

How Brightspace Has Supported Assessment and Feedback at the University of Huddersfield



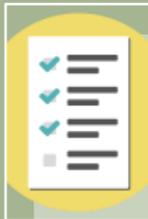
Dr Sue Folley

University of Huddersfield

What Am I Going To Talk About Today?



Context



Assessment



Case Studies

Brightspace

Where is Huddersfield?





WELCOME TO
HUDDERSFIELD

PREMIER TOWN | PREMIER LEAGUE

The University

History dates back to 1841 – it was originally a Young Men's Mental Improvement Society

It became a University in 1992

18,245 students

52% are commuter

18% are part time

44% are mature

19% are international

2360 staff

45% Academic



Art, Design and Architecture
Applied Sciences
Business School
Computing and Engineering
Education and Professional Development
Human and Health Sciences
Music, Humanities and Media
Computing and Library Services



Teaching and Learning Excellence

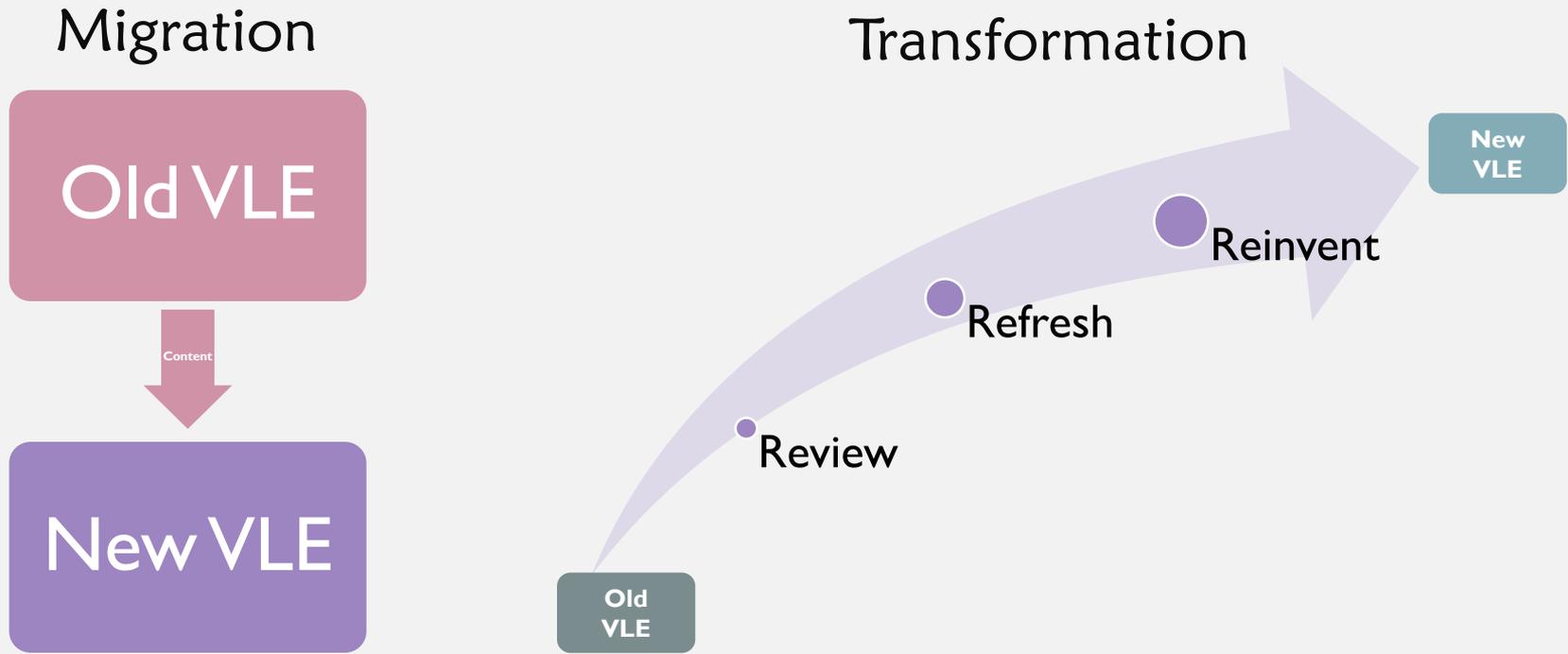


- TEF Gold
- HEA Global Teaching Excellence Award 2017
- Number One in England for Teaching Qualifications
 - All academic staff have teaching qualifications
 - All academic staff are Fellows of the Higher Education Academy
 - All academic staff either have or working towards a PhD
- The UK's leading University for the receipt of the National Teaching Fellowships to mark Britain's best teachers for the past nine years.
- University of the Year 2013

