



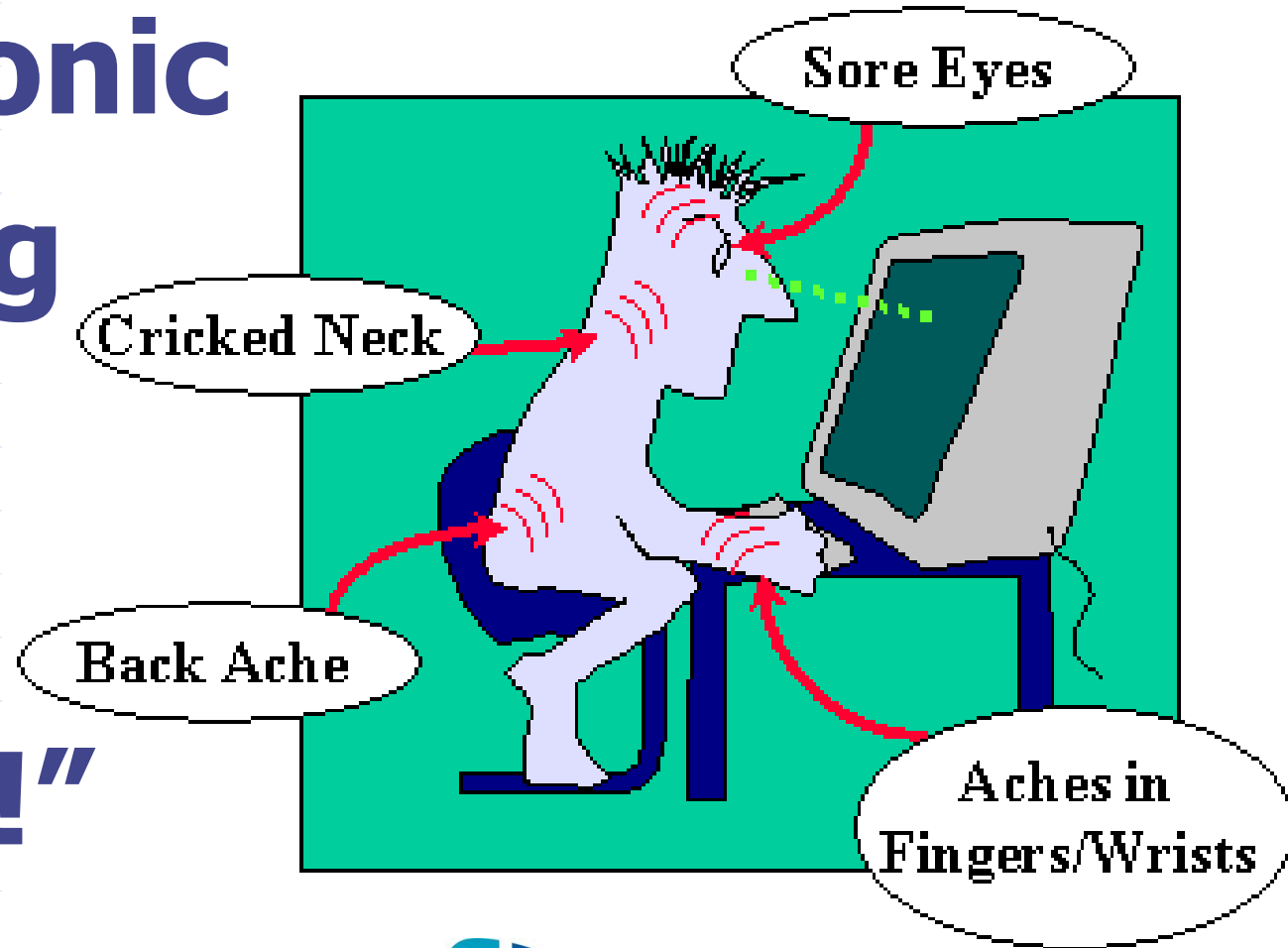
“This has worked for me” Electronic Assessment

Graham Mitchell



It began in a meeting

“Electronic
marking
takes
much
longer!!”



