

Rationale and Principles for eSubmission, eMarking and eFeedback with Turnitin/Grademark

This document is intended to set out guiding principles around the use of Turnitin/Grademark (Tii/GM) for the purposes of eSubmission, eMarking and eFeedback in the Faculty of Humanities. It outlines the rationale for the use of Tii/GM and the manner and the circumstances in which the use of Tii/GM adds value. This document supports the 'Faculty of Humanities Policy for online submission, plagiarism detection, marking & online feedback' available from www.humanities.manchester.ac.uk/tandl/policyandprocedure/eAssessment.html

Introduction

Notwithstanding a wide range of forms of eAssessment (online quizzes, wiki assessment, etc.), the Faculty of Humanities handles e-submission, marking and feedback within the central VLE (Blackboard) and first, through the use of Turnitin/Grademark. EMarking with Tii/GM provides a range of institutional, individual and pedagogical advantages.

Pedagogical advantages

Irrespective of technology used, the following basic principles are commonly viewed as attributes of good feedback practice:

1. Provide student with an overall summary of the work.
2. Indicate how well the work demonstrates that specific learning outcomes have been met.
3. Provide detailed feedback on the text.
4. Provide rich feedback.
5. Ensure comments are legible and constructive.
6. Where possible consider different learning styles.
7. Provide opportunities for feedback dialogue.

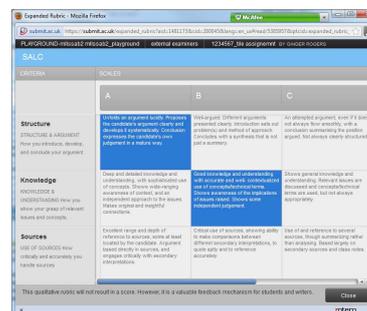
Grademark supports a large number of good feedback principles, using functions such as the general comments area, rubrics, bubble comments and QuickMarks:

1. Providing an overall summary of work can be done in the form of a few paragraphs e.g. commenting on the structure and organisation of the work, providing an indication of overall quality, relevance of the answer, critical ability, outstanding features (positive or negative) and how the work could have been altered to improve the mark (feed forward).



The General comments area in Grademark area the ideal place for this aspect of feedback.

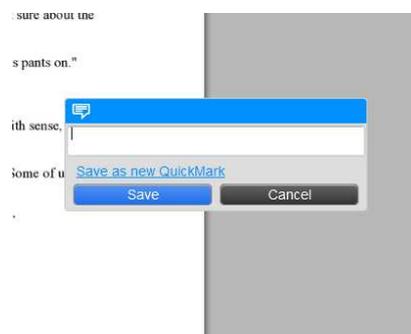
2. Marking against assessment criteria usually involves having a set of relevant learning outcomes that also describe and outline expectations for student work



The rubric area in Grademark allows marker to grade student work against pre-set criteria. Tutor simply selects the descriptors that best match the student work.

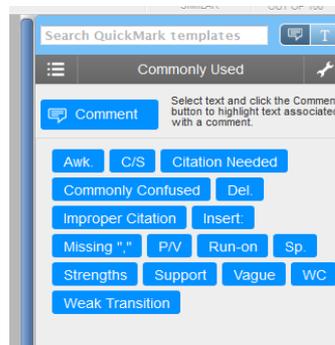
The rubric currently does not provide with space for tutors to add their comments against this criteria but iParadigms has announced this facility by the end of 2013.

3. Detailed annotation of the text is the easiest way for tutors to indicate specific problems with layout, spelling, grammar or clarity of writing. Tutors often use discretion on how many errors are highlighted, and finding the right balance is important. Too little annotation and students cannot learn from their mistakes; too many and they may become discouraged.



Bubble comments and QuickMarks can provide detailed commentary on student work.

4. Feedback can be characterised as rich when it is extensive in the way commentary is made, or where it illustrates a learning point extensively. Time considerations normally limit the provision of rich comments.



Grademark facilitates rich feedback by allowing the tutor to develop libraries of well phrased feedback that can be reused.

5. Feedback comprehension and knowledge retention are encouraged when feedback is viewed in a dialogical manner. Grademark does not specifically provide an arena for one to one discussion. The best way of doing so may be in face to face discussion with students

Institutional advantages

- Tii/GM fully integrated into the University VLE which provides a seamless experience as possible for staff and students alike for key stages of the assessment process including submission, plagiarism detection, marking, feedback and transference of student grades automatically to the Blackboard Grade Centre, and subsequent transfer of grades to Campus Solutions.
- Turnitin allows automated plagiarism detection matching students work to a large database of online journals, internet sources and student submissions¹.
- Turnitin is a secure and robust system, handling and storing student work in a secure manner.
- Using one tool across a School provides a consistent student experience.
- Using one tool simplifies administration processes.
- Online submission and feedback via Turnitin/Grademark has been proven to have a positive impact on the student experience²
- Turnitin/Grademark can be the source of administrative economies and cost efficiency.

