

# eAssessment Project Report 2013-14

## Faculty of Humanities

### Executive Summary

This report outlines the progress the Faculty of Humanities has made in 2013-14 toward the institution-wide eLearning strategy goal 'Over the course of the next five years, the University will move towards the submission and marking of all substantial written course material through the VLE.'<sup>1</sup> and the Faculty policy goal of moving towards full online assignment submission and feedback by 2015/2016<sup>2</sup>.

On its third year of implementation the Faculty as a whole has made progress; one School being 98% compliant and three schools being between 40-60% compliant (unfortunately at the time of writing MBS data was not yet available). The most significant progress this year has been in SALC and SoSS.

The most common tool to handle online submission and marking across the Faculty continues to be Turnitin/Grademark (Tii/GM) even though some Schools, particularly MBS, make widespread use of online submission and marking tools provided within the Virtual Learning Environment (VLE) i.e. Blackboard.

The project has provided guidance documentation and training for Faculty as a whole, and during 2013/2014 in an embedded manner for SALC and SoSS.

Notwithstanding the success achieved, and even if uptake continues to be gradually on the increase towards meet 2015-2016 targets, substantial obstacles affect both staff and student experience of online submission, marking and feedback, namely (a) service issues and (b) functionality of the tool.

- (a) Downtimes generate anxiety and discontent amongst the student population. For academic and administrative staff, the system's instability not only leads to disruption and time wasting, but fuels distrust of IT systems and criticism of strategic objectives.
- (b) As online submission and marking has moved from pilot uptake to full scale uptake, software functionality becomes the priority for academic and administrative staff's effectiveness and satisfaction. If successful scaling up of online submission (and particularly marking) is to be accompanied by staff satisfaction and increased effectiveness, the technology needs to be more responsive to assessment processes.

Other risks impacting staff satisfaction are also appearing: e.g. evidence of duplication in marking arrangements by the recording of grades in different systems (Campus Solutions); co-existence of paper-based and electronic feedback forms.

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<sup>1</sup> University of Manchester, eLearning Strategy 27 June 2012.

<http://documents.manchester.ac.uk/display.aspx?DocID=13283>

<sup>2</sup> Faculty of Humanities Policy for online submission, plagiarism detection, marking and online feedback

[http://www.humanities.manchester.ac.uk/tandl/documents/FinalpolicyonlinesubplagiarismdetectionmarkingonlinefeedbackFebruary14\\_000.pdf](http://www.humanities.manchester.ac.uk/tandl/documents/FinalpolicyonlinesubplagiarismdetectionmarkingonlinefeedbackFebruary14_000.pdf)

Finally, failing to take advantages of the pedagogical opportunities provided by technology has the risk of limiting the scope of student satisfaction through online submission and marking to benefits relating solely to convenience and cost savings.

Therefore the following recommendations are made:

1. Continue pursuing University-wide cooperation with a view to successfully influencing providers - both as regards service provision and product development.
  - a. Supporting the University in developing an outline of assessment processes and requirements via the Working Group on Assessment and Marking in 2014-15 and briefing our representatives on this group as to the implications for online submission, marking and feedback
  - b. Ensuring the Faculty has regular updates from IT Services regarding Turnitin performance and outcome of institutional relations
  - c. Engaging in University review of new functionality in the Blackboard Assignment tool
2. Ensure that Schools working towards online submission and feedback have appropriate strategies in place towards 2015 targets.
3. Undertake a review of Faculty policy on online submission and feedback by the end of 1<sup>st</sup> semester 2014-15.
4. Map and support online submission and online feedback processes where either submission or marking is delivered by alternative technologies, i.e. by means other than Turnitin/Grademark.
5. Support investment towards online submission and marking facilities such as second screens where these are needed.
6. Increase academic and administrative staff 'buy-in' by
  - a. Actively liaising with IT Services and Associate Dean for Teaching & Learning on progress of institutional engagement (point 1 above)
  - b. Reviewing impact of online submission and marking on assessment processes:  
Notably appraising eAssessment administration process end to end with Schools in order to fine tune existing procedures; eliminate duplication and inconsistencies; develop efficiencies; and consolidate best practice.
  - c. Continue exploring alternatives to predominant tools (Turnitin)  
Notably explore opportunities afforded by the VLE for offline marking as well as optimal technological solutions for specific discipline requirements, e.g. languages, mathematically-related subjects – without compromising consistent assessment experience by students across disciplines within Humanities.
  - d. Pilot opportunities for innovation in assessment and feedback; such as enhancing student learning and administrative processes in text-based examinations, namely by utilising emarking and efeedback opportunities within the VLE.

Table 1. School targets and achievement (2013-14)

	School targets 2013-2014	Achievement (as of 4 July 2014)
Law	School-wide online submission and marking for all levels	eSubmission (100%), eMarking (100%)
MBS	Online submission across all units UG &PG	eSubmission Semester 1 (92%), eMarking (figures not available)
SALC	Online submission, marking and efeedback on <i>all</i> Level 1 and PG courses	Level 1: eSubmission (64%), eMarking (64%) PG: eSubmission (71%), eMarking (64%)
SEED	Education, Geography: Discipline-wide online submission and marking for all levels Planning, IDPM: Discipline-wide online submission no specific targets for online marking	EDUC: eSubmission (94%), eMarking (85%) GEOG: eSubmission (84%), eMarking (89%) IDPM: eSubmission (94%), eMarking (38%) PLAN: eSubmission (95%), eMarking (67%)
SoSS	Online submission, marking and efeedback on all Level 1 and PG courses	Level 1: eSubmission (85%), eMarking (72%) PG: eSubmission (95%), eMarking (73%)

Table 2. School overview of online submission and online marking uptake progression

	Courses using online submission			Courses marked online	
	2011-12	2012-13	2013-14 (as of 1 July 2014)	2012-13	2013-14 (as of 1 July 2014)
MBS	33%	39%	<b>92%</b> (Sem. 1)	7.4%	Data not available
School of Law	100%	100%	<b>100%</b>	96%	<b>100%</b>
SALC	AHC (14%) LLC (11%)	21.4%	<b>48%</b>	19%	<b>45%</b>
SEED	Education 68%	Education 82%	<b>92%</b>	76%	<b>70%</b>
	SED 11%	SED 64%		27%	
SoSS	34%	47%	<b>85%</b>	9%	<b>54%</b>