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Features

- I A lot of work can go into annotations and comments that are never read by the student**
- II The same improvements are being suggested again and again**
- III Motivated students want four things:**
 - What did I do wrong?
 - What did I do right?
 - How do I improve?
 - What is my grade?



Outcomes

- I Quick marking**
- II Positive student feedback**
- III External examiner commendations**



Student feedback

"Morning Graham,

I have just read my feedback for my assignment - which to me is more relevant than my grade (although I am very pleased with it). This feedback has provided me with the most constructive information that I have received since I have been at university. It's great receiving good grades but sometimes, and this may seem strange, I have not always known why I got them.

Student feedback

“This feedback is clear and I can analyse the structure to identify areas I can learn from and improve. For example, providing counter evidence etc. What this feedback also provides, independent of the grade, is a shot of motivation. I understand the time pressure of marking assignments along with everything else academic staff have to do, however - personally, I would not mind if the marking of assignments were delayed if they all had a thorough standardised feedback structure like this.

Student feedback

“Providing students with standardised feedback on their first assignment in Yr1 and for every one thereafter, would motivate learning. Unfortunately, the variability of feedback that I have received over the past 3 years has at times been de-motivating.

Student feedback

“We are all aware the opportunity is there to discuss assignments with the tutor however I feel this feedback saves time for both students and tutors as it identifies specific discussion points for a short personal advice slot. However, for other students this feedback is sufficient as weaknesses and strengths are highlighted and discussed and suggestions made for improvement. Thank you.”

Ingredients

- 1 Minimise/eliminate annotations**
- 2 Word document template (paste)**
- 3 Specific skill attainment indicated with number keys (1-5)**
- 4 Comment bank based on grades**





PSY3021 - MOTIVATION & EMOTION: Coursework feedback

Student:

Grade:

- 1 – Highly competently 2 – Mostly competently 3 – Only satisfactorily
4 – Barely adequately 5 – Inadequately

Structure

Argument/position explained in introductory paragraph:

Coherent argument developed throughout the account:

Argument summarised in concluding paragraph:

Evidence for argument

Appropriate evidence provided:

Limitations of research acknowledged:

Knowledge & Understanding

Demonstrates familiarity with motivation & emotion theory / research findings:

Both depth and breadth included:

Addresses both cause of problem and remediation strategies:

Writing

One major point per paragraph:

Explicit reference to the scenario all the way through:

Accurate grammar/sentence construction/spelling:

Word count stated:

References

References are appropriate:

All citations are in references list:

Correct referencing style:

Comments:

This is a well-informed answer and shows that you have grasped the nature of the assignment. In places your writing style needs to be more academic though. Better proofreading would also be useful. Your introductory paragraph was helpful, as it provided an indication of where you were going in the rest of the essay. You have identified some relevant theory and research and have made an effort to translate this into a practical situation. Most of your suggestions have a sound basis, but they could be more convincing and detailed. If I received your report I would have many questions about implementation of ideas. You need to show off the depth of your knowledge of Motivation and Emotion work a little more. Try to provide more depth and detail somewhere in your account. Also think a little more about the limitations of the interventions you are suggesting. Your references list is reasonable and demonstrates some useful preparation work for this assignment. Your referencing style though does need some attention so please return to your referencing guide. You have demonstrated familiarity with some key literature items in the areas of Motivation and Emotion. I hope these comments and specific feedback scores are helpful in enabling you to improve your writing further. Some of these points will be easy to address and will result in a much higher grade. This was a promising essay, but it needs further work. All the best with future assignments and assessments now.

