

**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

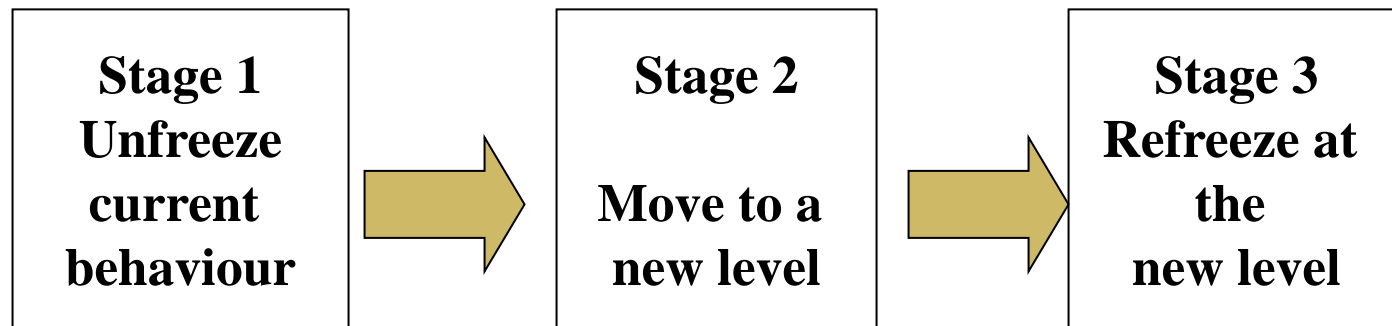
- Faculty Policy to move towards providing 100% electronic feedback on all summative assessments (3 year phased due to complete at the end of this academic year 2014/15)
- Assessment Journey (Institutional Project) to move towards online feedback and submission phased with level 4 & 7 for 2016/17 then level 5,6 etc the following year
- Student demand

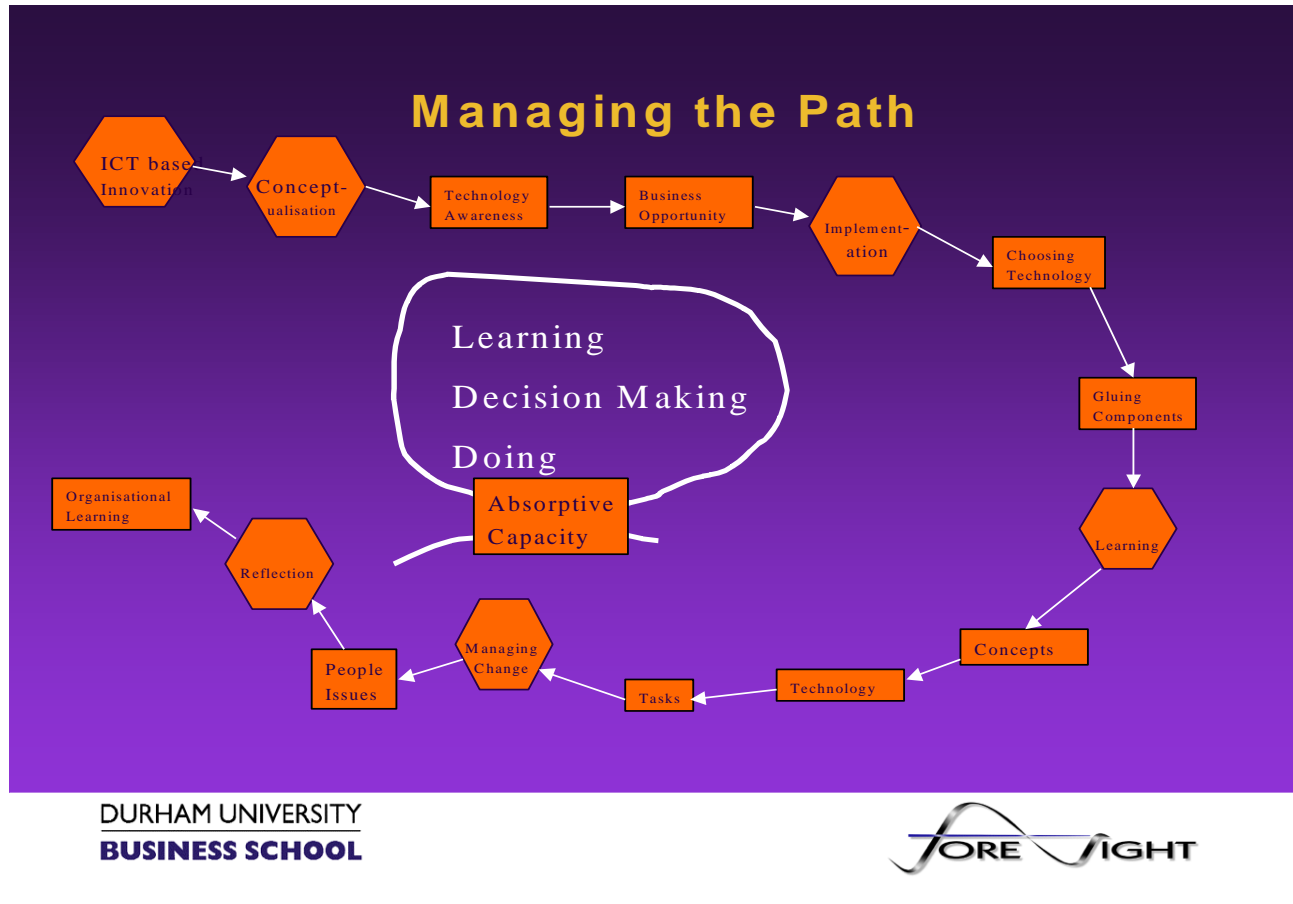
Change - Deal & Kennedy

- 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:





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)

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