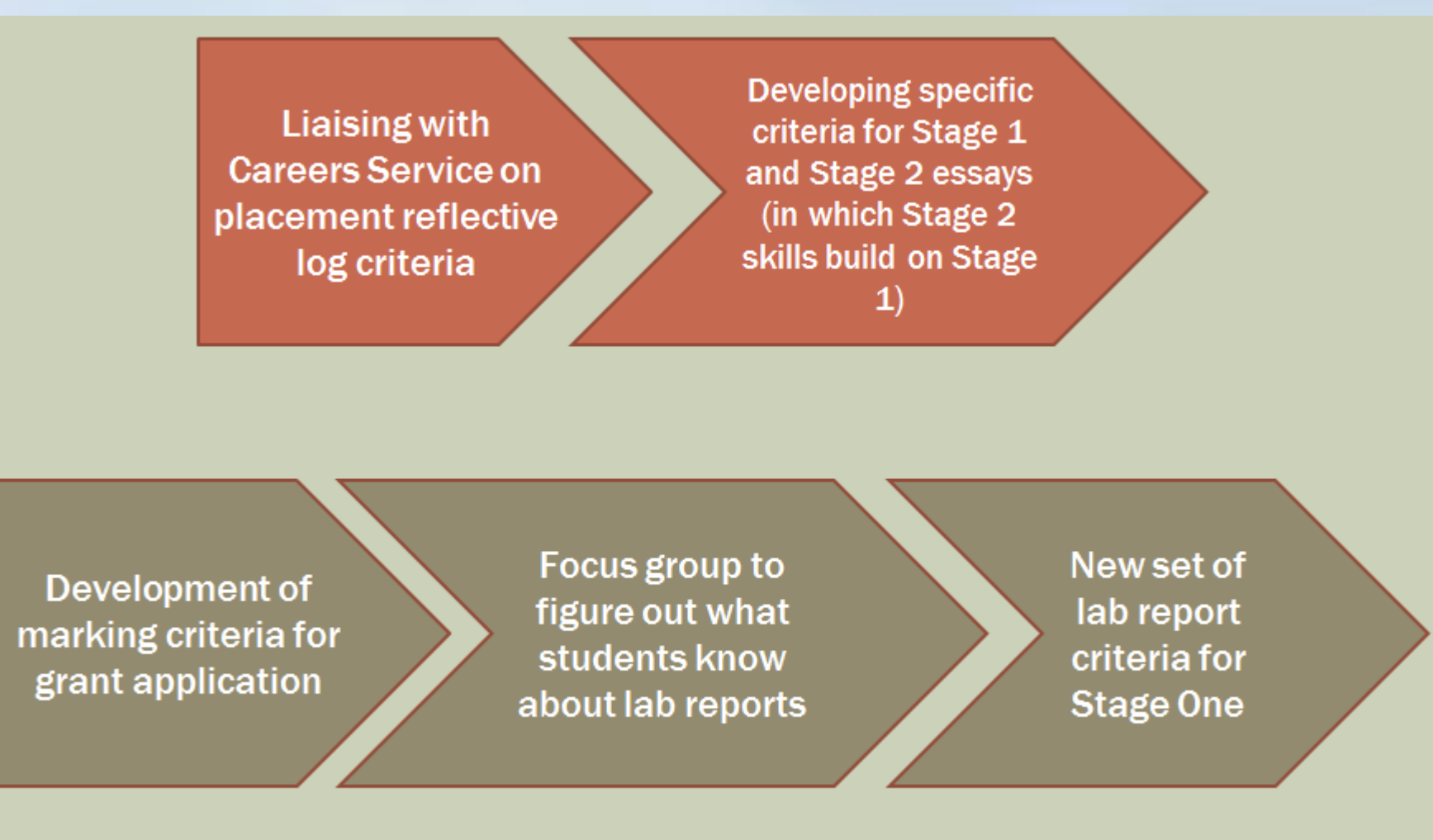


Aims: Engage students in the **entire marking process** from the setting of marking criteria through the receipt and feed-forward application of feedback.