Marker:

Date:

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Marker:

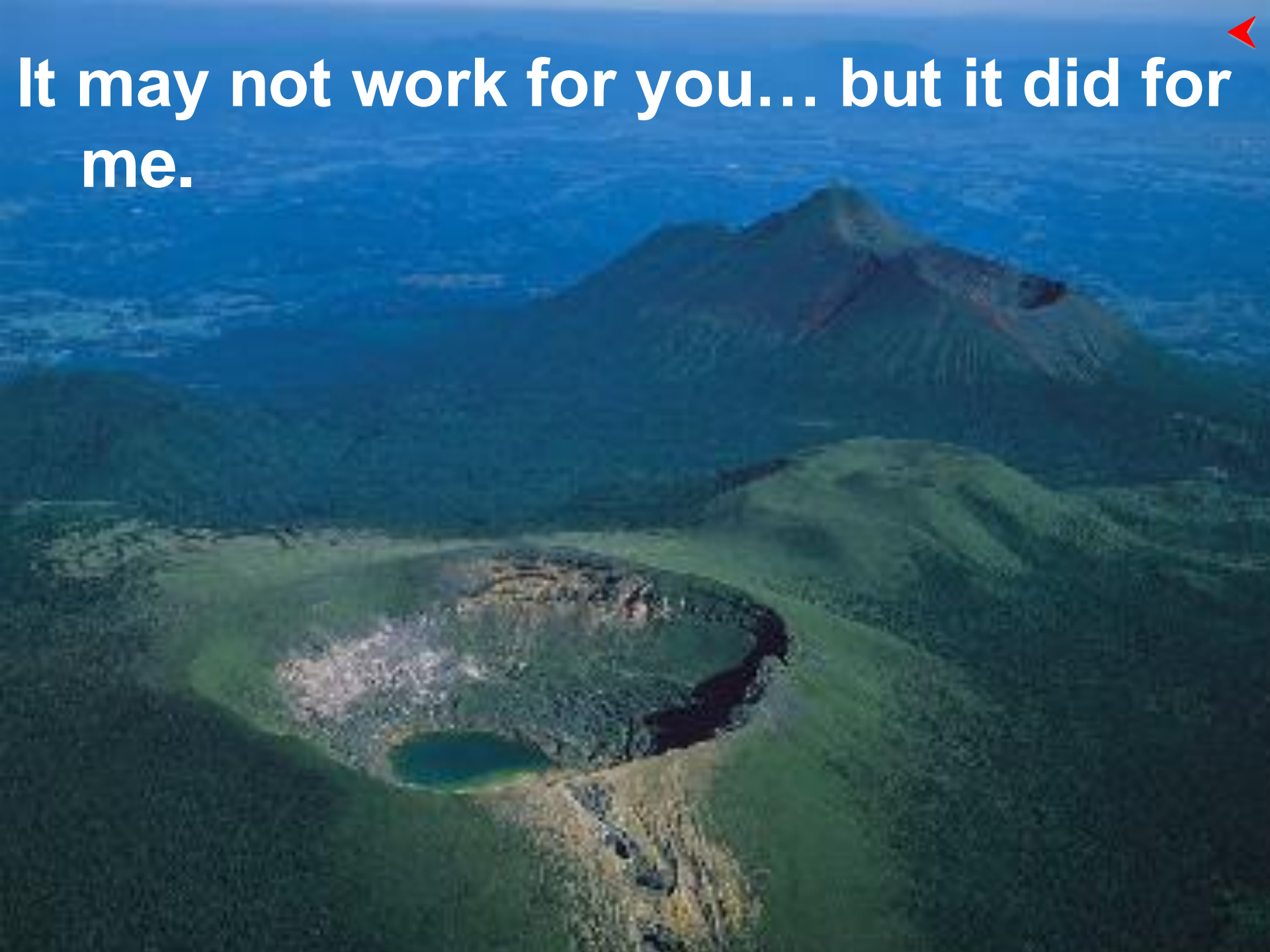
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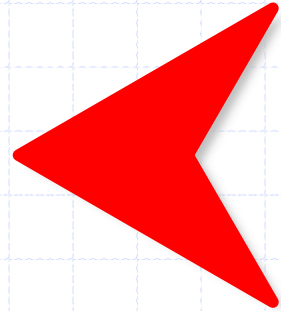
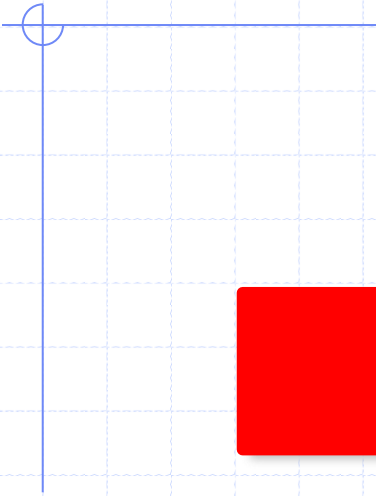
Final points