Move to Brightspace: Timeline



Move to Brightspace: Strategy



Selling the benefits

Training and Support

Senior Management Buy-in

Early Communication

Transforming our Teaching and Learning

VLE Strategy

Build from scratch approach

Planning Workshops

Advanced Development Retreats

The Advanced Development Retreats

- ✓ funded
- ✓ up to 20 people
- ✓ application
- ✓ tangible objective
- ✓ off-site
- ✓ transformation
- ✓ preparation
- ✓ facilitated

Institutional Approach



- Consistent navigation bar for modules
- Consistent module home page structure
- Consistent content structure at the top level
- Minimum requirements of modules agreed as part of VLE strategy
- Use of Grades for only summative assessment
- Widget developed that sets up grade book and assignment inboxes for summative assessment based on information in our student records system – this enables all summative assessments to be set up properly.
- Assessments to be added to folder in content as well as accessed via the module navigation bar



Consistent Module Menus

HTML Template Sandbox

Hello and welcome Sue to this module all about the HTML Templates tool in Brightspace!

Information in the Overview content area appears here

Within this module you will find:

- The default ice cream templates available in your module
- Examples of how these templates can be used
- Case studies of pages used within the university
- How-to guides to explain the basics of the code behind the templates
- 3 tasks for you to try your hand at



Announcements ▼

There are no announcements to display. [Create an announcement.](#)

Only for staff

HUD - Grades Setup ▼

HUD - Grades Calc and export to ASIS ▼

Module Overview ▼



1 person visited this course today.

No quizzes have been submitted today.

Staff profiles

Dr Sue Folley

Alexandra Stewart



Dr Sue Folley

Known as Sue

Module Leader

Email: S.Folley@hud.ac.uk

Phone: 2317



Office Location: SB5/23

Office Hours: Mon-Fri 8am-4pm

[Edit this profile](#)

Widget to show staff profiles for the module

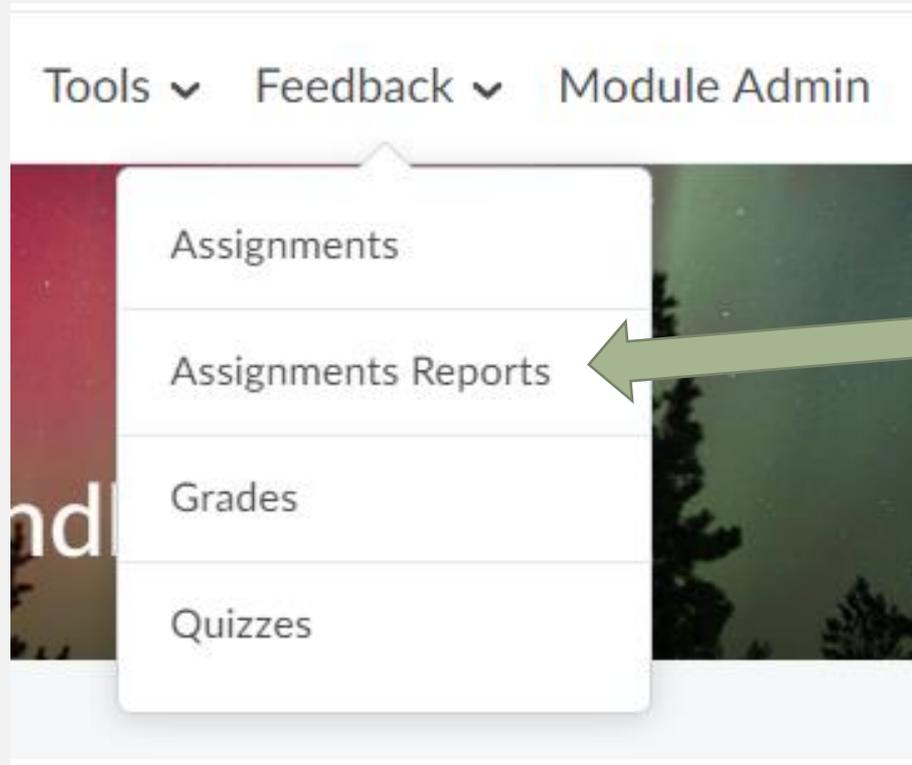
Standard Content Structure

Table of Contents	31
Information	4
Assessment	4
Lecture Capture	
Learning Resources	23

Links to all assessment submission points and info

All learning materials are in here in sub-units

Assessment Reports



Assessment Reports

Assignment Reports

Sortable and downloadable view of unpublished assignment marks

Assignment name	Due Date	Submissions	With feedback
Assignment 1 - Turnitin	24 October, 2018	4/6	2/6
Eportfolio Submission	25 January, 2019	3/6	3/6
Text Submission Assignment	17 May, 2019	3/6	0/6

Eportfolio Submission - Submission Reports

Export for Excel

First Name	Last Name	OrgDefinedID	Score	Status
Sue	Folley Student	cmsxf-stu	65	Published
Sue	Folley Student3	cmsxf-stu3	52	Published
Sue	Folley Student2	cmsxf-stu2	48	Published

Showing 1 to 3 of 3 entries

Mean: 55 Median: 52 Mode: 48 52 65

Questions?