Table 3. Uptake of online submission and marking across Humanities disciplines

		2012-13 Total Courses		2013-2014 Total Courses (Semester 1)	
Discipline		Online submission Absolute total for 2012-13 (% of total)	Online marking Absolute total for 2012-13 (% of total)	Absolute Tii (submission on line) total for Sem. 12013-14 (% of total)	Absolute GM (marking online) total for Sem. 1 2013-14 (% of total)
MBS	BMAN, etc	197(39%)	37 (7.4%)	244(92%)	Data not available
<b>School Total</b>				<b>244(92%)</b>	

<b>LAW</b>	CSEP	18(100%)	18(100%)	<b>16 (100%)</b>	<b>16(100%)</b>
	LAW	63(100%)	60(95%)	<b>62(100%)</b>	<b>62(97%)</b>
	<b>School Total</b>	100%	97%	<b>100%</b>	<b>100%</b>

<b>SALC</b>	AHVS	15 (42%)	14 (40%)	<b>30(85%)</b>	<b>26(74%)</b>
	AMER	1(3%)	1(3%)	<b>12(44%)</b>	<b>9(33%)</b>
	ARGY	0	0	<b>15 (40%)</b>	<b>15(40%)</b>
	CLAH	0	0	<b>11(21%)</b>	<b>9(17%)</b>
	DRAM	0	0	<b>13(29%)</b>	<b>13(29%)</b>
	EALC	7(15%)	6(13%)	<b>16(44%)</b>	<b>15(41%)</b>
	ELAN	15(55%)	16(59%)	<b>20(91%)</b>	<b>19(86%)</b>
	ENGL	6(9%)	6(9%)	<b>27(46%)</b>	<b>24(41%)</b>
	FREN	2(18%)	2(18%)	<b>1(4%)</b>	<b>1(4%)</b>
	GERM	1(6%)	1(6%)	<b>2(12%)</b>	<b>2(12%)</b>
	HIST	76 (93%)	70 (86%)	<b>75(98%)</b>	<b>73(96%)</b>
	ICOM	5(100%)	5(100%)	<b>6(100%)</b>	<b>6(100%)</b>
	ITAL	0	0	<b>4(28%)</b>	<b>4(28%)</b>
	LALC	1(3%)	1(3%)	<b>5(50%)</b>	<b>5(50%)</b>
	LELA	19(36%)	15(29%)	<b>53(75%)</b>	<b>47(66%)</b>
	MEST	3 (9%)	1(3%)	<b>15(39%)</b>	<b>12(31%)</b>
	MUSC	4 (5%)	4(5%)	<b>16(28%)</b>	<b>15(27%)</b>
	RELT	10(17%)	10(17%)	<b>36(68%)</b>	<b>35(66%)</b>
	RUSS	0	0	<b>4(28%)</b>	<b>4(28%)</b>
	SAHC	9(31%)	3(7%)	-	-
	SALC	3(33%)	3(33%)	<b>45(92%)</b>	<b>44(90%)</b>
	SPLA	2(6%)	1(3%)	<b>15(39%)</b>	<b>13(34%)</b>
	ULC	2 (3%)	2 (3%)	<b>1(6%)</b>	<b>1(6%)</b>

<b>School Total</b>				<b>48%</b>	<b>45%</b>
<b>SEED</b>	EDUC	147 (82%)	137(76%)	<b>173(94%)</b>	<b>157(85%)</b>
	GEOG	32(62%)	39(78%)	<b>81 (84%)</b>	<b>86 (89%)</b>
	IDPM	25(32%)	10(13%)	<b>71 (94%)</b>	<b>29(38%)</b>
	PLAN	32(68%)	1 (2%)	<b>58(95%)</b>	<b>41(67%)</b>
<b>School Total</b>				<b>92%</b>	<b>70%</b>
<b>SoSS</b>	ECON	11 (11%)	7(7%)	<b>12 (20%)</b>	<b>11(18%)</b>
	PHIL	34 (89%)	7(18%)	<b>37(100%)</b>	<b>20(54%)</b>
	POEC	3 (100%)	1(33%)	<b>3 (100%)</b>	<b>1(33%)</b>
	POLI	92(90)	5(6%)	<b>83(92%)</b>	<b>58(64%)</b>
	SOAN	17 (26.5%)	9(14%)	<b>44(88%)</b>	<b>31(62%)</b>
	SOCH	4(100%)	1(25%)	<b>4(100%)</b>	<b>3(75%)</b>
	SOCS	3(42%)	0	<b>3(100%)</b>	<b>2(66%)</b>
	SOCY	10(23%)	4(9%)	<b>44(86%)</b>	<b>33(65%)</b>
	SOST	9(37.5%)	0	<b>15 (79%)</b>	<b>10 (53%)</b>
	<b>School Total</b>				<b>85%</b>

## 1. Project implementation 2013-14

### 1.1. Areas of work

#### 1.1.a. Background

The Faculty eAssessment project started in summer 2011 with the objective of providing a managed approach to the strategic goal of replacing student hard-copy submission and paper-based feedback, as well as management of paper-based assessment processes into online submission, marking and feedback.

At the end of 2013-14 Schools set targets for 2013-14 varied. Some Schools aimed to consolidate the full rollout of online submission and marking processes, while other Schools focused on gradual increase in uptake (see Table 1 Comparative School targets and achievement (2013-14) above).

#### 1.1.b. Policy

A revised version from the initial policy on the use of Turnitin via Blackboard (pilot Phase) of March 2010 was developed and agreed by TLC<sup>3</sup> in February 2014. The new policy for online submission, plagiarism detection, marking and online feedback incorporates and take account of University wide eLearning Strategy 2012 setting specific targets for online submission, marking and feedback across the institution.<sup>4</sup>

The Humanities eLearning team has continued to work with other Faculties in developing guidance (Knowledge Base) and communicating service issues. The Humanities Faculty team has also continued to work with IT Services, eLearning Applications team (eLAT) to field technical issues; develop internal arrangements that facilitate the coordination and knowledge sharing between Faculty teams, e.g. reviewing new releases and identifying the impact of new functionality.

#### 1.1.c. Training and Guidance

In 2013-14 training provision continued to increase both in absolute numbers (Table 4) as well as in range of provision. Introductory training on Turnitin and feedback was provided on an open session basis as well as tailored to specific Schools. Interest in online training was significantly low, with a total number of 2 individuals completing Tii/GM training online in 2013-14.