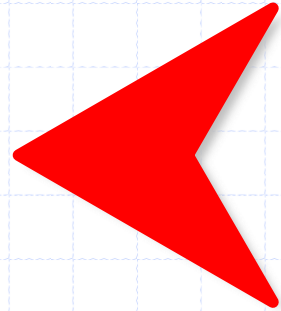
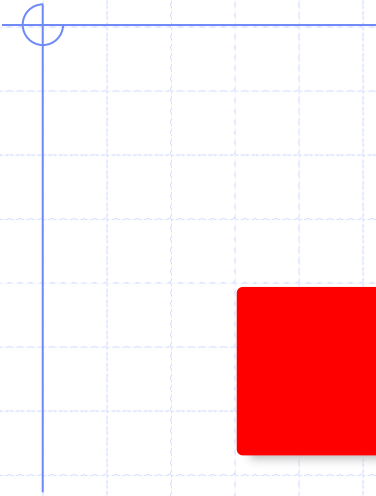
- I Template guides student before completing assignment**

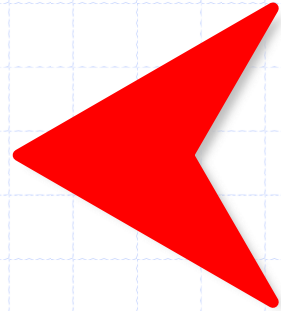
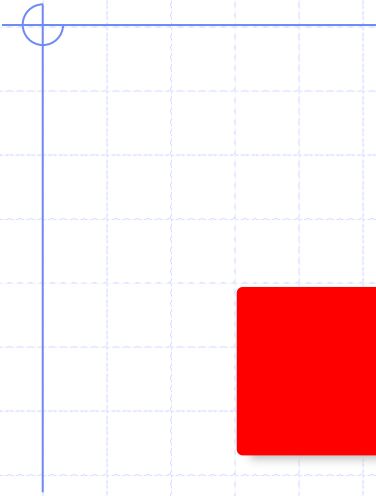
- II Provides useful transparency for moderation procedures and for students and external examiners**

