marks entered manually into SITS
7. Registry upload students’ feedback
8. Students access feedback via repository

Assessment Process - Grades Journey
Grades journey - Turnitin

1. Registry create Turnitin assessment form and attach to assignment
2. Unit Leader marks work and gives feedback in Turnitin
3. Marks entered manually into SITS
4. Students access feedback via Turnitin
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
Impact on Faculty
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)
Impact on Students
I’m not bothered how I get my feedback really, it just needs to be helpful and on time.

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

‘Online marking is easier to read.’
Pockets of resistance
Bibliography


MARIA TANNANT
Programme Manager in Digital Pedagogy
mtannant@uca.ac.uk