

# What makes a good marker and provider of feedback in Informatics?

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# In Essentials, we have seen...

- ▶ Why assessment and feedback are important for students, the course team and the university
  - ▶ The responsibilities of markers
  - ▶ Types of academic misconduct and how to report them
  - ▶ What makes for useful feedback
  - ▶ How we can gather feedback on how well we are doing as markers
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# Schedule for the day

- ▶ For tutors: how can we prevent/address difficult situations with assignments (e.g. late submissions)?
  - ▶ For markers: what strategies can we use to ensure:
    - Fast marking?
    - Fair marking?
  - ▶ Good and bad feedback
  - ▶ Consider other challenges that concern you
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# As tutors, how could we prevent/address difficult situations with assignments?

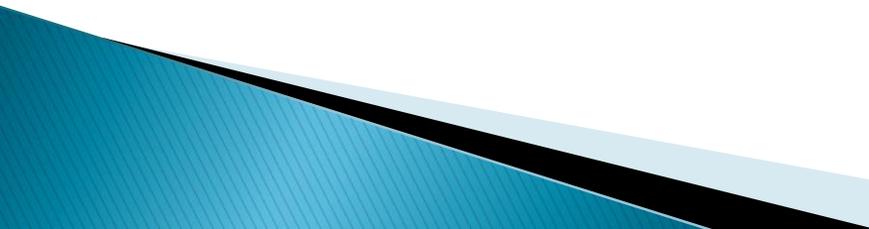
As split into 3 groups, discuss strategies for preventing/addressing the following coursework outcomes:

- Poor presentation of the solutions
  - Not completing parts of the assignments
  - Late work
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# General advice

- ▶ Discuss your responsibilities with the CO to make sure that you know exactly what is expected of the students!
  - ▶ Communicate expectations to students in tutorials
  - ▶ Consider difficult issues and means of avoiding them early in your tutorials
  - ▶ You can bring them up during briefing meetings
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# Preventing/addressing poor presentation

- ▶ Clarify to students what is expected
  - ▶ Discuss ambiguous parts of coursework requirements with CO
  - ▶ Briefly comment in your feedback on coverage of technical points, presentation and logical argument
  - ▶ If problem posed in solutions by many students: consider discussing requirements again in tutorial (for other assignments or exam)
  - ▶ Feed forward to course team.
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# Preventing/addressing partial solutions

- ▶ When addressing similar tasks during the tutorial:
    - Do not just spell out the full solution!
    - Discuss problem solving strategies, the thought process
    - Give out clues to get students to deduce steps
    - Focus on the steps required by the coursework
    - Summarise procedure and steps
  - ▶ If problem posed in solutions by many students:  
consider discussing task and underlying theory with them in future tutorials
  - ▶ Feed forward to course team.
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# Preventing/addressing late work

- ▶ Be aware of the regulations on late work
  - ▶ Discuss with CO other conditions for accepting late work
  - ▶ Inform/advise students about course regulations on late work
  - ▶ If late work is accepted (usually), or only for feedback (usually if over 7 days late), stress to students the importance to still submit it; provide constructive feedback!
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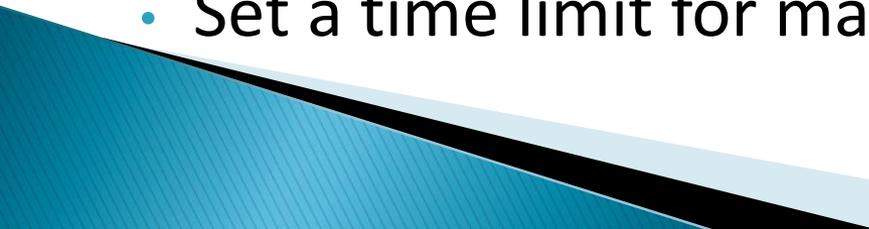
# How could we ensure fast and fair marking?

As split into 2 groups, discuss and write on poster paper what you think are strategies for being **fast** and **fair** when marking.

Visit the other group's poster



# Some tips and tricks for fast marking

- Use the marking criteria and annotate it as you go through papers to mark similarly the same mistakes
  - Mark one question at a time for all papers (but take breaks!)
  - Group papers having used same approach together, and then mark them from best to worst
  - Use “anchor” papers as examples of marking excellent/good/adequate/poor solutions
  - Avoid getting stuck with one paper, return later
  - Avoid over marking or giving solutions
  - Set a time limit for marking each paper
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# Some tips and tricks for fair marking

- Cover student names, to avoid being influenced
- First skim through some papers with no/provisional marks to understand general level
- For reliability, mark one question at a time for all papers, but stop when tired
- Shuffle papers as you pass to next question
- Compare marks with initial/some random papers
- Group papers of same standard, compare marks for them
- If marking same questions, check results for some papers with peer markers
- Double mark with CO

# Good and bad feedback

In small groups, use the handout to classify quotes into good and bad feedback, discuss reasons for your choice and suggest any improvements. Your solutions will then be discussed in class.

# What other challenges concern you?

Individually, write a challenge that you are concerned about on a post-it note. The most frequent 2 challenges will be discussed.



# Resources

- ▶ [Informatics Teaching Support training webpage](#)
- ▶ **“Tutoring and Demonstrating: a Handbook”** [chapter 6](#) (“Marking and Commenting on Essays”) and p. 36-37 [chapter 4](#) (“Problem solving classes”)
- ▶ **“Assessment and providing feedback “** material on the [“IAD Resources on Tutoring and Demonstrating”](#) [channel in Learn](#)
- ▶ [UoE “Enhancing feedback” website](#)
- ▶ Future IAD courses on marking from Feb 2019