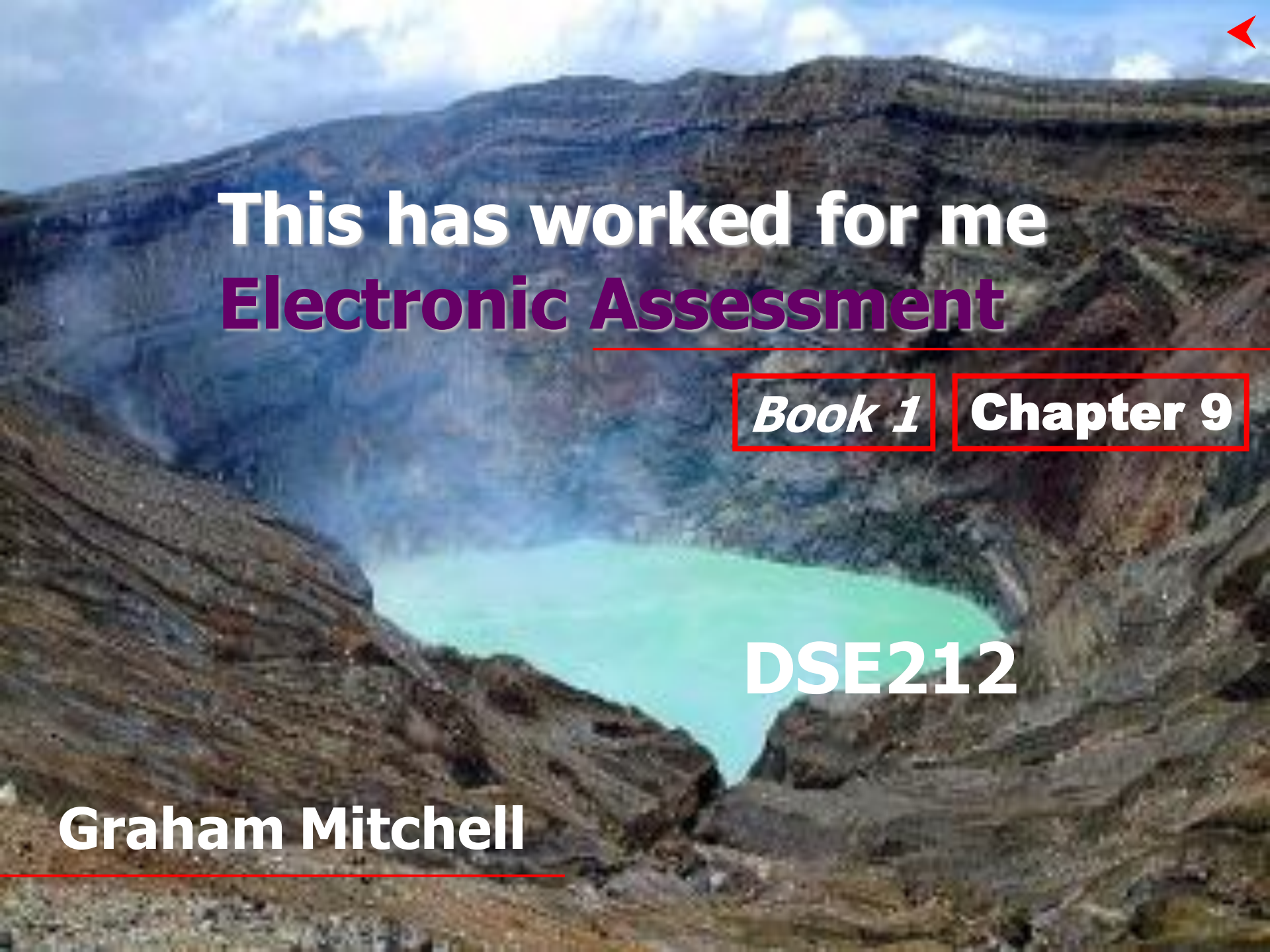
It may not work for you... but it did for me.











