

Rubrics and Intelligent Agents

Digital tools for online engagement and assessment



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Rubrics

Using Rubrics to assess Discussions

- Marked Discussions 10% of overall mark to encourage online engagement.
- Each week is assessed using Rubric.
- Students need to contribute to each week's Discussions to gain 10% of overall mark.

Setting up Rubric

Guidance on EDU Brightspace Guidance Portal:

<https://showcase.uhi.ac.uk/brightspace-support-portal/>

https://staffresources.uhi.ac.uk/support_portal/resources/assignments_feedback_grades/index.html#

Overall score

A 12 points minimum Distinction	B 9 points minimum Very Good	C 6 points minimum Good	D 3 points minimum Pass	F 0 points minimum Fail
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Grades

Week 1 Discussions ▾	Week 2 Discussions ▾	Week 3 Discussions ▾	Week 4 Discussions ▾	Week 5
0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	
 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	
 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	
 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	
 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	
 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	 0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	0* / 15, 0* / 1, F	

Rubric Marking

UL308479: Youth behaviour and society - 2019/20 - Google Chrome

brightspace.uhi.ac.uk/d2l/le/104438/discussions/assess/CreateAssessStudentPopUp?postingUserId=6146&topicId=19528&isAutoScore=0

Topic Score: / 15

Criteria	Excellent 5 points	Very Good 4 points	Good 3 points	Average 2 points	Below Average 1 point
Argument Add Feedback	Extremely well-argued, coherent and balanced postings.	Very well argued.	Well-argued.	Made some contributions to the online discussions which show basic understanding of the topics.	Contributions negligible, is no evidence student has understood or debated the topics.
Reading and Referencing Add Feedback	Evidenced excellent use of the background readings/ wider academic literature to argue the points being made.	Can evidence very good use of the background readings/ wider academic literature to argue the points being made.	Makes reference to some relevant reading.	Minimum reference to the reading.	Some reference to reading but inappropriate or irrelevant.
Academic Conversation Add Feedback	Evidence that the student has engaged in online discussions with others. Showing evidence of a good attempt at an academic conversation.	Evidence that the student has engaged in online discussions with others and attempted an academic conversation.	Some engagement with others and the points being made.	Very basic engagement with others and the points being made.	Very limited engagement with others and the points being made.

Week 4 Discussions ▼ | Week 5

0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	

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Rubric Discussions

Topic Score: / 15

Rich text editor toolbar with icons for bold, italic, link, search, insert, and undo.

Sort By: Post Date ▾

Post

Social Stratification - 11 February 2020 8:19 AM

Social Stratification is the way that a society ranks its individuals into a hierarchy. In Western culture, in particular, this is largely based on economic wealth which allows greater resources. Typically, the higher an individual is in the social hierarchy the more access they have to resources and power. The lower classes will not be privileged to the same resources and so will find themselves at a considerable disadvantage.

Social Stratification can be influenced by a number of factors; including racism, sexism and access to education, amongst many others.

Social Construction of Childhood - 11 February 2020 8:40 AM

The concept of Social Construction of Childhood is one that determines childhood not to be a natural occurrence, but instead is an understanding created by society that dictates when a child is a child and when they become an adult. In the UK today, it is widely understood that children and young people have clear stages of development to pass through in becoming adults. Our education system reflects this, offering key benchmarks to be reached in each year of the child's life. Education in the UK was historically a key element in changing the social construction of childhood. After the First World War, education was focused on more heavily and made mandatory for children of certain criteria. Before this, children were considered adults, capable of work from a young age.

The concept of adulthood will be different for different people in different countries and cultures. Some people may believe you become an adult once you reach puberty, or can legally vote, or drink, or have sex, or work, etc. There is no definitive answer. For example; in the UK the age of sexual consent is 16 - however, a 16 year old is still considered a minor. At 16 a teenager may legally work, vote, smoke and have sex. In Japan the age of consent is 13, whereas in Portugal the legal age is

Week 4 Discussions	Week 5
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	
0* / 15, 0* / 1, F	

Rubrics Top Tips

- Set up Rubric first.
- Then set up Grades with Grade Category for Discussions and individual Grade Items for each assessed week. The Grade Category is weighted at 10% and it automatically weights the Grade Items within that. Each Grade Item is scored out of 15.
- Set up Discussions Forum, with a Topic for each week.
- Then add the Rubric and associated Grade Item to each Discussions Topic under Assessment.

Advantages of using Rubrics to assess Discussions

- Easy to mark and score
- Students get automatic feedback
- Can see at a glance under Grades which students have contributed by looking at speech bubbles
- Marking at the end or during the Discussions – pros and cons
- Use in conjunction with Intelligent Agents

Intelligent Agents

- Intelligent Agents are an automated email notification feature when defined activity occurs in a course or when there is a lack of login or course entry.
- You can use Intelligent Agents to identify student course access and engagement.
- You can use Intelligent Agents to email students when they have not participated in an activity or when they have completed an activity to reassure them that it is complete.
- You can decide whether you want the Intelligent Agent to email you and/or the student or use this to run as a report in order to identify students.

https://staffresources.uhi.ac.uk/support_portal/resources/intelligent/intelligent%20Agents%20Guide.pdf

Intelligent Agents Examples

- 7 day Course Access and 14 day Course Access – use these to get PATs to follow up
- Weekly Discussions non-participation
- Non-submission of assessments
- Reports on viewing videos and other course activity
- Lecturer Access?
- Using Intelligent Agents or Awards to reward students' engagement?

Identifying users

<input type="checkbox"/>	Part 1 Test not completed ▼	31 users identified	19 February at 9:43 AM	-
<input type="checkbox"/>	Part 1 Video ▼	54 users identified	yesterday at 8:00 PM	Monday, 9 March 2020
<input type="checkbox"/>	Part 2 non-submission ▼		-	-
<input type="checkbox"/>	Part 2 Video ▼	36 users identified	yesterday at 8:00 PM	Monday, 9 March 2020
<input type="checkbox"/>	Part 3 non-submission ▼		-	-
<input type="checkbox"/>	Part 4 non-submission ▼		-	-

Intelligent Agents Top Tips

- Think about whether you want a copy of the email sent to you – this can fill up your inbox very quickly.
- Consider whether you are just checking in on a student's activity or want an email sent out to them.
- Use Replace Strings – this helps to personalise the emails by using the student's name.
- You can use the Intelligent Agents templates, but personalise the emails according to the activity. This makes it less obvious that it is automated. You can also change Settings so the email comes from you rather than Brightspace.
- Consider whether you want to encourage students to participate or reward students who have participated.

IA URLs

https://staffresources.uhi.ac.uk/support_portal/resources/intelligent/Intelligent%20Agents%20Guide.pdf

<https://community.brightspace.com/s/article/Intelligent-Agents-Quick-Reference-Guide>

<https://community.brightspace.com/s/article/Intelligent-Agents-Templates-Increase-Instructor-to-Learner-Engagement>

<https://brightspace-support.tudelft.nl/intelligent-agents-effective-practices-and-pitfalls/>

Questions?

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