Assessment and Feedback

Centrality of Assessment and Feedback in the Teaching and Learning Process

How do I get a good grade?

What is the minimum work I need to do to pass?

Is what he is talking about relevant for the assessment?

How do I meet the learning outcomes and make this topic engaging?

How do I pass this class?



Am I clever enough to be here?

Assessment of Learning and Assessment for Learning

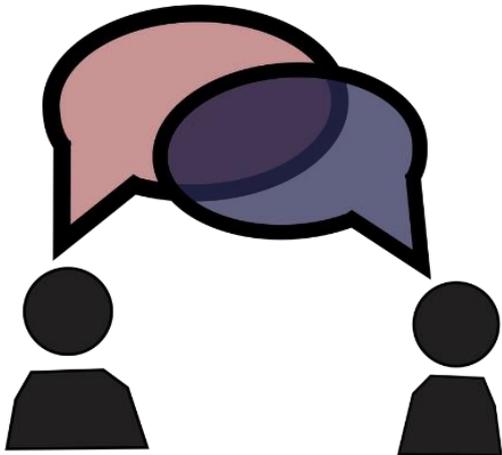
- Learning and assessment must be aligned (Biggs, 2003)
- Assessment is designed to support learning (role of formative, role of programme level focus on assessment)
- Use of feedback to support learning

The Future of Assessment: Five Principles, Five Targets for 2025

- **Authentic:** Assessments designed to prepare students for what they do next, using technology they will use in their careers
- **Accessible:** Assessments designed with an accessibility-first principle
- **Appropriately automated:** A balance found of automated and human marking to deliver maximum benefit to students
- **Continuous:** Assessment data used to explore opportunities for continuous assessment to improve the learning experience
- **Secure:** Authoring detection and biometric authentication adopted for identification and remote proctoring

Jisc, 10/2/20

Assessment Literacy



Defined as students' :

- understanding of the rules surrounding assessment in their course context,
- their use of assessment tasks to monitor or further their learning,
- and their ability to work with the guidelines on standards in their context to produce work of a predictable standard.

(Smith et al, 2012, p.46)

How Do We Develop Students' Assessment Literacy?

Evans (2016) suggests for the following four principles of assessment literacy:

- Clarify what constitutes good
- Clarify how assessment elements fit together
- Clarify student entitlement
- Clarify the requirements of the discipline

https://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/A0999D3AF2AF4C5AA24B5BEA08C61D8E/EAT%20Guide%20April%20FINAL1%20ALL.pdf

Clarify What Constitutes Good

Students need to have a clear understanding of what good is, and the different ways of achieving good.

Brightspace rubrics can help with this (or Turnitin ones) – but make sure student use the rubrics either on their own work, on someone else's or on sample work.

Provide examples of different standards of work and different varieties of 'good'

Think about asking the students to set the criteria (or at least discuss this)

Use Self-Assessments or Quizzes for students to apply the individual criteria to sample pieces of work

Clarify How Assessment Elements Fit Together

It is essential for students to map what they think the assessment design is, and to agree, confirm, and revisit how all elements of assessment fit together with the support of lecturers at regular intervals.

Programme
Level Course
Design

Cross Module
assessments

Alignment with
programme and
module learning
objectives

Programme Level Assessment Design

Year 1	<p>DFM 1030 TSL</p> <ul style="list-style-type: none"> ● ● ● ● ● 	<p>DFM 1130 POLD</p> <ul style="list-style-type: none"> ● 	<p>DFM 1230 SSW</p> <ul style="list-style-type: none"> ● ● 	<p>DFM 1330 PP</p> <ul style="list-style-type: none"> ● ● ● ● 	
Year 2	<p>DIM 1130 SAFEGUARDING</p> <ul style="list-style-type: none"> ● ● ● 	<p>DIM 2230 SEN P.</p> <ul style="list-style-type: none"> ● ● ● ● 	<p>DIM 3130 LIT/NUM.</p> <ul style="list-style-type: none"> ● ● 	<p>DIM 1330 APP</p> <ul style="list-style-type: none"> ● ● ● ● 	
Year 3	<p>DHM 2230 H/W-B.</p> <ul style="list-style-type: none"> ● ● 	<p>DHM 2330 SLYC</p> <ul style="list-style-type: none"> ● ● 	<p>DHM 1020 RES METH.</p> <ul style="list-style-type: none"> ● ● 	<p>DHF 2940 MAJOR STUDY</p> <ul style="list-style-type: none"> ● ● 	

Programme Level Assessment Design



Clarify Student Entitlement

It is important to make it clear what support is available and when. What are the boundaries regarding support and what is the student role in this process? Feedback should be seen as a highly valuable and rationed resource.