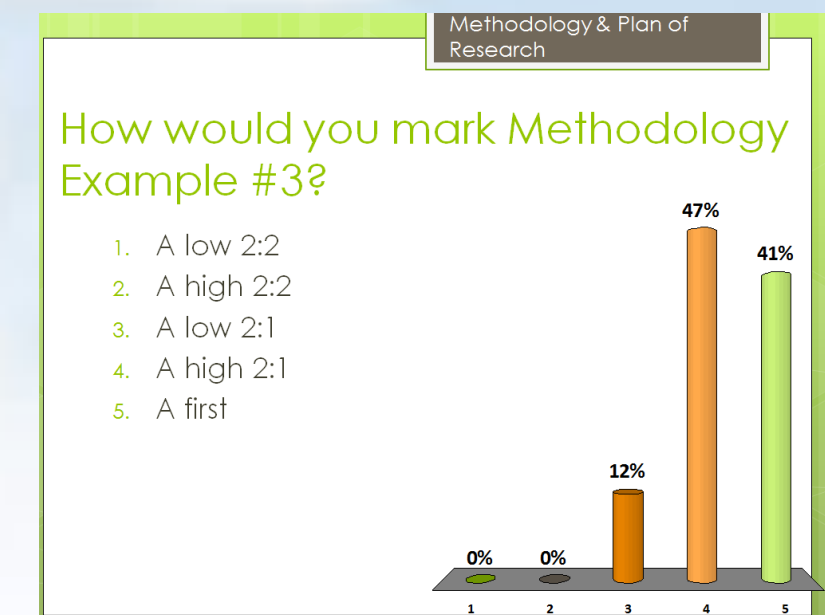
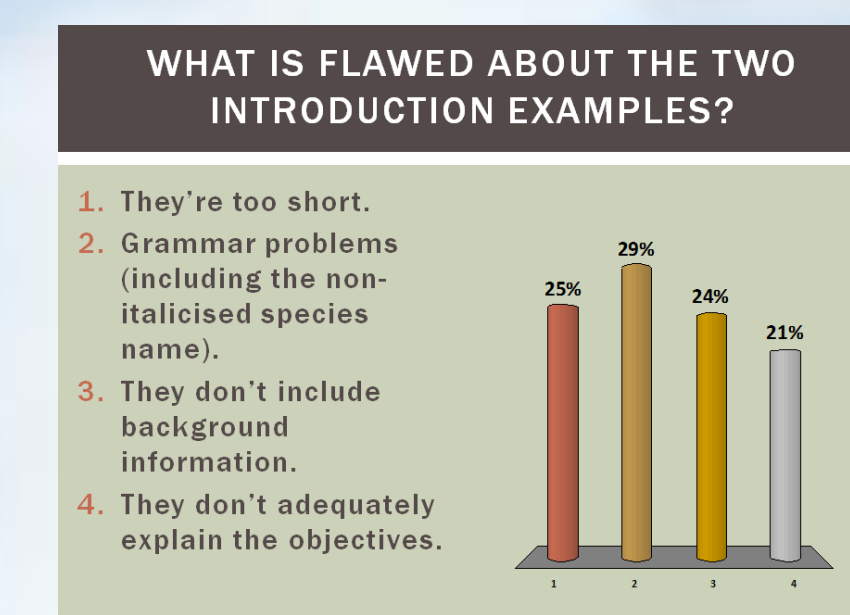
Develop module-specific marking criteria

Designed marking criteria that are written in academic language but easily understood by students. The criteria also became a marking rubric to be used in final feedback.



Marking criteria sessions

Sessions to engage students with the marking criteria. Students were asked to think about differences in language between grade descriptions and rank example pieces of work.



Focus Groups & Surveys

- **75%** found it useful to have the marking criteria **in advance**
- **100%** thought it was useful to see how they **performed** against the marking criteria
- **80%** would like to have received more electronic feedback in **other modules**

Overall, the students voted that the electronic comments were more **positive**, more **fair**, more **thorough**, more **helpful**, easier to **understand** and **specific**.

*"This [the rubric] was **the most useful aspect** of the electronic feedback as this helped me to **gauge** which areas of the assignment I was lacking and therefore where I would need to **focus my improvement** for future work."*

*"It also helped me to **understand** why I had received the mark I had in relation to the marking criteria for each section and thus **why my overall grade** was within a certain grade boundary."*