This has worked for me
Electronic Assessment

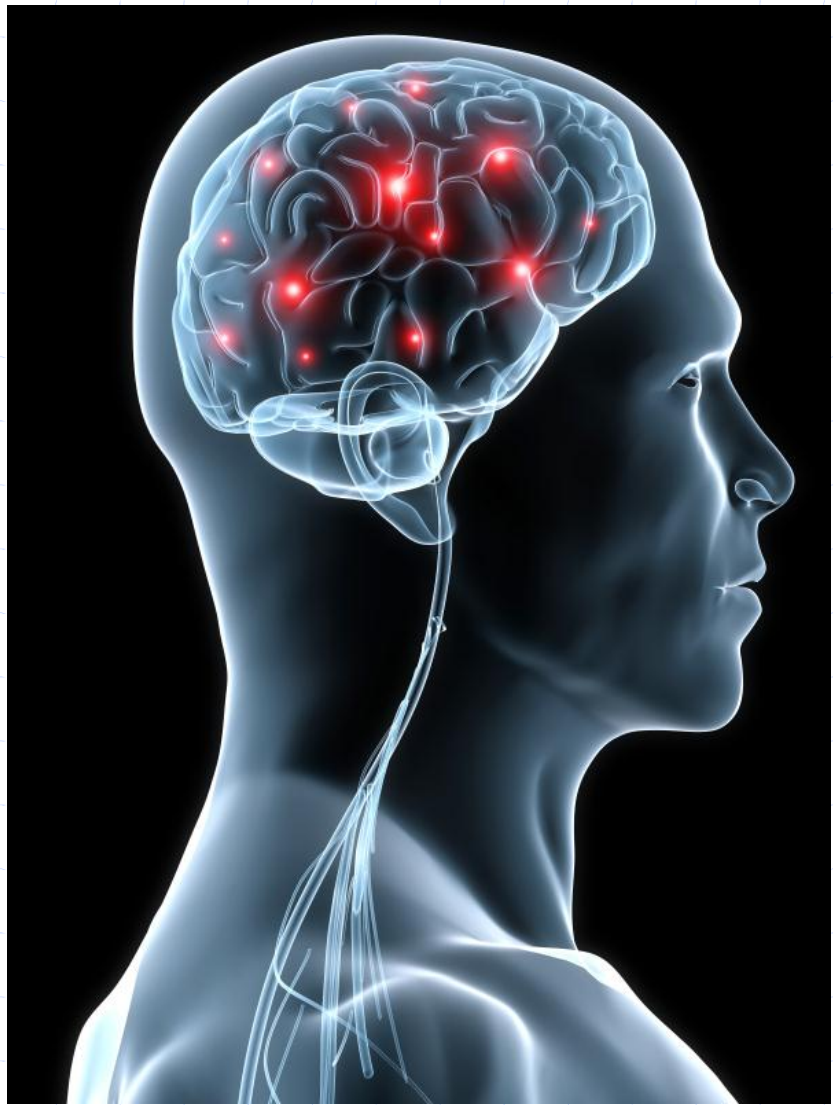
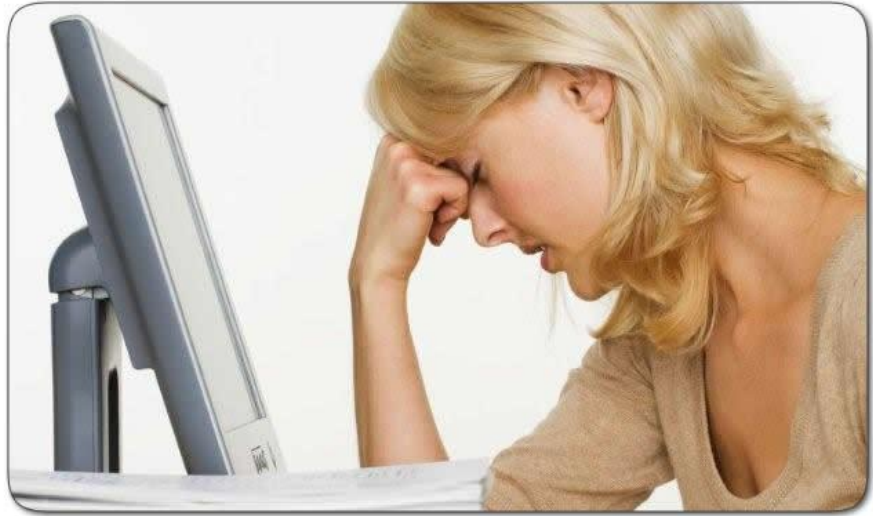
Book 1