Use of formative assessment tools: annotations, rubrics, video and audio feedback

Make sure students know what support service are available like academic skills, referencing, IT, disability and well-being etc

Ask students to respond to feedback in some way – it makes sure they engage with it and that they have understood it

Clarify The Requirements Of The Discipline

Students need to be able to identify with, and meet the requirements of their specific disciplines. It is important for teams to agree and clarify with students what the core concepts and threshold concepts (those that may prove difficult) within a discipline are, and what are the most appropriate strategies to support their understanding of these difficult concepts.

Peer teaching works well here

Use of quizzes and self-assessments to test basic understanding of requirements

Example work for students to reference

Questions?

Case Studies

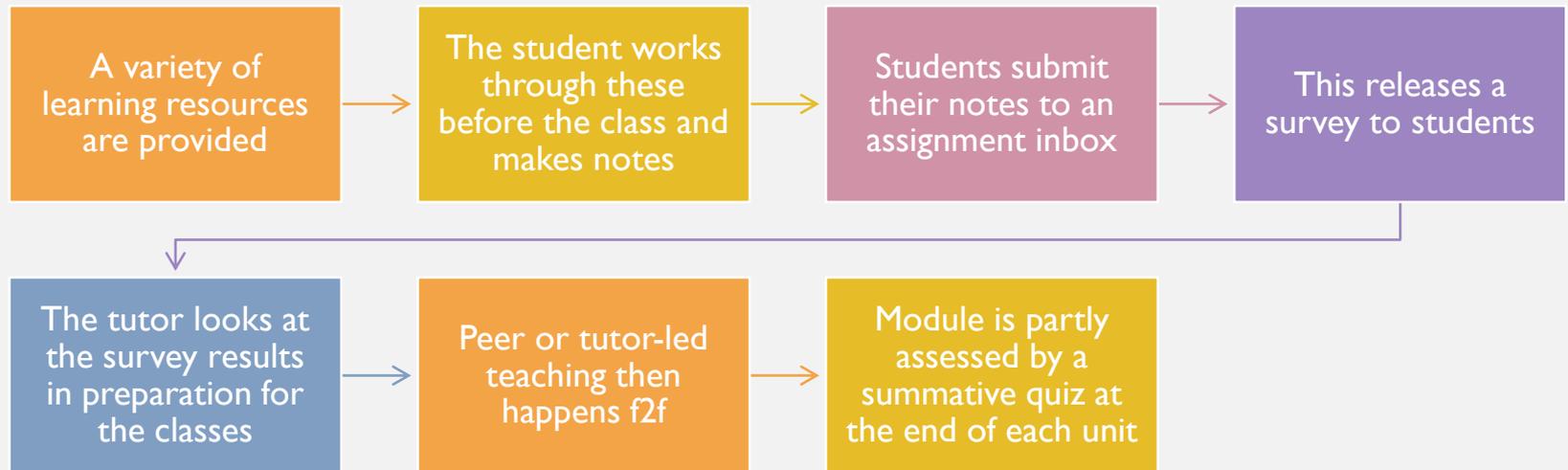


Case Study 1

Professor John Allport
Computing and Engineering

A Flipped Classroom Approach

Process for Each Unit of Study



Brightspace Tools Used:

- Content upload including multimedia,
- assignments,
- surveys,
- release conditions,
- quizzes.

Survey Question Example

Survey of areas requiring further explanation - Session 01

Choose up to three areas from the review questions set which you feel that you need further explanation of during the next discussion session.

Question 1

Choose the 3 main questions / areas of the subject that you would like further assistance with during the next discussion session

- 1) Logging in
- 2) Tutorial times
- 3) Module handbook
- 4) Expectations before seminar
- 5) Submitting reading notes
- 6) Completing the survey
- 7) Survey results
- 8) Peer learning
- 9) How long to answer questions
- 10) Number of attempts at questions
- 11) What happens if I do not complete?
- 12) What is the other assessment?

Submit Survey

Save Responses

Quiz Question Example

Session 02 - Tyres - End of Session quiz - Preview

Time Limit: 1:00:00

Time Left:0:59:33

John Allport: Attempt 1

Exit Preview

Page 1:

1 --	2 --	3 --
4 --	5 --	6 --

Question 2 (1 point)

Temperature rise in the tyre causes

- increased life
- decreased grip
- increased wear
- decreased wear

Question 3 (2 points)

Use a diagram to explain the two primary mechanisms by which the tyre -road material pair produces the very high level of friction normally found.







Question 4 (2 points)

If the vertical load on a tyre is doubled, by how much will the maximum horizontal load it can generate increase?



Case Study I Conclusions

Feedback is rapid – students get their questions answered before assessment, so develop better understanding

Students can study at their own pace in their own time

Contact time is spent with students who need more help. Those who are confident in their understanding can be formatively assessed during peer learning, and those less able can learn from both their peers and the tutor

Students remain more engaged and feel part of the learning process

Materials can evolve and develop in real time throughout the year

Quiz questions can be added when time permits, instead of having to write complete new exam papers

Randomisation of questions allows assessment to be open book and done at each student's convenience – no exam stress

Questions?

