The implementation journey for taking e-assessment/feedback from the sporadic to wide-spread adoption in Higher Education

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The implementation journey for taking e-assessment/feedback from the sporadic to wide-spread adoption in Higher Education.

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Understanding our journey

- The Project
- Change
- Staff Reflections
- Reasons for Continuing as we are
- Interventions so far
- Interventions in the pipeline
- Change considerations - Discussion
The Project

• Faculty Policy to move towards providing 100% electronic feedback on all summative assessments (3 year phased due to complete at the end of this academic year 2014/15)

• Assessment Journey (Institutional Project) to move towards online feedback and submission phased with level 4 & 7 for 2016/17 then level 5,6 etc the following year

• Student demand
Change - Deal & Kennedy

- Position a hero in charge of the process
- Recognise a real threat from the outside
- Make transition rituals the pivotal elements of change
- Provide Transition Training in new values and behaviours
- Bring in outside Shamens (Gurus)
- Build Tangible symbols in the new direction
- Insist on the importance of security in transition
Change - Lewin

Lewin’s 3 - phase process:

Stage 1
Unfreeze current behaviour

Stage 2
Move to a new level

Stage 3
Refreeze at the new level
Staff Reflections - Lecturer

- Colleagues keen to stay as they are due to
  - Perceived health risks
    - Eye health - looking at screen
    - Comfort and concentration issues
  - Students won't like it
  - Uncertain of how the technology works
- Colleagues keen to change
  - Techno-visionaries
  - Clear benefits of time and cost savings
  - Student desire to have online feedback and submission
Staff Reflections - Module Leader

- incremental changes
- supporting staff in adoption
- extolling benefits
- being clear on requirements and expectations of team
- being understanding of level of intervention required for different members of team
- trialling before widespread adoption
Staff Reflections - Faculty Project Lead

- clarity of expectations of policies
- ensuring different approaches highlighted and supported
- ensuring staff approached in a variety of ways to widen participation and adoption
- ensuring interventions varied to suit groups/individuals
Staff Reflections - Technology Enhanced Learning Adviser

- Printed flyers
- Feedback microsite
- Presentations to groups of academics
- Develop feedback champions
- Create case studies

Training approaches
- Training sessions
- One-2-one sessions
- Embedding e - feedback at module inception
- Utilise feedback champions

Resistance / Problems raised
- Marking on screen
- Steep learning curve
- Full teaching team buy-in
Staff Reflections - Institutional

- Evidenced based demand from students
- Facilitates student engagement with feedback
- Operational advantages that align with the feedback in the curriculum - Institution wide 'Assessment Journey'
Reasons for continuing as we are

- 'Health'
- 'Students don't want it'
- 'Don't know how'
- No consequences for staff
Interventions so far

- Faculty Policy, disseminated widely
- Faculty wide information sessions
- One-To-one support
- Online resources
Interventions in the pipeline

- New modules across the faculty due to revalidation
- Support to set up VLE (Bb) sites for Module Leaders
- Support to achieve the Institutes Minimum expectation
- Technology and 'how to' Workshops
- Focussed Team, Course and Module support
Change considerations - Discussion

• Faculty Policy
• Revisit Deal & Kennedy, Lewin, Barker
• Early adopters to be intensively supported during 2015/16 with early majority likely in 2016/2017 (both internally and externally)
References

• JISC - Joint Information Systems Committee, (2007), *Effective Practice with e-Assessment*
• Lewin, K., (1947), *Frontiers in group dynamics: concept, method, reality in social science*, Human Relations
• SBS Summative e-assessment policy (2012)