Table 4. Individuals trained (includes permanent staff, GTA and administrative staff) - Face to face training provision

	2010-11	2011-12	2012-13	2013-14
LAW	8	33	15	3
MBS	2	7	1	10
SALC	17 [AHC 10 , LLC 7]	26 [AHC 13 LLC 13 ]	86	143
SEED	6 [EDUC 4, SED 2]	64 EDUC 50 + SED 14	66 [EDUC (23) SED (43)]	8
SoSS	5	56	78	102
Total	41	200	253	268 + 3 GTAS

<sup>3</sup> See [Policy for online submission, plagiarism detection, marking & online feedback \(February 2014\)](#)

<sup>4</sup> University of Manchester, eLearning Strategy 27 June 2012.

<http://documents.manchester.ac.uk/display.aspx?DocID=13283>

In addition to introductory training on Turnitin and Grademark (both face to face and online), a new Workshop was developed in late 2013 to communicate the educational and feedback practice benefits of Grademark. The Workshop 'Effective Feedback with Grademark' provides an opportunity to broaden and reflect on feedback practice while exploring how Grademark – in particular QuickMarks, Rubrics and feedback analytics – support pedagogically sound feedback.

#### 1.1.d. Rubric development

During 2013-14 the eLearning team liaised with disciplines across Humanities in order to transfer existing feedback forms into Grademark rubrics. Where appropriate, new rubrics were transferred and developed to take advantage of feedback capabilities offered by technology.

Eleven new rubrics were put in place for Philosophy (PG), Politics (UG and PG), Sociology (UG and PG), Social Sciences (UG), Social statistics (UG and PG) and Economics (PG).

From an overview of existing rubrics across Humanities (Table 5), School and discipline rubrics continue to predominate over course rubrics.

Table 5. Course, discipline and School-wide Grademark rubrics in place across Humanities

	Rubrics in place/ Type / Reach		
Law	CSEP	Discipline rubric	UoM
	Law UG (QLD subjects)	Discipline rubric	UoM
	Law UG (non QLD subjects)	Discipline rubric	UoM
	Law PG	Discipline rubric	UoM
	LAWS30771	Course rubric	Local
SALC	SAHC Rubric	School Rubric	
	MATIS Essay Analysis & MATIS Translation; LEAL30771	Course rubrics	Local
	PG Cert Global Health - HCRI	PG Programme rubric	Local
SEED	Education UG	Discipline rubric	UoM
	Education PG Masters	Discipline rubric	UoM
	Education courses (EDUC20230, EDUC10211, EDUC19631, EDUC31231, EDUC11159, EDUC70300, EDUC69970)	Course rubrics	
	Geography, SED PGT	School rubric	Local
	Geography, SED UGT	School rubric	UoM
	IDPM	Discipline rubric	UoM
	Planning UG	Discipline rubric	
	Planning PG	Discipline rubric	
PGCE Primary	Discipline rubric	Local	
SoSS	PHIL UG	Discipline rubric	UoM
	PHIL PG	Discipline rubric	UoM
	POLI UG	Discipline rubric	UoM
	POLI PG	Discipline rubric	2 x UoM
	SOCY UG	Discipline rubric	UoM
	SOCY PG	Discipline rubric	UoM
	SOCS UG	Course rubric	2 local (SOCS10911)
	SOST UG	Discipline rubric	Local

	SOST UG	Discipline rubric	Local
	ECON10151, ECON60552	Course rubric	Local

Opportunities for developing local rubrics to provide more tailored feedback to students (i.e. that map student performance to course-specific criteria) are open to Schools and disciplines. However, Schools may not always favour the proliferation or expression of assessment criteria along a course-specific perspective.

Pedagogic development using technology is also available through the use of marking analytics. The analytic and reporting functions in Grademark, particularly with regard to rubric selections in large cohorts, can provide very informative overviews of weaknesses and strengths within a cohort or across a discipline. Training on the use of Marking Analytics is covered in the Workshop 'Effective feedback with Grademark' (see Training and Guidance above).

### *1.1.e. Embedded support (SALC and SoSS)*

#### SALC

In semester 1 SALC requested support in the form of a series of drop-in sessions and one-to-one support:

- 6 School drop-ins were run for SALC on a weekly basis designed to address and advise on Turnitin issues, i.e. specific issues brought by staff, or training needs. Uptake was greater nearer to submission times but overall attendance was low: 9 individuals in total took advantage of local drop-in sessions
- 1-to-1 support provided for a number of academics and GTAs (approximately 25 individuals)
- 6 sessions for GTA training were run
- 1 Administrator course
- Languages: evaluation of requirements and best IT fit undertaken and report produced. Possible areas to pilot identified in consultation with Elena Polisca.

In an effort to improve take-up of embedded support options, and to target support more effectively, in Semester 2 SALC staff were reminded by the eLearning lead of the availability of personalised support. Staff were offered 1:1 support. Promotion of the support included an outline of possible support queries, e.g. trouble shooting, advice on workarounds for particular problems and the creation and use of QuickMark comment libraries.

Personalised support was also pro-actively promoted by contacting staff who had previously expressed issues with the use of Turnitin through the School staff survey. Meetings were arranged to either address misconceptions or provide advice.

To meet the specific needs of Language tutors for diacritic marking, the project team met with Languages lead Elena Polisca to explore opportunities to pilot alternatives technologies, e.g. using tablet technologies, peer assessment strategies, using the Turnitin PeerMark tool, etc. A call for volunteers to pilot new technologies for effective eAssessment management was distributed to Language tutors. However, the call was made too late in Semester 2 to generate sufficient or immediate response. Process guides summarising the capabilities of each tool/technology were written however to pave the way for piloting in 2014/2015.



GTA staff at SALC engaged with the workshop developed by the eLearning team on the 'Effective use of Grademark for marking', beyond basic operational use of the tool. This was facilitated by both promotion and reminders to SALC staff distributed by the eLearning lead.

## SoSS

Means of supporting SoSS staff in the context of online submission and marking were discussed and agreed with the eLearning lead at the start of the year. Embedded support in SoSS consisted of:

- 1 SoSS-specific staff training
- 3 sessions for GTAs
- 1 session for administrative staff
- Support for the transfer of discipline specific feedback forms into Grademark and rubric development - with 11 new rubrics in place by the end of the year: UoM rubrics (PHIL UG and PG; POLI UG and 2xPG; SOCY UG and PG); Local rubrics (SOCS UG; SOST UG and PG; ECON PG).
- Support for math and statistics assessment using Maple T.A in Economics. An awareness session was organised (21 Jan 2014) and accounts in place for SoSS staff in and outside Economics

Email support was also delivered for both SoSS and SALC Turnitin-related incidents.