Case Study 2

Sarah Swift and Kay Smith

Business School

Using Brightspace for formative and
summative assessment of Year 1
Accountancy Students

What they did

- In the module *Management and Cost Accounting* – they improved both engagement and achievement through formative assessment by building multiple choice question banks and quizzes in Brightspace

Why they did it:

- Accountancy courses have professional exemptions and restrictions
- They wanted to improve retention, engagement and achievement – especially in Year 1
- They were always looking for ways to improve and the introduction of Brightspace and the offer of the Advanced Development Retreats allowed them the opportunity to carry out this work

Management And Cost Accounting

Creating Question Banks

Time-consuming to create but once done questions can be used in multiple quizzes

The standard direct material cost for a product is £50 per unit (12.5kg at £4 per kg). Last month the actual amount paid for 45,600 kg of material purchased and used was £173,280 and the direct material usage variance was £15,200 adverse. What was the direct material price variance last month?

- A) £8,800 Adverse
- B) £8,800 Favourable
- C) £9,120 Adverse
- D) £9,120 Favourable

Students appreciate immediate feedback and including workings/ comments at same time reduces queries from students

Randomize answers for each student

Enumeration

A, B, C, D, E, F, ...

Overall Feedback

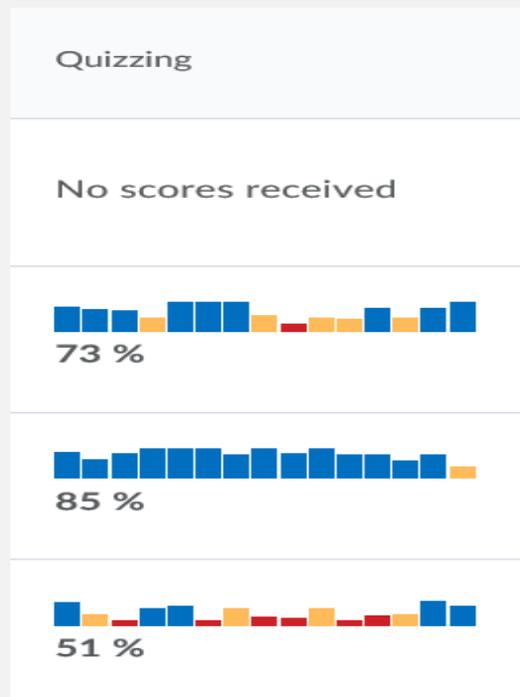
Working = actual price = $\text{£}173,280 / 45,600 = 3.80$

Variance = $(3.80 - 4.00) \times 45,600 = \text{£}9,120$ and paid less, so favourable

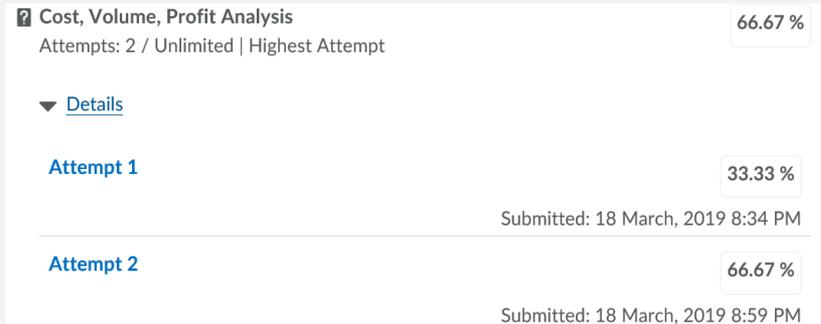
If you did not pick '£9,120 Favourable' then please go back to your Variance Analysis 1 notes.

View Engagement And Achievement Via Class Progress

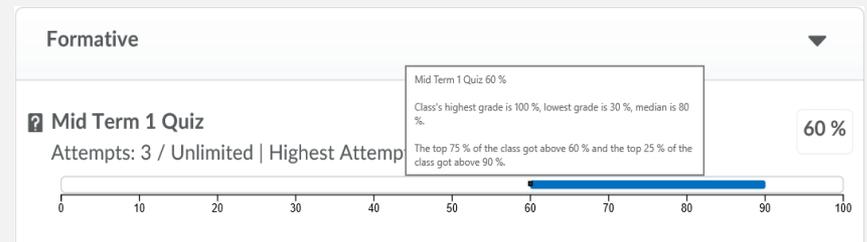
Can view for whole module or by group as a check before timetabled class



See progress for individual students



See progress relative to whole class



Gave Automated Awards Based on Quiz Scores

Bronze (40%-59%), Silver (60-69%) or Gold (70%+)

Encourages some students to complete quizzes multiple times in order to improve their score



