



World 2011

iPad2 + FilemakerGO: solving the assessment problem

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XWorld 2011

The assessment 'problem'

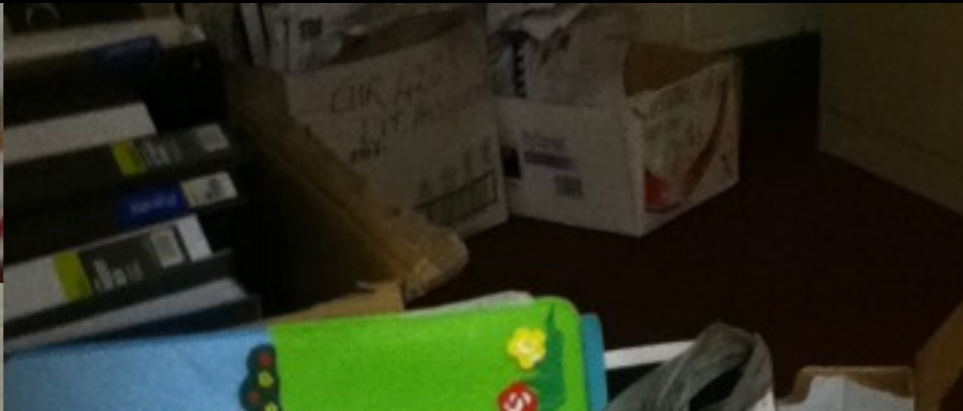
- Recording marks involves a mixture of digital and paper processes
- Instructional marking keys are time-consuming to complete
- Administrative, numerical and busy unproductive work is a distraction for markers
- Markers prefer to add whole and half numbers
- Student and administrators require different views of the recorded marks
- Assessment needs to be fair, transparent, reliable and efficient

When were these done?

Unit: Tutor	Activity 1 Tutorial	weeks
		16
		16
		5
		12
		10
		14
		17
		15
		17
		14
		14
		15
		15
		8
		10
		15
		15
		14
		17
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		14

weeks
14
18
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8
13
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14
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10
17
18
17
12
12
13?
17
5
15

What is this?





The Solution



iPad2+FileMakerGo xwii

Three case studies

1. live group performance with 3 specialist markers + peer group assessment recording in the cloud
 2. live group performance with one marker recording locally on iPad
 3. Written report assessed by one marker using a *FileMaker RunTime* solution
- the underlining design and structure have been developed over the past 6 years, as part of my PhD studies and with support from a number of university grants and an AUC grant.

Live group performance

- A third year primary education unit
- The students in groups of about 5 are required to produce a performance involving drama, music and visual art, appropriate for primary school aged students.
- This is the second year of the research study, each year has been funded by a Teaching and learning Grant. The second year funding allowed use to purchase 4 iPad2.
- no paper was used in the duration of the assessment cycle!!!!

what happened



The Three Markers



The Performance





Select Layout

Done

Introduction

UserName

Set all Criteria Marks

w_all MarkingKey_PDF-Video_export

w_all MarkingKey

w_all MarkingKey_PDF

Spreadsheet List View

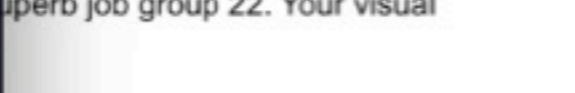
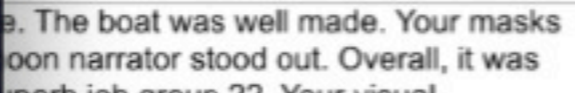
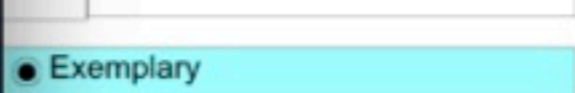
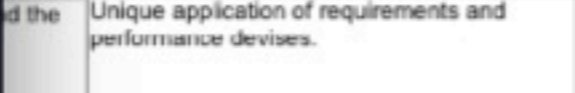
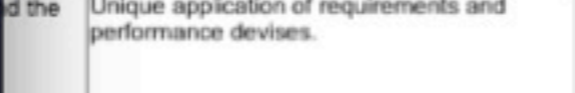
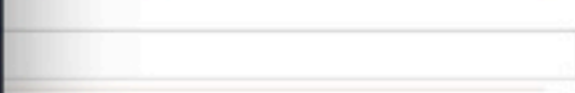
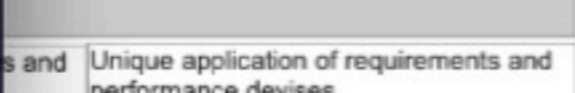
Spreadsheet List ViewAll

Spreadsheet List ViewAll Copy

w_Drama_yellow

w_Music_green

w_Visual Art_blue



group List

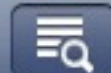
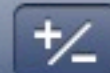
Mark Drama

Mark Mucic



These comments follow the marker from student to student and can be cut and pasted.