### 1.1.f. Guidance and Communication

In addition to regular updating of existing guidance, a range of new guidance and documentation has been produced (Table 6)

Table 6. Guidance completed in 2013-14

Guides	Available from
Policy for online submission, plagiarism detection, marking and online feedback, February 2014	Hum TLO website – eAssessment microsite
Faculty Rationale and Principles for esubmission, emarking and efeedback with Turnitin/Grademark	Hum TLO website – eAssessment microsite
Tips for marking online	Hum TLO website – eAssessment microsite
eAssessment Processes table	Hum TLO website – eAssessment microsite
Guidance for Staff in Interpreting Turnitin Originality reports	Hum TLO website – eAssessment microsite
Offline marking with Tii and Bb	Hum TLO website – eAssessment microsite
iPad access and Offline marking with iPad App	Knowledge Base
How to identify non-submissions with Turnitin iPad App	Knowledge Base
Capturing Voice Comments	Knowledge Base
External examiners options	Internal For discussion with Schools
Comparing esubmission and marking tools (Bb and Turnitin)	Knowledge Base
Preserving Anonymous marking in Turnitin	Knowledge Base
Optimising documents for submission to Turnitin	Knowledge Base
Student video on how to submit to Turnitin	Knowledge Base
Comparison of esubmission and marking tools	Knowledge Base
How to mark assignment online marking with Bb (Crocodoc)	In progress

To provide a single location for all things concerning online submission and marking a new eAssessment microsite has been developed containing a wide range of resources, including policy, reports, technical and process guidance. The eAssessment microsite is nearing completion and will be located at [http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/assessment\\_feedback.html](http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/assessment_feedback.html)<sup>5</sup>

<sup>5</sup> Draft page: <http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/eAssessment.wip.html>

The site will also include an eAssessment processes page, currently available at [http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/tiigm\\_process/](http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/tiigm_process/)

Communication on new releases in functionality and product roadmaps have been made through a variety of Faculty-wide means, Bb Turnitin Community, Staff T&L Forum, as well as through Teaching and Learning News.

### *1.1.g. Influencing providers*

#### *iParadigms*

From initial individual trials in 2010-11 of Turnitin, as purely a submission and plagiarism tool, to the present day, where Schools call on Turnitin and Grademark to perform a wider range of assessment and assessment related tasks, the eLearning team has regularly collected the experiences of staff (administrators and academic) and students. The collection and evaluation of user experiences is via online surveys, focus groups, meetings with admin teams, meetings with School leads and through day-to-day support.

Since the start of the eAssessment project, issues and limitations in the tools reported by staff, and in particular those concerning enhancements in functionality, have regularly been raised – by the University of Manchester and also by other HE institutions in the UK – with Turnitin UK representatives at Turnitin’s User Group meetings.

The project team has pursued a number of routes to influence software development:

- a. Pursuing and facilitating joint institutional leadership vis-à-vis iParadigms
- b. Seeking joint action with other Faculties and IT services.
- c. Developing links with other UK institutions,

A request for change to explore both the potential and the cost implications of producing a University of Manchester technical solution to address limitations in our current eAssessment tools was submitted by the Faculty in 2013 and again in 2014. The request put forward an initial list of requirements for the institution as a whole while also raising the importance of University pro-active engagement with requirements and limitations.

In 2014 the Faculty initiated a request for development of institution-wide eAssessment requirements. On 29 January 2014, the Faculty submitted to Humanities eLearning Strategy Group a proposal for the setup of an institutional wide project to map assessment processes and requirements across the four Faculties. By April the request was approved and will be taken forward by an existing Teaching and Learning Group: Working Group on Assessment and Marking (Humanities representatives Norma Hird and Fiona Smyth).

The project team has also called on the need for increasing strategic involvement of IT Services to represent the University as an institution vis-à-vis iParadigms. As a result, eLAT and IT Services are working towards arranging an institutional visit from Turnitin<sup>6</sup>. The Faculty has submitted to Turnitin a requirements document (see Appendix) and the [Processes for Online Submission, Marking, Return and Archiving of Student Coursework with Turnitin/Grademark](#) document to IT Services direct via the eLearning Applications team and via Guy Percival, the Faculty IS Manager.

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<sup>6</sup> Earlier initiatives to develop an institutional relationship with iParadigms are the Associate Vice-President for T&L (Richard Reece) meeting with Turnitin in November 2012.

In April 2014 Humanities TLC requested a detailed update on technical issues relating to online submission and marking from a staff perspective, as well as on actions pursued to influence technical developments. An issues document was produced and distributed to eLSG on 24 March and eLearning leads were asked to outline priority requirements. A revised version of School priority requirements and associated University-wide requirements was submitted to TLC on 12 June 2014 (Appendix D).

Given that functionality sought by Faculty is similarly pursued by other UK HEIs, the project continues to monitor and participate in inter-institutional fora. It has explored routes of influence via exchanges with [Heads of eLearning Forum](#) (HeLF) members. The project team has also contributed and promoted the need for collective voice via à-vis providers in the framework of JISC's Project on Electronic Management of Assessment.

## Blackboard

Following a meeting with Blackboard representatives at a 'Blackboard on Tour' event in Summer 2013 an online meeting was arranged to take forward the importance of the Blackboard assignment tool to adequately respond to end-to-end submission processes and address the Faculty's predominant marking workflows.

There was a high level of engagement with the requirements of both University and Faculty by Blackboard.

At a presentation by Blackboard representatives on 24 April, there was a preview of new features in the Blackboard Assignment tool in Blackboard upgrade SP15. Blackboard acknowledged the input provided by the Faculty and announced that SP15 would introduce a range of grading workflows; provide ability for multiple markers to mark submission and moderate and reconcile grades; improve anonymity; and finally improve Safe Assign integration. While it is too early to confirm that requested workflows and other requirements will be fully met, the preview of Assignment tool developments provides reason for optimism.

Further lobbying was conducted at Blackboard Learn Conference at Dublin on 29 April 2014. The Faculty team submitted a list of enhancements regarding online and offline marking in Blackboard, Safe Assign integration and administrative assignment management capabilities (bulk uploading, archiving, word count, locking of assignments among others) to Blackboard representatives.