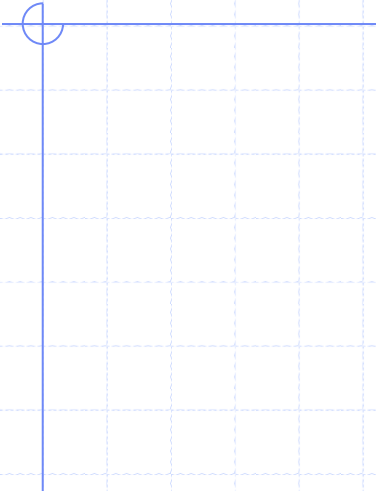
Chapter 9

DSE212

Graham Mitchell





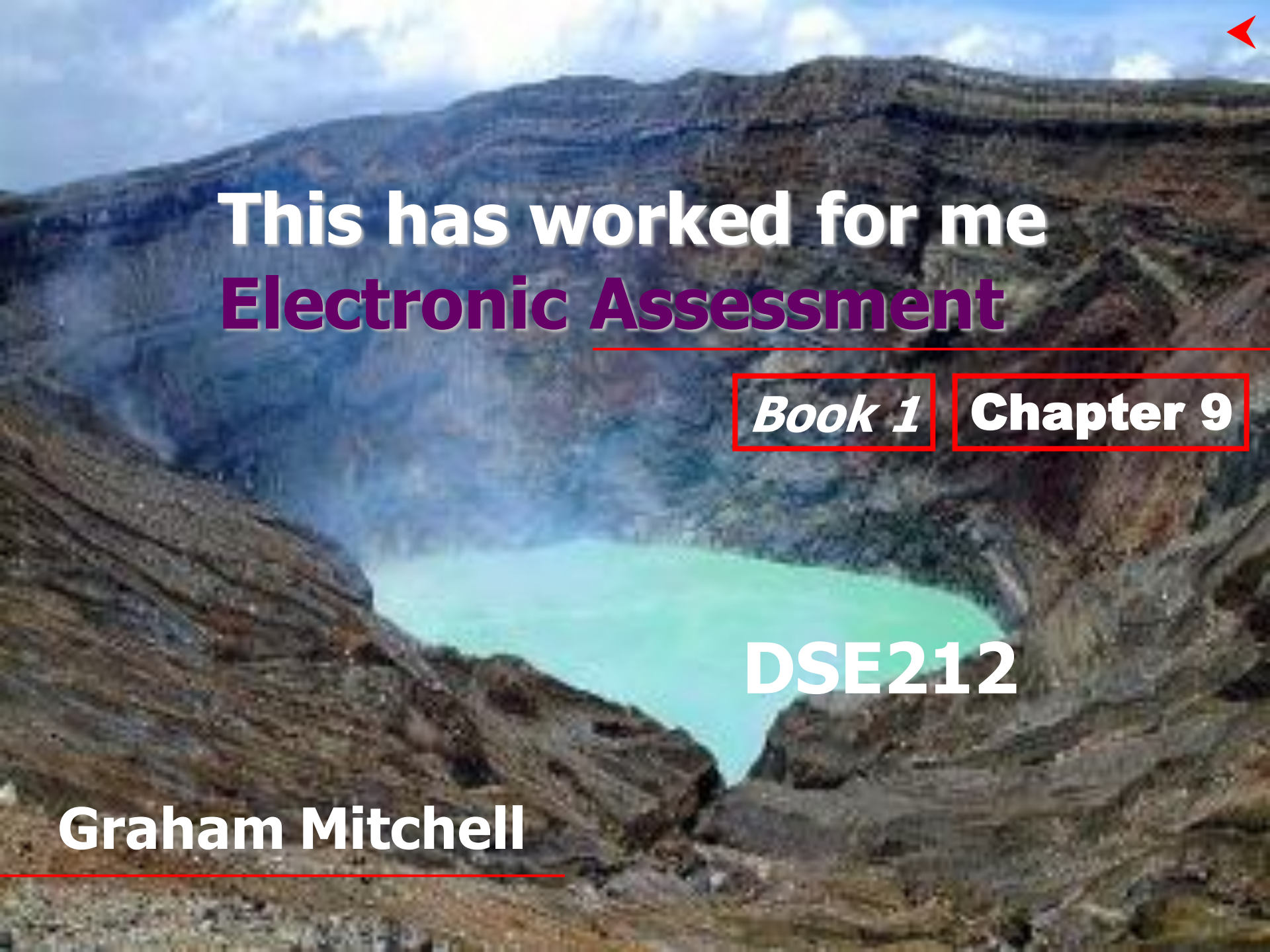




The role of catharsis

How can we release the emotional pressures built up by unresolved unconscious conflicts?





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Electronic Assessment

Book 1

Chapter 9

DSE212

Graham Mitchell

An aerial photograph of a volcanic landscape. In the foreground, a large, circular crater is visible, containing a small, dark lake. The surrounding terrain is covered in dense green forest. In the background, a large, conical volcano rises against a clear blue sky. The overall scene is a mix of natural beauty and volcanic activity.

**It is better to travel hopefully...
...than to arrive**