Case Study – Marketing and Communications
Using NILE (Blackboard) Rubrics to mark Presentations.

CONTACT

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CONTEXT

Primarily a Level 4 Marketing module. The assessment is split between items, 60% on an individual eportfolio and 40% on a group research presentation project. The group project is split into 3 main tasks. A group meeting log (using the group Blog tool with its own rubric), a group presentation (using the assignment tool to allow the student to submit their presentation, with its own rubric), and an individual reflection. The third element is Individual contribution to the group project, this is assessed using quality / quantity of entries to the meeting logs, tutor attendance records and tutor observation of group dynamics. A grade column is set up with its own rubric for the individual contribution - students are assessed on team work and contribution to the project. Each element of the group project receives a grade which is weighted along with the others, and the student receives an overall (individual) group project grade.

This case study describes the use of the rubrics (on the group presentations) from a tutor perspective with some thoughts from the students, also.

INTENDED OUTCOMES

- To facilitate marking of presentations, in the room as the presentation takes place.
- Develop knowledge of Marketing Communications tools and techniques,
- To encourage skills development within a more professional approach to the management of group work the development of 'High Performing Teams' (Price and Maier 2007, pg 132)
- To develop presentation skills

THE PROCESS

The module uses the Assignment tool for submission of the presentation file(s). The rubric attached to it details the marking criteria from the assignment brief. The guiding principle of which is based on UMF guidelines from UoN and ensures that the feedback, feedforward principles for formative and summative assessment are a feature of the module. The assessment criterion is briefed in the lecture, and opportunities for further discussion within a support seminar in which the students are introduced to the tools supported by Learning Technology. When marking the student work the rubric is opened from within the Grade Centre (on one member of the group) and used whilst the students present by the first marker.

The moderator (who is also in the room) opens the Grading Notes area and makes their notes against the criteria in this area.

THE BENEFITS & CHALLENGES

Benefits:
- Having the rubric attached to an assignment means that the criterion is visible to the student (in this case it was also included in the assignment brief).
- Marking presentations whilst they take place speeds up the process, and reduces duplication.
- Moderation can take place immediately and feedback is ready to be released speedily.
- Enabled a more transparent approach to the distribution of available grades across multiple elements and ensures consistency across weighted elements.
- Gives the marker confidence that you have been able to be more objective than subjective in reaching the overall grade calculation
- Makes calculating the overall grade easier when using a multifaceted approach to assessment criteria

Challenges:
- Ensuring the entries put into the rubric are saved is convoluted. There are around 3 or 4 clicks to "Save" and "Submit" the grade and feedback before it is saved against the student's name.
- Browser based discrepancies can affect the quality of the experience. Internet Explorer and Chrome appear to 'time-out' if you have the rubric open for longer than 15 minutes. Firefox did not.
- Assigning grades during the presentations was difficult. Instead we made notes in the feedback to user box and assigned grades during the break between groups presenting (once the presenters had finished). We adjusted the notes (to make them suitable for feedback) during moderation prior to feedback being released to students.
- Ensuring that students could not see the grades before they had been moderated – there are a number of settings that need to be checked to ensure that grades cannot be viewed.

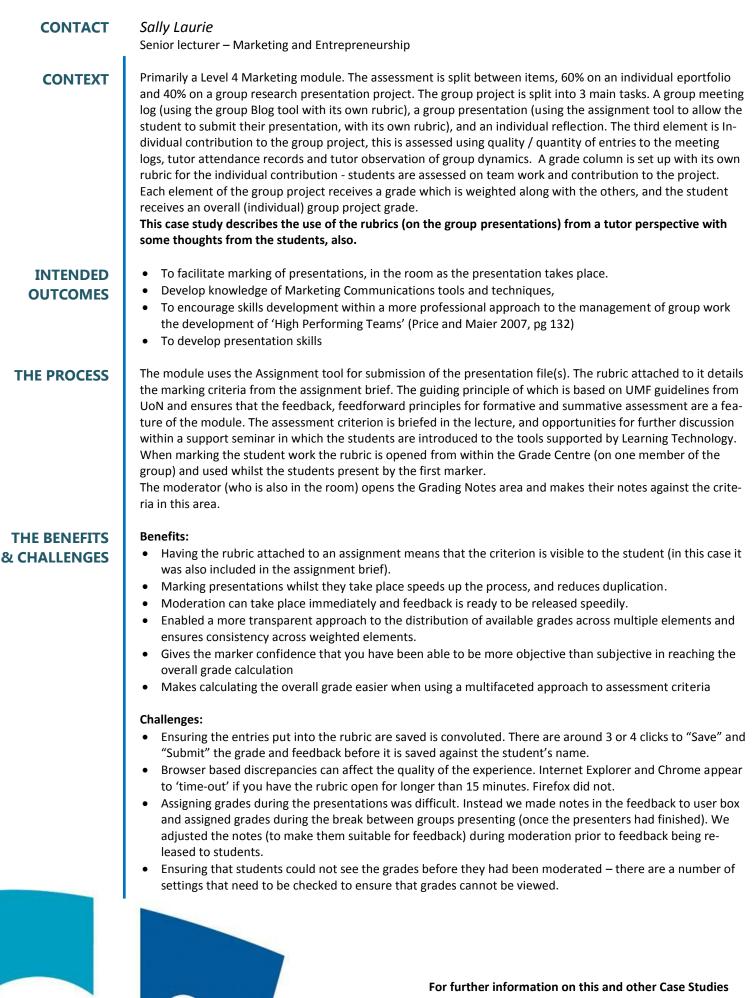# Case Study – Marketing and Communications
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KEY POINTS

- Rubrics set out expectations to aid the student to understand what they're being graded against.
- Putting notes/feedback straight into the rubric speeds up moderation.
- Requirement for a level of faith and trust in the technology and support. If any doubt exists it should not be shown to the student. Students have to trust that the tutor will deliver.
- Develops/drives a level of professionalism and once the process is mastered (from the tutor side) will enable me to provide more timely feedback