But not the case for all and some students had limited engagement



Engagement with Quizzes Increased as in-class Test Approached

Usage increased rapidly in run up to summative assessment



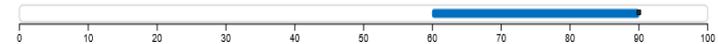
Benefit is they can be used at any time of day and multiple times

Formative

Mid Term 1 Quiz

90 %

Attempts: 2 / Unlimited | Highest Attempt



Details

Attempt 1

50 %

Submitted: 30 October, 2018 6:16 PM

Attempt 2

90 %

Submitted: 25 March, 2019 11:34 PM

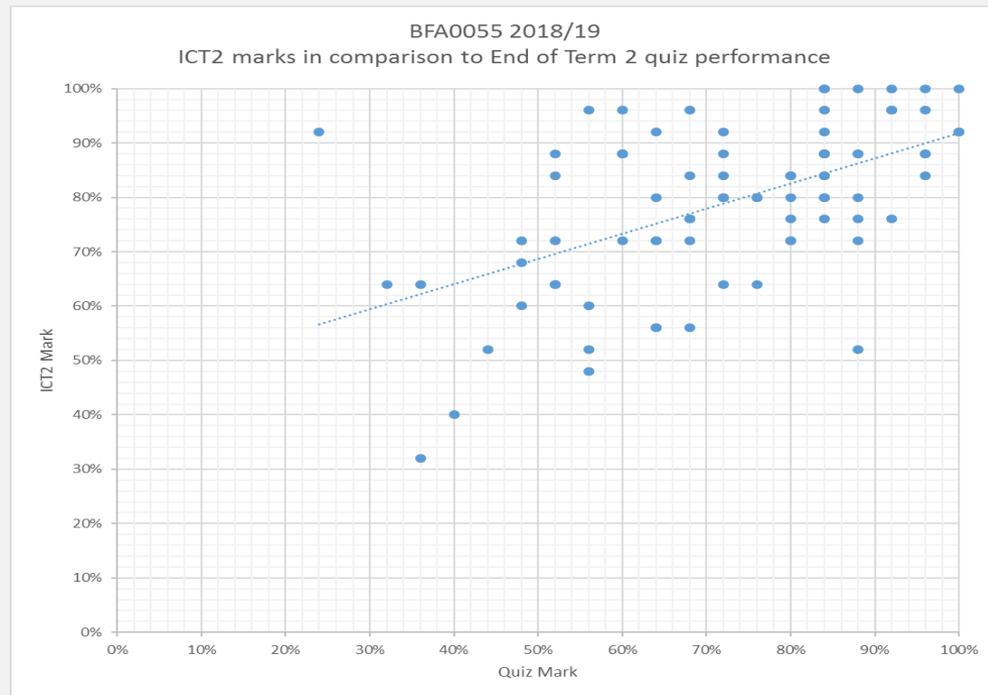
Achievement Improved Following Use of Quizzes

Improved overall scores for summative assessment as average mark for In Class Test increased: -

2018/19 75%

2017/18 67%

Formative scores correlated to summative scores



Individual Profiles Show Correlation Between Engagement and Achievement

Top scoring student in the in-class Test

Quizzes Progress

Quizzes Completed Attempts Awaiting Grade
100 % (23/23) 0

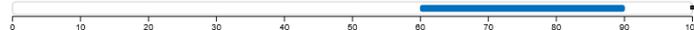
93 %

Formative

Mid Term 1 Quiz

Attempts: 3 / Unlimited | Highest Attempt

100 %

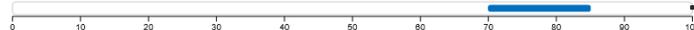


[Details](#)

End Term 1 Quiz

Attempts: 7 / Unlimited | Highest Attempt

100 %



[Details](#)

Lowest scoring student in the in-class Test

Quizzes Progress

Quizzes Completed Attempts Awaiting Grade
4.35 % (1/23) 0

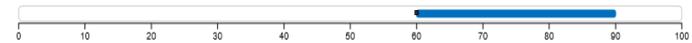
60 %

Formative

Mid Term 1 Quiz

Attempts: 1 / Unlimited | Highest Attempt

60 %



[Details](#)

End Term 1 Quiz

Attempts: 0 / Unlimited | Highest Attempt

Case Study 2: Conclusions

Brightspace Tools Used:

- Question Bank
- Quiz Pools
- Randomised Questions
- Awards
- Class Progress for tracking

Management and Cost Accounting saw improved results on the In-class Test 2 – which directly correlated to the use of the practice quizzes.

The combination of the move to Brightspace, the functionality of Brightspace and the Advanced Development Retreats provided the opportunity for these improvements

Questions?