Creating

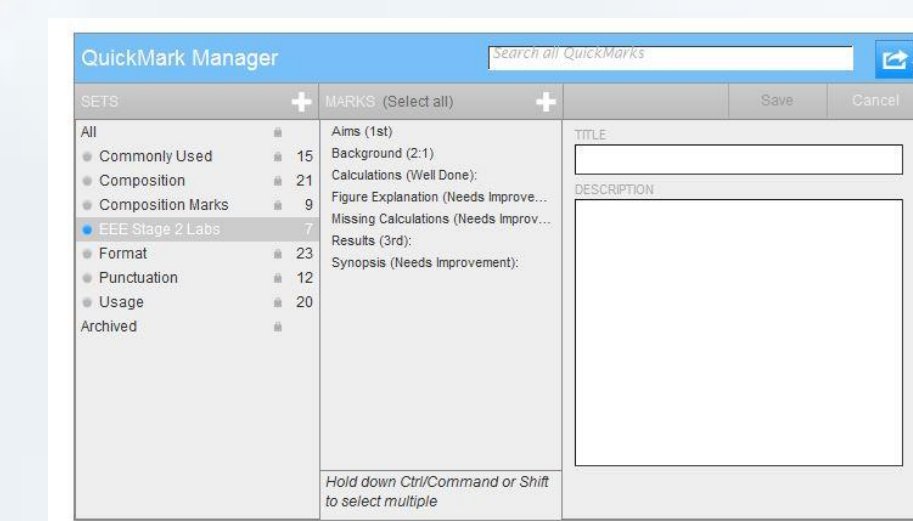
Engaging

Using GradeMark to Improve Feedback and Engage Students in the Marking Process

Christie Harner, Alison Graham and Sara Marsham

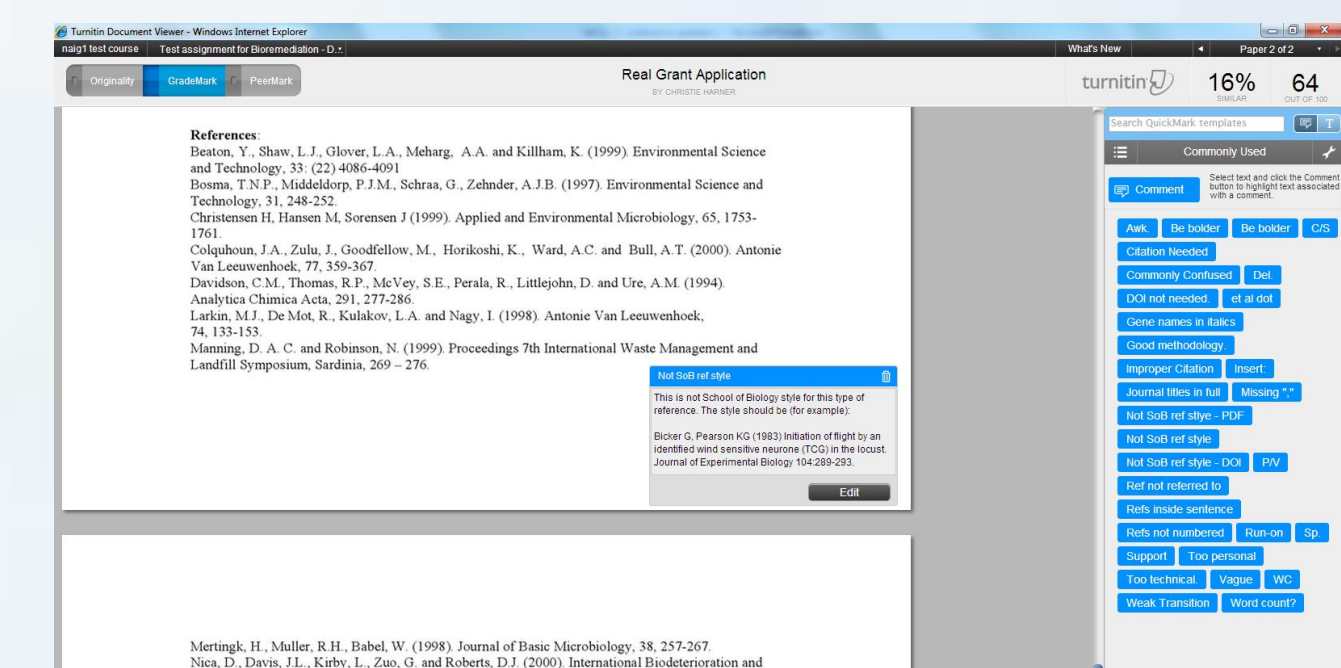
Student feedback

Providing feedback



What is GradeMark?

- Part of the TurnItIn software.
- Provide feedback and mark on-line.
- Types of feedback:
 - In-text comments
 - Bubble comments
 - Text comments
 - QuickMark library comments
 - Rubric
 - General comments



Reflections: Benefits of engaging students with marking criteria in timetabled sessions and linking feedback to criteria; Benefits for staff of online marking and reduced marking time; Challenges with the system (e.g. double marking).