Individual advantages

Benefits for academic staff:

- Improves speed and accessibility in the collection, distribution and return of assignments
- Integrates originality checking and helps in the identification of poor referencing
- Tool is easy to use, requiring only introductory training
- Where full facilities are used, facilitates rich and detailed feedback as well as alternative audio feedback (for formative purposes only).
- Provides the ability to easily and quickly re-use comments, enabling you to develop specific, reusable comments tailored to your work and learning outcomes
- Removes the need to carry around scripts and the risk of assignments being misplaced
- Offline marking for iPad users
- Can generate powerful analytics to inform curriculum development

¹Turnitin is an aid for markers to identify potential plagiarism, it does not indicate if plagiarism has taken place.

² See Humanities eLearning, [Student's views of learning Technologies](#), 2013; JISC (2013) *Evaluating the Benefits of Electronic Assessment Management*, University of Huddersfield; Slaouti, D. and Harris, D.P. *Focus on the formative in formative feedback: identifying implications for online marking practices through Grademark*. School of Education, University of Manchester, September 2012; University of Northampton (2013) SaGE Survey; University of Glamorgan (2012) *Assessment Diaries & Grademark*; Buckley, E. and Cowap, L.(2013). An evaluation of the use of Turnitin for electronic submission and marking and as a formative feedback tool from an educator's perspective. *British Journal of Educational Technology*, 44 (4) p. 652-70.

Benefits for administrative staff

- Frees up staff time spent on submission desks, file handling, or in returning scripts
- Records student submission times objectively
- Provides an archive of student coursework and feedback in a single location
- Reduces printing for students, photocopying and postage for administrative staff.
- Saves School physical space for archiving.³
- Removes need for manual input of marks, and reduces associated errors

Constraints

- eMarking relies on good internet connection and a reasonable PC
- eMarking requires reading on screen - or alternatively to resort to unpractical workarounds e.g. downloading and printing
- the electronic format can make flicking through essays and sorting and grouping submissions harder and more time consuming
- majority of staff report longer marking times (online)
- offline access is only available to iPad users.
- offers an ineffective word count

What Turnitin/Grademark does best

1. Anonymous marking
2. Plagiarism detection⁴
3. Electronic submission of coursework - where:
 - 3.1. Work submitted is in electronic format
 - 3.2. Assessment type is text based (not image-only, video, audio, mathematical or statistical).
 - 3.3. Student work is individual (not group work)
 - 3.4. Files are common files (Word, pdf, rtf, Plain Text, Open Office)
 - 3.5. Files are smaller than 20MB or 400 pages.
4. Receipting and time stamping student submission.
5. Marking - where marking consists of:
 - 5.1. Provision of discursive commentary on student work (not diacritics, images, formula etc.)
6. Provision of feedback – when:
 - 6.1. There is a student submission
 - 6.2. Audio feedback is formative
 - 6.3. Marker has access to a reliable internet connection and computer of a minimum specification, or an iPad where student coursework can be downloaded to mark offline.

³ Specific timescales apply as this must be done before students graduate.

⁴ Academic judgement is still required.

Process and Quality and Assurance Checklist

In order to ensure quality and consistency of experience for our students, you may find the following checklist useful:

Pre-submission, have you...	
Explained to students that they will submit their work electronically?	<input type="checkbox"/>
If students are required to submit paper as well as online copies, has the rationale for dual submission been clearly communicated to students?	<input type="checkbox"/>
Provided clear information related to dates of submission, ensuring that it is consistent with information stored elsewhere, such as in the module handbook?	<input type="checkbox"/>
Provided a copy or a link to the School/Discipline marking criteria	<input type="checkbox"/>
Ensured that your assignment inbox is placed within the Assessment area in Bb and the within a generically named 'Submission of coursework'	<input type="checkbox"/>
Ensured that such 'Submission of Coursework' folder contains links to supporting documents on how to submit and download their feedback as through the Knowledge Base?	<input type="checkbox"/>
Reminded students to enter their ID number in the title field of the submission interface?	<input type="checkbox"/>
Ensured that a Turnitin inbox is set up following Faculty recommended settings and including the School/discipline approved rubric?	<input type="checkbox"/>
Catered for extensions or mitigating circumstances, or liaised with admin teams on local processed to handle such cases?	<input type="checkbox"/>
Post-submission, have you...	
Annotated and provided comments on the students' work, using the recommended Faculty guidelines?	<input type="checkbox"/>
Ensured you are familiar with School/discipline agreed processes and arrangements for carrying out either moderation or second marking in an electronic environment?	<input type="checkbox"/>
Ensured you are familiar with School/discipline agreed processes and arrangements for ensuring External Examiner access to marked scripts?	<input type="checkbox"/>
Followed security guidance if marking with iPad devices?	<input type="checkbox"/>

For a detailed breakdown of process issues and recommended actions go to Assessment and Feedback area in the Faculty of Humanities Teaching and Learning Office

<http://www.humanities.manchester.ac.uk/tandl/policyandprocedure/eAssessment.html>