## 1.2. Uptake data

### 1.2. a. Notes on the data

Notes and limitations of figures presented in this report:

- Although Faculty policy distinguishes between emarking and efeedback, for ease of reporting, those courses where marking occurred online and those where feedback was returned online (e.g. efeedback via VLE) are presented as 'marked' online.
- Data retrieved up to 1 July 2014, i.e. while some assessment activity is still ongoing. Therefore the final number of courses reported as marked online could be slightly higher.
- In a small minority of courses, the Blackboard assignment tool – rather than Turnitin/Grademark – was used. For the purposes of presentation, courses where Blackboard was used for online submission have been counted as using Turnitin. Where feedback was returned electronically using Blackboard, these units were added to the Grademark count.

- An attempt was made to calculate percentage of courses using online submission and marking out of the total number of units assessed by coursework. Where the number of units assessed by coursework was unknown, or not confirmed, a question mark has been added to reflect this unknown factor.

### 1.2. b. Uptake across Schools and all levels

Table 7. Number of unit submitted online and marked online in MBS (semester 1)

Discipline	2013-14 Sem 1 Total courses (assessed by coursework)	Units submitting Online			Units marked online		
		Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14	Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14
BMAN, MBSW, MSEC	320 (264?)		197	244 (92%)		37	Data not available
Total			197 (39%)	244 (92%)		37 (7.4%)	

Table 8. Number of unit submitted online and marked online in School of Law

Discipline	2013-14 Total courses (assessed by coursework)	Units submitting Online			Units marked online		
		Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14	Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14
CSEP (DL & CB)	23 (16)	all	18 (100%)	16 (100%)	7	18 (100%)	16 (100%)
Law/Criminology	114 (62)	all	63 (100%)	62 (100%)	53	60 (95%)	62 (100%)
Total	137 (77)	all	81 (100%)	76 (100%)	60	78 (96%)	67 (100%)

Table 9. Number of unit submitted online and marked online in SALC

Discipline	2013-14 Total courses (assessed by coursework)	Units submitting Online			Units marked online		
		Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14	Absolute 2011-12	Absolute (%) 2012-13	Absolute (%) 2013-14
AHVS	35 (35?)	5	15 (42%)	30 (85%)	5	14 (40%)	26 (74%)

AMER	27 (27?)	0	1(3%)	<b>12 (44%)</b>	0	1(3%)	<b>9 (33%)</b>
ARGY	38 (37?)	0	0	<b>15 (40%)</b>	0	0	<b>15 (40%)</b>
CLAH	53 (53?)	0	0	<b>11 (21%)</b>	0	0	<b>9 (17%)</b>
DRAM	48 (48?)	0	0	<b>13 (29%)</b>	0	0	<b>13 (29%)</b>
EALC	39 (36?)	7	7 (15%)	<b>16 (44%)</b>	7	6 (13%)	<b>15 (41%)</b>
ELAN	22 (22?)	8	15 (55%)	<b>20 (91%)</b>	7	16 (59%)	<b>19 (86%)</b>
ENGL	59(59?)	2	6 (9%)	<b>27 (46%)</b>	2	6 (9%)	<b>24 (41%)</b>
FREN	25(25?)	0	2 (18%)	<b>1 (4%)</b>	0	2 (18%)	<b>1 (4%)</b>
GERM	16 (16?)	5	1 (6%)	<b>2 (12%)</b>	5	1 (6%)	<b>12(12%)</b>
HIST	76 (76?)	49	76 (93%)	<b>75 (98%)</b>	47	70 (86%)	<b>73 (96%)</b>
ICOM	6 (6?)	0	5 (100%)	<b>6 (100%)</b>	0	5 (100%)	<b>6 (100%)</b>
ITAL	14 (14?)	0	0	<b>4 (28%)</b>	0	0	<b>4 (28%)</b>
LALC	11(10?)	0	1 (3%)	<b>5 (50%)</b>	0	1 (3%)	<b>5 (50%)</b>
LELA	72(71?)	13	19 (36%)	<b>53 (75%)</b>	13	15 (29%)	<b>47 (66%)</b>
MEST	38(38?)	7	3 (9%)	<b>15 (39%)</b>	1	1 (3%)	<b>12 (31%)</b>
MUSC	56 (56?)	0	4 (5%)	<b>16 (28%)</b>	0	4 (5%)	<b>15 (27%)</b>
RELT	53 (53?)	1	10 (17%)	<b>36 (68%)</b>	1	10 (17%)	<b>35 (66%)</b>
RUSS	14 (14?)	0	0	<b>4 (28%)</b>	0	0	<b>4 (28%)</b>
SAHC	Not used	6	9(31%)	-	2	3(7%)	-
SALC	49 (49?)	0	3 (33%)	<b>45 (92%)</b>	0	3 (33%)	<b>44 (90%)</b>
SPLA	38 (38?)	2	2 (6%)	<b>15 (39%)</b>	1	1 (3%)	<b>13 (34%)</b>
UL** (ULAC/ULTD/ULHB)	16(15?)	2 (ULAC, ULGE)	2 (ULAC, ULTD) (3%)	<b>1 (6%)</b>	1	2 (ULEN,ULTD) (3%)	<b>1 (6%)</b>
Total		105	181 (21.4%)	<b>48%</b>	92	161 (19%)	<b>45%</b>

Table 10. Number of unit submitted online and marked online in SEED

Discipline	2013-14 Total	Units submitting Online	Units marked online
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	<b>courses (assessed by coursework)</b>	<b>Absolute 2011-12</b>	<b>Absolute (%) 2012-13</b>	<b>Absolute (%) 2012-13</b>	<b>Absolute 2013-14</b>	<b>Absolute (%) 2012-13</b>	<b>Absolute (%) 2013-14</b>
EDUC	208(183)	108	150 (55.5%)	<b>173 (94%)</b>	103	138 (51%)	<b>157(85%)</b>
GEOG	108(96?)	2	32 (62%)	<b>81 (84%)</b>	12	39 (78%)	<b>86 (89%)</b>
IDPM	77(75?)	1	25 (32%)	<b>70 (94%)</b>	0	10 (13%)	<b>29 (38%)</b>
PLAN	64(61?)	0	all	<b>58 (95%)</b>	1	2 (3%)	<b>41 (67%)</b>
Total		3	122 (64%)	<b>92%</b>	13	51 (27%)	<b>70%</b>

Table 11. Number of unit submitted online and marked online in the School of Social Sciences