Case Study 3

Computing and Engineering

Assessing Group Work

Context for Case Study 3



Team Projects module – final
year web programming degree



Group work – always
unpopular

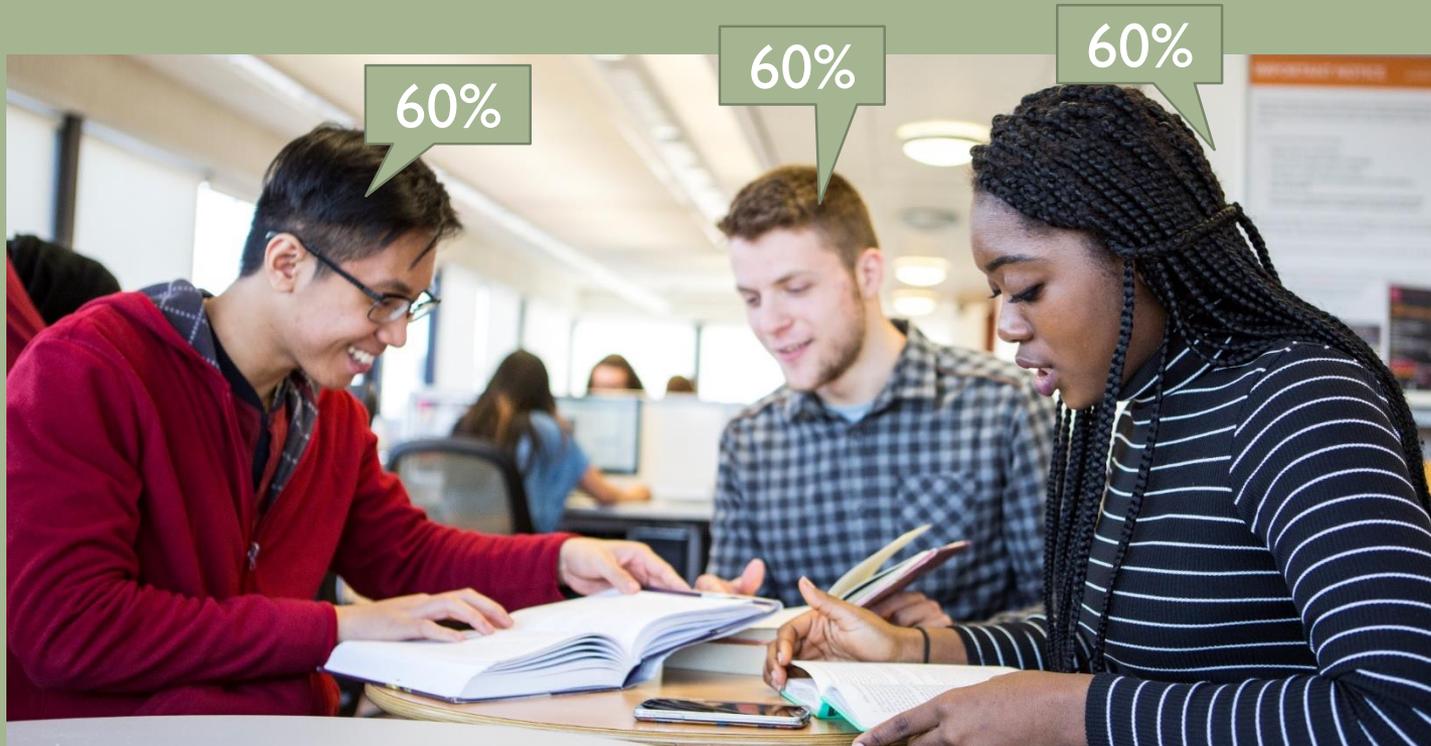


But it is an important
employability skill



With Brightspace – group
work can be set up and all
students get the same mark

Are Group Work Marks Fair?



“Marking all team members equally is ubiquitously considered an unethical academic practice”

Ciprian Spatar, Nigel Penna, Henny Mills, Vedrana Kutija & Martin Cooke (2015)

A robust approach for mapping group marks to individual marks using peer assessment,
Assessment & Evaluation in Higher Education, 40:3, 371-389, DOI: 10.1080/02602938.2014.917270

Reasons for Individual Marks

- Student Voice

in the group presentation i found it unfair to be judged as a whole instead of as individuals, as some members of the group were much weaker than others, and put in very little effort and therefore brought the mark down.

- External accreditations;
- External Examiners



Peer Assessment Tool in Brightspace

Enter the criteria you want students to assess each other on. Ideally, please keep these brief.

Add another criterion

Self Assessment

- Students should assess their own contribution as well as other group members

Student comments

- Provide a space for students to explain their marks. Comments are only seen by the module staff.

Instructions to students

Peer Evaluation allows you to adjust the scores of your team members to reflect their contribution to the group. Everybody starts off with 100 points per category, but you can reallocate these marks to other team members. Each column must add up to 100 x the number of group members.

Staff involved in the module will be able to see your ratings but your peers will not.

