Essentials of Being a Marker in Informatics

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Schedule

- Why are assessment and feedback important?
- What are the responsibilities of a marker? Rules and regulations on the assessment process
- Dealing with academic misconduct
- What makes for useful feedback?
- How can we get a sense of how well we are doing as markers?

Why are assessment and feedback important?

In small groups, discuss the advantages of marking and providing feedback:

- For students
- For the course team
- For the university

Why are assessment and feedback important?

- **For students:**
  - Checking progress, understanding, the grasp of the course content, the development of new skills, etc.
  - Indicating areas of improvement
  - Offering encouragement and motivation
- **For the course team:**
  - Getting feedback on course
  - Indicating topics which could be revised with students
  - Reflecting on own teaching style
- **For the university:** abiding to standards; validating degrees; ranking.

The role of a marker (Informatics Teaching Support Policy)

- <u>Marking assessed and formative coursework</u>
- <u>Providing feedback to students</u>
- <u>Answering student queries on marks and feedback</u>
- <u>Is provided with a detailed marking guide by the course lecturer</u>
- <u>Submitting initial marks for approval by the lecturer.</u>

- **Exam marker:** Same as marker but marking exams.

What are the responsibilities of a marker?

In small groups, take a few minutes to discuss your responsibilities:

- Before starting marking
- After marking

Changes to University Documentation

- The **"Code of Practice on Tutoring and Demonstrating"** (CoP) mentioned responsibilities with regards to marking

- CoP recently replaced by a **"Policy for the recruitment, support and development of tutors and demonstrators"**

- **This policy** focuses on university and school responsibilities, and has very little on your responsibilities

- The implementation of the policy will be phased, with full implementation expected in 2018/19

- The responsibilities from the CoP still common sense, so I will still describe them

What are the responsibilities of a marker? (old CoP, regulations)

- **Before starting marking:**
  - Participate to briefing sessions with CO to discuss:
    - How assessment fits within course (number of assignments, length, format, contribution to grade)
    - How responsibilities are split between markers
    - Marking criteria
    - How to handle special circumstances
    - Requirements for amount and type of feedback, turn around time, recording and returning marked work
    - Double marking by the CO
    - Attempt coursework/exam yourself and discuss any doubts with CO

What are the responsibilities of a marker? (old CoP, regulations)

- Get informed about the assessment process, extended common marking scheme, academic misconduct
- Participate to any training sessions

- **After marking:**
  - Submit grades to the ITO via Webmark and provide feedback to students
  - Be ready to answer any questions from students regarding the grades and feedback
  - Provide feedback to the course team on the marking process and the quality of students' work

What are the responsibilities of a marker (old CoP)?

- Not permitted to assess the work of anyone in whom you can be reasonably regarded as having a strong personal interest

- Any marks that you assign are preliminary until they have been validated by a member of the Examination Board

Relevant points in new policy

- You are expected to carry out work which is in line with your job description and pay grade

- CO may occasionally request you, for development reasons, to do limited tasks which are not applicable to your grade, in which case he/she will provide supervision and feedback

- You must not start work until you were provided with formal induction on core aspects of your role

- You must attend mandatory training

Relevant points in new policy

- The CO is responsible for supporting and overseeing any assessment and duties, including briefing you on process
- The CO will ensure that appropriate moderation processes are in place and that you are informed about them; more robust moderation in your case.

What are the responsibilities of a marker? Let's learn more

- Individually, use the handout to find replies on the following questions:

1. What are the normal deadlines for returning marked coursework? What about exams?

2. How and where should you present the marks and feedback?

3. Where should you return the marked cw/exams?

4. What marks count towards 1st class UG degree/PG distinction?

5. How is late submission generally considered? How should you treat it?

6. What are the most applicable types of academic misconduct for your courses? How you handle them in next slides…

Dealing with academic misconduct

- Know the difference between:
  - **Plagiarism** = presentation of another person's work as one's own, without proper acknowledgement of the source, with or without the creator's permission, intentionally or unintentionally
  - **Collusion** = unauthorised and unattributed collaboration of students in a piece of assessed work
  - **Falsification** = an attempt to present fictitious or distorted data, evidence, references, citations, or experimental results, and/or knowingly making use of such material

Dealing with academic misconduct

- In case you detect misconduct in a student's work:
  - Apply a face value mark to the work as presented
  - Complete an Academic Misconduct Report
  - Submit it to the School Academic Misconduct Officer and copy to CO; or if postgraduate research student, to College Academic Misconduct Administrator
  - Attach all of the relevant documentation

What makes for good feedback on assignments for students?

In small groups, think about the characteristics that define good feedback in terms of:

- Structure
- Content (including language)
- Quantity

What makes for good feedback on assignments for students?

- Be timely, so that it is more effective
- Balance the content: good + bad + encouragement
- Try to present bad parts said in a positive way ; avoid writing "but…"
- Be constructive: what was needed, reading
- Be specific as to the good and bad parts
- Use questions to involve students in dialogue
- Be honest, but not hurtful
- Don't give too much feedback (overwhelming); offer "see me" option.
- Match feedback with marks
- Be kind and encouraging!

How can we get a sense of how well we are doing as markers?

- Through self-assessment (using checklists, proforma)
- From students (questionnaires, structured group discussion, post its etc.) BUT need to also be their tutor
- From colleagues (double marking, collaborative commenting)
- By checking the marks provided by colleagues, re-marking a revision of the assignment
- Important to get feedback through different means

MORE in 'Gathering Feedback' workshop in Week 10

In a future session (Week 6), we will…

- Think of tricks for being more:
  - efficient
  - effective (i.e. students act on the marks)
  - fair in marking
- See examples of useful and less useful feedback

Resources

- **"Assessment and providing feedback " material on the "IAD Resources on Tutoring and Demonstrating" channel in Learn**
- **Future IAD courses on marking and feedback:**
  - "Assessment and providing feedback in the sciences"- Wed 11 Oct
  - "Assessment and providing feedback"- Wed 25 Oct
- UoE old **"Code of practice on tutoring and demonstrating" and** and **"Policy for the recruitment, support and development of tutors and demonstrators"**
- **"Extended common marking scheme"**

Resources

- Academic services pages on academic misconduct
- Informatics Student Services pages on the assessment process and the submission of late work
- Student administration pages on exam marking regulations
- Resources on Informatics homepage – Staff Intranet – Student Services – Teaching Support – Training
- **"Tutoring and Demonstrating: a Handbook"** chapter 6 and p. 36-7 chapter 4