<b>Discipline</b>	<b>2013-14 Total courses (assessed by coursework)</b>	<b>Units submitting Online</b>			<b>Units marked online</b>		
		<b>Absolute 2011-12</b>	<b>Absolute (%) 2012-13</b>	<b>Absolute (%) 2013-14</b>	<b>Absolute 2011-12</b>	<b>Absolute (%) 2012-13</b>	<b>Absolute (%) 2013-14</b>
ECON	66(60)	4	11 (11%)	<b>12 (20%)</b>	3	7 (7%)	<b>11 (18%)</b>
PHIL	40(37)	11	34 (89%)	<b>37 (100%)</b>	2	7 (18%)	<b>20 (54%)</b>
POEC	3	1	3 (100%)	<b>3 (100%)</b>	0	1 (33%)	<b>1 (33%)</b>
POLI	92(90)	76	all	<b>83 (92%)</b>	4	5 (6%)	<b>58 (64%)</b>
SOAN	50(50)	9	17 (26.5%)	<b>44 (88%)</b>	5	9 (14%)	<b>31 (62%)</b>
SOCH	4(?)	0	4 (100%)	<b>4 (100%)</b>	0	1 (25%)	<b>3 (75%)</b>
SOCS	3(?)	3	3 (42%)	<b>3 (100%)</b>	0	0	<b>2 (66%)</b>
SOCY	51(?)	3	10 (23%)	<b>44 (86%)</b>	3	4 (9%)	<b>33 (65%)</b>
SOST	19 (?)	0	9 (37.5%)	<b>15 (79%)</b>	0	0	<b>10 (53%)</b>
Total		107	174 (47%)	<b>85%</b>	17	34 (9%)	<b>54%</b>

### 1.2.c. Progression targets (SALC and SoSS)

Both SoSS and SALC figures show the considerable impact of the work of eLearning Leads Prof Dan Rigby and Dr Liam Harte, and SALC Assessment Officer Morag Guilfoyle, in engaging colleagues to progress with online submission and marking.

Table 12. Number of SALC Level 1 and PGT units using online submission and marking in relation to 2013-14 uptake targets

Disciplines	Level 1 units		PG Units	
	Online submission	Online marking	Online submission	Online marking
AHVS	5/5 (100%)	5/5 (100%)	5/7 (71%)	4/7 (57%)
AMER	5/5 (100%)	5/5 (100%)	4/5 (80%)	2/5 (40%)
ARGY	5/7 (71%)	5/7 (71%)	6/7 (85%)	6/7 (85%)
CLAH	4/4 (100%)	4/4 (100%)	6/18 (33%)	4/18 (22%)
DRAM	4/5 (80%)	4/5 (80%)	6/13 (46%)	6/13 (46%)
EALC	2/5 (40%)	2/5 (40%)	No PG	No PG
ELAN	No UG	No UG	20/22 (91%)	19/22 (86%)
ENGL	6/6 (100%)	6/6 (100%)	16/19 (84%)	13/19 (68%)
FREN	0/4 (0%)	0/4 (0%)	No PG	No PG
GERM	1/4 (25%)	1/4 (25%)	0/1 (0%)	0/1 (0%)
HIST	9/9 (100%)	9/9 (100%)	20/21 (95%)	20/21 (95%)
ICOM	No UG	No UG	6/6 (100%)	6/6 (100%)
ITAL	1/3 (33%)	1/3 (33%)	No PG	No PG
LALC	2/2 (100%)	2/2 (100%)	1/1 (100%)	1/1 (100%)
LELA	4/11 (36%)	4/11 (36%)	23/26 (88%)	20/26 (76%)
MEST	3/8 (38%)	2/8 (25%)	No PG	No PG
MUSC	4/11 (36%)	4/11 (36%)	6/18 (33%)	5/18 (27%)
RELT	9/11 (82%)	9/11 (82%)	10/13 (77%)	10/13 (77%)
RUSS	2/4 (50%)	2/4 (50%)	No PG	No PG
SALC	5/5 (100%)	5/5 (100%)	35/38 (92%)	34/38 (89%)
SPLA	2/6 (33%)	2/6 (33%)	No PG	No PG
ULC				
	<b>64%</b>	<b>64%</b>	<b>71%</b>	<b>64%</b>

Table 13. Number of SoSS Level 1 and PGT units using online submission and marking in relation to 2013-14 uptake targets

Disciplines	Level 1 Units		PG Units	
	Online submission	Online marking	Online submission	Online marking
ECON	3/13 (23%)	3/13(23%)	5/5(100%)	4/5 (80%)
PHIL	5/5(100%)	5/5(100%)	10/10(100%)	8/10(80%)
POEC	No UG	No UG	3/3 (100%)	1/3(33%)
POLI	6/6(100%)	6/6 (100%)	38/39 (98%)	37/39(94%)
SOAN	7/9 (77%)	6/9 (66%)	19/22 (86%)	14/22(63%)
SOCH	No UG	No UG	4/4(100%)	3/4(75%)
SOCS	3/3(100%)	2/3 (66%)	No PG	No PG
SOCY	8/8 (100%)	8/8(100%)	16/16 (100%)	15/16(98%)
SOST	2/2(100%)	1/2 (50%)	9/11(82%)	7/11 (64%)
	<b>85%</b>	<b>72%</b>	<b>95%</b>	<b>73%</b>

## **2. Evaluation**

### **2.1. Student evaluation**

A very small number amount of students responded to the Feedback Survey delivered within Blackboard and across Humanities. Appendix D compiles 2013-14 responses together with student responses from previous years.

### **2.2. Staff evaluation**

Evaluation of School experiences in 2013-14 is currently being carried out. Presented below are the semester 1 or preliminary views of staff experience on online submission, marking and efeedback in 2013-14.

In parallel to this evaluation, a summary of issues and requests for enhancements put forward by staff in Schools up until 2013-14, together with the actions pursued by the eLearning team as regards these issues raised and prospects from IT providers, was put together at the request of eLSG and submitted to eLSG on 24 March 2014. The document produced (available in Appendix E) compiled the issues and requests made by Schools across Humanities in relation to functionality and requirements. The list compiled was approved by eLearning leads and within the list of issues, priorities were identified. The document in Appendix E thus provides the most recent, consolidated and prioritised evaluation views of Schools within Humanities.

Evaluation activities undertaken within Schools:

#### **Law**

Law carried out a staff evaluation at the start of Semester 2 covering staff experiences during Semester 1. Having rolled out Turnitin successfully across the School already the year before, academic and administrative staff were asked (by email) by a member of the PSS team to provide their feedback on two new developments: experience on using the Turnitin iPad App and the piloting of ZendTo (formerly known as DropOff) for distributing marked scripts to external examiners.