You have created well designed props that are simple yet bright and colourful
Staging is constructed with thought for its visual impact. Some of the bits needed to be glued down a bit more though. Masks are big and eye catching. Staging is constructed with thought for its visual impact. Some of the bits needed to be glued down a bit more though. Masks are big and eye catching. The font you use for your sign, please make sure they are drafted and written with some more sign writing skills. We want to see what you are doing with the spraybottle, it was done behind a character. Overall, a really stunning visual performance. The masks really worked well



Student Feedback

Each student received via email a pdf of the marking key with their group performance imbed in the pdf. (see PDF)

Feedback from Students

1. The rubric we emailed you with the imbedded video - what did you think of that?
 - -it was very clear and easy to follow
 - was good how it had the tutors comments and where they marked us on the rubric for each section
 - was good to see how the tutors marked us compared to the peer marking
- Thought that the idea was great. It was good to be able to see the video and make the connection with the comment. Also great to keep for future reference and include in an E-folio.
- The rubric and video were a fantastic way to present our marks. It was good to see what we looked like from the audience's perspective as it is so different when you are up on stage, also it is nice to have something to show for your work. The family all had a good laugh too!

more feedback ...

- The embedded video was a very convenient and innovative way to organise the assessment information. It was the first time I had seen it used in a unit and I was quite impressed. The feedback was relevant and comprehensive and having the video itself there to view at the same time, was extremely beneficial. The provision of the video will also aid the ability of our group to assess ourselves and reflect on our performance in more detail.
- The fact we could read our feedback and watch our performance on the imbedded video was fantastic as we could reflect and see what we did well and understand what we could have done better.

more feedback ...

- I found this form of reporting on the effectiveness of the performance extremely valuable. Access to a video recording of the performance is an effective way for students to reflect on their performance, and view it from a different perspective; - that of the audience, the peer markers and our tutors. ... Being shown how you have done something is far more effective than being told how you have done something. It has a greater impact on encouraging and promoting improvements where they are most needed, and provide a focus for explicit teaching. Having the video recording as a reference also enabled us to effectively reflect on, and justify the comment made by our peer assessors and our tutors.

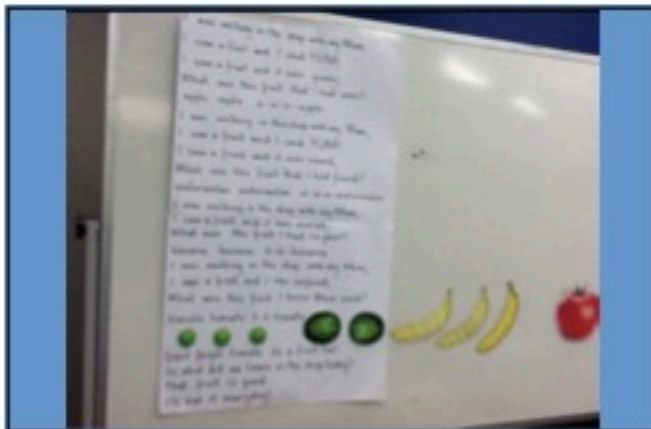
Music Group Performance

Single marker - recording locally



Student pdf result via email

Unit ABC1001 1B. Group performance



Music



Photo

Fifield Rosemarie
Galas Jarvis
Harnar Mitchel
Rocheford Haley
Sheffler Ofelia

students

05

Tutor

19 out of 30 Cr

COMPOSITION 5 marks

Quite clear (able to be understood by young children). Represents the creative work to some degree.

0 Not Complete Pass

Clear (able to be understood by young children). Represents the creative work to a reasonably good level.

Credit

Very clear (able to be understood by young children). Represents the creative work to a very good level.

Distinction

Very clear (able to be understood by young children). Represents the creative work to a very high level.

High Distinction

DOCUMENT 10 marks

Reasonable evidence of resources, outcomes and references. Reasonable evidence of student collaboration/cooperation.

0 Not Complete Pass

Good evidence of resources, outcomes and references. Good evidence of student collaboration/cooperation.

Credit

Very good evidence of resources, outcomes and references. Very good evidence of student collaboration/cooperation.

Distinction

Excellent evidence of resources, outcomes and references. Excellent evidence of student collaboration/cooperation.

High Distinction

Any questions or suggestions

Acknowledgment:

Julia Wren, John Heyworth, Christine Lovering
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