Set up the Peer Assessment

Student View

Peer Assessment for the Project Work

 Web Page

 Ends 11 February, 2020 4:00 PM

Presentation Peer Assessment

 Web Page

 Ends 29 February, 2020 4:00 PM

Student View

Presentation Peer Assessment ▾



Project Group 2

Peer Evaluation allows you to adjust the scores of your team members to reflect their contribution to the group. Everybody starts off with 100 points per category, but you can reallocate these marks to other team members. Each column must add up to 100 x the number of group members

Staff involved in the module will be able to see your ratings but your peers will not.

Student	Engagement	Effort	Ideas	Overall Contribution
Sue Student	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>
Briefly explain your mark for Sue <input type="text"/>				
Sue Folley Student	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>	<input type="text" value="100"/>
Briefly explain your mark for Sue <input type="text"/>				
Points Awarded:	200	200	200	200

Tutor View

[Table of Contents](#) > [Assessment](#) > Presentation Peer Assessment

Presentation Peer Assessment ▾



Export for Excel

Group Name	Student Name	Username	Voted?	Ratings Received	Engagement (avg %)	Effort (avg %)	Ideas (avg %)	Overall Contribution (avg %)	Total peer score	
Project Group 1	Folley Student2, Sue	cmsxsf-stu2	Y	2	95	90	105	98	97	<input type="checkbox"/>
Project Group 1	Folley Student3, Sue	cmsxsf-stu3	Y	2	105	110	95	103	103	<input type="checkbox"/>
Project Group 2	Student, Sue		Y	2	85	93	125	98	100	<input type="checkbox"/>
Project Group 2	Folley Student, Sue	cmsxsf-stu	Y	2	115	108	75	103	100	<input type="checkbox"/>

Showing 1 to 4 of 4 entries



Tutor View

Export for Excel

Voter Name	Vote Recipient	Engagement (total)	Effort (total)	Ideas (total)	Overall Contribution (total)	Comments
Folley Student, Sue	Student, Sue	50	75	100	75	She did less work and did not always turn up at meetings
Folley Student, Sue	Folley Student, Sue	150	125	100	125	I did most of the work
Folley Student2, Sue	Folley Student2, Sue	100	100	100	100	I felt we equally contributed overall so have left the marks as the same
Folley Student2, Sue	Folley Student3, Sue	100	100	100	100	I felt we equally contributed to the presentation so have not adjusted the marks
Folley Student3, Sue	Folley Student2, Sue	90	80	110	95	Overall she didn't do as much work as me but had some good ideas
Folley Student3, Sue	Folley Student3, Sue	110	120	90	105	I did more work than her but her ideas were useful
Student, Sue	Student, Sue	120	110	150	120	I did a mot more work so deserve higher marks

Tutor View

<input type="checkbox"/>	Group Work ▾				30
<input type="checkbox"/>	Group Project Mark ▾	Numeric	-	100	80
<input type="checkbox"/>	(EX)Presentation Peer Assessment (Peer Review) ▾	Numeric	-	100	20

 Email

Last Name ▲, First Name ▾	▾	☰ Group Work ▾			Peer
		Group Project Mark ▾	(EX)Presentation Peer Assessment (Peer Review) ▾	Subtotal	
  Folley Student, Sue ▾	0, -%	- / -, -%	30 / 30, 100 %	30 / 30, 100 %	
  Folley Student2, Sue ▾	0, -%	- / -, -%	29.1 / 30, 97 %	29.1 / 30, 97 %	
  Folley Student3, Sue ▾	0, -%	- / -, -%	30.9 / 30, 103 %	30 / 30, 100 %	
  Student, Sue ▾	0, -%	- / -, -%	30 / 30, 100 %	30 / 30, 100 %	

20 per page ▾

Case Study 3: Conclusions

The Peer Assessment tools allows students the ability to address inequalities in effort/quality of groupwork

The literature suggests multiple peer assessment rounds;

Early opportunity to address free-riders;

Sets expectations, discourages free-riding;

Addresses the problem – not just corrects scores.

Questions?

Overall Conclusions

Assessment is
fundamental to all
teaching and learning

Plan assessments at
programme level

Create assessments
that are aligned with
the learning outcomes
that support the
students to build skills

Build in time/tasks for
students to develop
their assessment
literacy

Make assessments
authentic, accessible
and inclusive.

Leverage the potential
of Brightspace's
assessment and analytic
tools to support
student learning.

*Thank
you*



Sue Folley

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Twitter: @suefolley

Questions?

Comments?

References

Biggs, J. B. (2003). *Teaching for quality learning at University*. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)

Evans, C. (2016). Enhancing assessment feedback practice in higher education: The EAT framework
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Jisc (2020) The future of assessment: five principles, five targets for 2025
<https://www.jisc.ac.uk/reports/the-future-of-assessment>

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doi:10.1080/02602938.2011.598636

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