As regards the iPad App, administrative staff were very satisfied with the ability to identify non-submitters. A very small proportion of academic staff had used iPad for marking; views were mixed but generally unconvinced about it being a significant way forward, e.g. no rubric could be used (at the time), and that iPads were not useful for marking large cohorts.

Staff experiences of using ZendTo were however predominantly very positive for both academic and administrative staff. Some academic staff and external examiners however appear to have struggled to make themselves familiar with the new method even though a step by step guide was developed for Law staff.

Appendix – section C includes anonymised views of academic and administrative staff responding to request for feedback.

#### **SALC**

Views from SALC academic staff were gathered by survey (Appendix – Section A includes evaluation data from SALC staff and GTAs).

Views gathered from Assessment Officer and eLearning Lead appear to show that a large amount of discontent was expressed in the first semester, particularly by Languages staff who felt that current tools were not fit for the specific nature of language marking. A call for trialling alternative technologies was made



in the second semester but too late to have guaranteed staff engagement. Conversations with Language leads have already started with a view to secure piloting in place by the start of semester.

Formal evaluation with key staff in School will be conducted in late June and early July.

### **SEED**

Feedback from SEED staff was collected from individuals, from attending departmental meetings and from discussions with administrative staff.

The document in Appendix E (Overview of requirements for eAssessment, progressing on these changes and Faculty activity in lobbying for change) includes views collected by SEED staff and School priorities.

### **SoSS**

At request of the eLearning lead, views from SoSS academic staff were gathered by survey (Appendix – Section B includes evaluation data from SoSS staff and GTAs).

## **3. System performance and tool review**

### **3.1. System performance**

Two major service issues were experienced during the academic year: a) service downtime in early December and b) functionality issues at the end of January following an upgrade.

#### ***December 2013***

Service outages were experienced on 9 -10 December. The service disruptions affected mainly students who were unable to submit work. Turnitin attributed service disruption in a particularly critical time of the year as both a technical and human error. Turnitin reported in February 2014 that measures introduced included: further investment in the UK data centre, annual stress testing and new queuing technology that should allow Turnitin to handle high volume receipts without causing the system to fail.

#### ***January – February 2014***

**Digital receipt emails missing Submission IDs.**

Digital receipts sent via email were missing the Submission ID number. This issue applied only to submissions made on or after January 23, 2014. This issue was resolved by Turnitin on 26 February 2014.

**Digital receipts not sent via email**

This issue applied only to submissions made between 23 and 26 January 2014. Turnitin released a fix on 6 February to resolve the issue where some digital receipts were not being received via email after successful submission.

**Screen "freezing" on upload**

Students reported that the submission screen sometimes became unresponsive, or the uploading screen was displayed for more than 2 minutes. Turnitin engineers released a fix on 6 February 2014.

**Turnitin failing to synchronise with Bb Grade Centre**

After changes made to the Turnitin system on 22 January 2014, institutions in the UK using Turnitin "basic" integration plugins reported integration failures. In these cases, submissions were showing in the Turnitin assignment inbox, but did not show within the grade book or Grade Centre in Blackboard. The issue affected

submission made during the period 22-29 January 2014. A fix to this issue was released on 29 January and subsequently and global synchronisation was requested for those courses that had been affected.

Two smaller service disruptions occurred during Semester 2.

### ***Blackboard SP14 Upgrade***

Additionally, Turnitin service was not available over a short period including a weekend (10-14 April) to allow for the planned Service Pack 14 upgrade.

### ***April 2014***

Two additional service disruptions were intermittently experienced on 22 April and 28-29 April due to high volume of use during the assessment period. Delays were experienced by students when submitting work via Turnitin and in the generation of originality reports. Backlog of submissions and generation of report improved after 48 hours even though full service speed was not achieved until 72 hours later.

## ***3.2. Tool review***

In its review of 2012-13 eLSG made a recommendation for reviewing and broadening the range of technological options open to academic staff for online submission, marking and the return of feedback to students. In 2013-14 a review of technologies other than Turnitin was conducted including the use of Tablets for marking and Bb Assignment tools. Out of this review a range of documentation has been created to inform both Schools and individuals. The documentation in place includes:

- Comparison between Turnitin and Blackboard with regard to submission/marketing and feedback features;
- Process outline for Blackboard Assignment users, spelling out recommended processes to deliver a variety of marking workflows and, where relevant, outlining gaps in functionality;
- Recommended workflow for esubmission, marking and returning feedback when using tablets;
- Guidance on offline marking, namely, documentation outlining the options currently afforded by the existing technology to deliver offline marking and including main issues to be aware of.

## ***Safe Assign Review***

In March 2014 Safe Assign (the Blackboard-based originality checking tool) was initially evaluated by Humanities and the other four Faculties. All four Faculties agreed that the version available at the time offer limited usability and functionality vis-à-vis Turnitin. However, a new version of Safe Assign that marries both the submission and originality checking process is expected to be released in 2015.

# **4. Parallel Developments**

## **4.1. University-wide developments**

### ***University project on Assessment processes and requirements***

In February 2014, at the initiative of Faculty of Humanities, a proposal was put forward by the all eLearning Managers at the eLearning Management Group to set a University-wide project to undertake during the 2014/2015 a business systems analysis and requirements specification for online submission, marking and feedback.

The proposal argued that in order to facilitate the effective adoption of technologies for electronic assignment management (EAM) it was necessary to:

- understand the wider business processes, including current practices (paper or online), the underlying requirements and rationale, for setting up, submission, marking and feedback;
- map out the processes in schools/programme teams, including any workarounds in place;
- compare these to the five models identified during the project in Humanities;
- agree a number of models recommended for adoption, and associated technical specification;
- identify any gaps between the ideal model(s) and current technology, and associated risk to the assessment process;
- define a specification for modifications to current technology/new technology;
- undertake a change management exercise to support schools/programmes in adopting one or more of the models identified.

The University-level project, would have representation from the key stakeholders:

- students;
- academic staff;
- professional support staff, including school/programme administrators and eLearning teams.

The project proposal was agreed and the existing Working Group on Assessment and Feedback with Humanities representation by Fiona Smyth and Norma Hird will take forward the Faculty perspective on this University-wide project to map assessment processes and requirements across the faculties.

### ***Meeting with Richard Reece***

In April 2014, Associate Dean Judy Zolkiewski and Cath Dyson met with Richard Reece to communicate and gain strategic leadership and action with regard to progressing assessment requirements with providers and/or developing an in-house University of Manchester solution on eAssessment.

The University is waiting the implementation of Blackboard Assignment enhancements. Professor Reece recommends a Working Group is set up to test, review and compare the new features with Turnitin. Initial evaluation can take place on Blackboard's open platform Coursesites; Coursesites will be upgraded by Blackboard before the University planned upgrade schedule (Easter 2015). Recommendations would then be made. However, the impact on the student experience in having two solutions available would have to be carefully considered. An eventual switch over to a different tool would need to be carefully managed.

After pressure from UK HEIs, iParadigms have committed to meet with individual institutions and to consider sector wide requirements rather than individual instructor enhancement requests. The University is waiting to understand the impact of this change in terms of product stability, upgrade schedules and development roadmap.

## **4.2. External Developments**

### **JiSC Project on Electronic Management of Assessment**

Building on previous work by HeLF, JiSC is working with both HeLF and UCISA around the electronic management of assessment (<http://ema.jiscinvolve.org/wp/>). So far JiSC have conducted a number of interviews, held an online conversation with 90 individuals from 70 different institutions and run a Think Tank event on 14 May 2014 with participants from 32 different institutions, including our Faculty. The work is still at a very early stage and JiSC is keen to involve as many interested parties as possible. The Faculty has participated so far by providing the Faculty and Schools experiences and supporting the development of

assessment requirements to inform IT providers notably sharing information of marking workflows, policy on electronic assessment management and priority enhancements pursued by Faculty.

JiSC will be publishing a 'landscape review' towards the end of July that will sum up the work to date and inform further activities over the next year or so.

### iParadigms bought by Venture Capital Company

iParadigms announced on 2 June 2014 that company had been purchased by venture capital company [http://www.turnitin.com/en\\_us/about-us/press/iparadigms-to-be-acquired-for-752-million-by-insight-venture-partners](http://www.turnitin.com/en_us/about-us/press/iparadigms-to-be-acquired-for-752-million-by-insight-venture-partners)

## 5. Project Roadmap 2014-15

### 5.1. Assessment tools forecast for 2014-15

#### Blackboard

At the April 2014 SP14 presentation, Blackboard offered a preview of their Roadmap: this included new assignment features that are expected to be rolled out as part of SP15. The new features which the Faculty had pushed for in direct contact with Bb are: alternative marking workflows; improved anonymity; and better integration with Safe Assign. It is premature to establish (a) whether the new Assignment features will deliver the facilities pursued and (b) to establish when SP15 could be implemented, however from consultation with Central teams assuming there are no significant issues with the October 2014 release (Bb have dropped the SP15 terminology), we would be applying this release on 26-30 March 2015 (these dates are still to be confirmed). The plan would also be to include the new Blackboard Assignment tool with the SafeAssign integration.

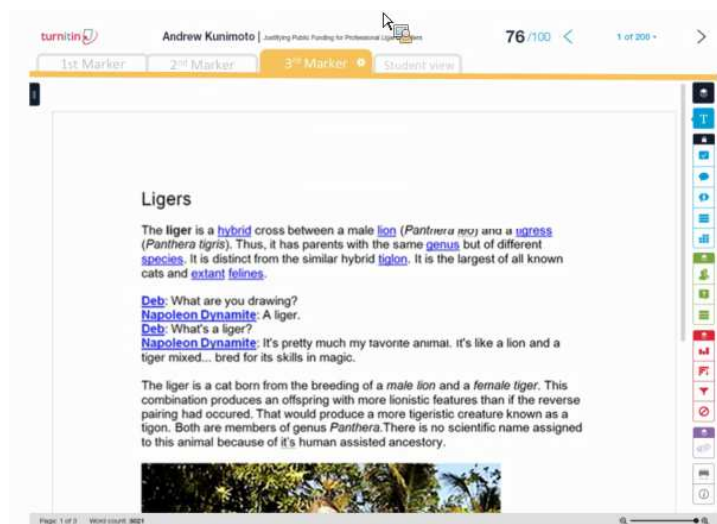
#### iParadigms

Appendix E provides an outline of the prospects for software developments (as announced by IT providers) against the issues and submission/marketing requirements identified by Schools. This section provides an outline of the features due to be released in the following months and year.

A new building block that integrates Blackboard and Turnitin is due to be released by Turnitin before the summer vacation. The new building block is expected to provide better 'Turnitin Assignment by Groups' facilities – a feature that is fundamental for moderation in large cohorts.

Most recent Turnitin announcements indicate that a significant number of requested features are due to be released within the next year:

- New Document viewer (Autumn 2014) including context menu marking, responsive design, strike through features
- Multiple grading spaces (Spring 2015) including ability to create grading layers (moderation layer, blind marking layer), ability to lock grading layers, student view of marked assignment, each grading



space can have multiple rubrics, ability to have non-integer grades (e.g. B+)

- New roll-out mode: Option for institutions for early opt-in, i.e. decide when to roll out new features; however by 2016, full roll-out across all institutions.

Influence on software development continues to be a tool to staff engagement in eAssessment.

### **5.2 Embedded eLearning support**

As plans to embed eLearning support in Schools progress, disciplines and Schools may want to target such support towards eAssessment goals.

Support for online submission and marking in MBS may take a number of forms: designing and co-delivering training, sharing resources, supporting actions for staff engagement including guidance on offline marking.

Support for online submission and marking in SoSS and SALC may take the form of piloting adequate technology to deliver efeedback effectively in language marking, as well as any other actions deemed adequate to facilitate uptake.

### **5.3. Review of Assessment processes and administration**

Reviewing and fine tuning of administrative assessment processes with a view to removing duplication, inconsistencies and taking advantages of economies of scale in online processes may be appropriate, especially in disciplines where a more than one system is used to return feedback and or marks to students e.g. Campus Solutions and Blackboard. Successful alignment of IT solutions available and academic and administrative processes emerges as an imperative as online submission, marking and feedback moves from initial trial phase to a consolidation of processes.

### **5.4 Assessment innovation**

New opportunities for innovation on eAssessment and efeedback should be explored, e.g. the return of grades and feedback electronically from hard copy examination, ePeer marking, etc.

eAssessment Project  
Humanities eLearning Team

Version 2.2  
Friday, 7 July 2014