

Assessment and Educational Video Annotation (EVA)

***Faculty Of Education And Social
Work eLearning Forum***

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Assessments currently used in the UoS

- ***online discussions (variable freq...120w)***
 - *personal reactions to the themes/issues raised by the readings and / tutorial class discussion*
- ***tutorial reflections (5 per semester...500w)***
 - *critical evaluation of the readings*
 - *application of theoretical input from the tutorial to real-life (to self, someone known, or reported in the media)*
- ***tutorial process diary (1000w)***
 - *identify one recurring theme, and the connections between this theme and two of the topics presented during the semester*
 - *the relevance of this theme and topics to the practice of social work*
- ***exam***
 - *assessment of lecture input*

Preparation for online discussions

- *Model enthusiasm and interest, refer to previous students' experiences*
- *Provide examples of postings*
- *Provide written instructions and live orientation to the site, demonstrate how to post messages*
- *Normalise reluctance or concerns*
- *Provide time to become familiar with logistics of posting*

Online Discussion variations

- ***contribution to assessment overall***
(5%, 8%, 13%....no marks)
- ***peer marking***
- ***weekly*** *(2 postings - at least 1 is a reply)*
- ***voluntary*** *(marked according to freq & content)*
- ***closed vs open discussion groups***
- ***various identity options***

Online Discussions - marking criteria

- 1 - 2.5* *very brief, quite superficial comment*
- 3 - 4.5* *contains original comment(s) but also extensive summaries of previous postings*
- 5 - 6* *substantial original/insightful comments and/or questions which inform and/or challenge the other students*

orsee over

Online Discussions - current marking criteria

Frequency (4%) determined by number of postings

- 1* *1 - 3 postings*
- 2* *4 - 6 postings*
- 3* *7 - 9 postings*
- 4* *10 or more postings*

Quality (4%) averaged over the semester

- 1 - 2* *generally very brief, quite superficial postings*
- 2.1 - 3* *minimal original comment(s) and/or quite superficial comments and/or extensive summaries of previous postings*
- 3.1 - 4* *substantial original/insightful comments and/or questions which informed and/or challenged the other students*

Online discussions

- *provide time to think*
- *provide opportunity for deeper reflection*
- *provide personal space from which to respond, away from public scrutiny*
- *facilitate conversational approach to learning
(a more open and freer sharing of ideas)*
- *enable collaborative reflective conversations*
- *enable students to receive validation and supportive responses from other students*

Online Discussions Research

Image, Identity, and Pseudonymity in Online Discussions

Andrea Chester (RMIT University) & Agi O'Hara

- *How and why students choose to represent themselves in asynchronous online discussions.
Name – real or pseudonym
Image – real or constructed*
- *What impact these self-presentational choices have on impressions of others.*
- *What implications these self-presentational choices and impressions have for learning and teaching.*

Pre-test questionnaire

Question 2 - Please indicate the way in which you would like to represent yourself in the Online Discussions in this Unit of Study/Course

- a. My real name without any image
- b. My real name with a real, current image of myself
- c. My real name with a false image
- d. A pseudonym (a made up name) without any image
- e. A pseudonym with a real, current image of myself
- f. A pseudonym with a false image

Question 10 - In this course/unit of study you will be allocated to groups with people outside your tutorial class. Please indicate the type of group you would like to join.

- a. I would like to join a group of people using their Real identities
- b. I would like to join a group of people using Pseudonyms
- c. I would like to join a group of mixed self-representations
- d. I don't have a preference

Examples of pseudonyms

➤ Celebrities and well-known characters

Madonna, Bob Marley, Veruca Salt, Peter Rabbit

➤ Generic fantasy

Mermaid_4, angel 01, Pirate

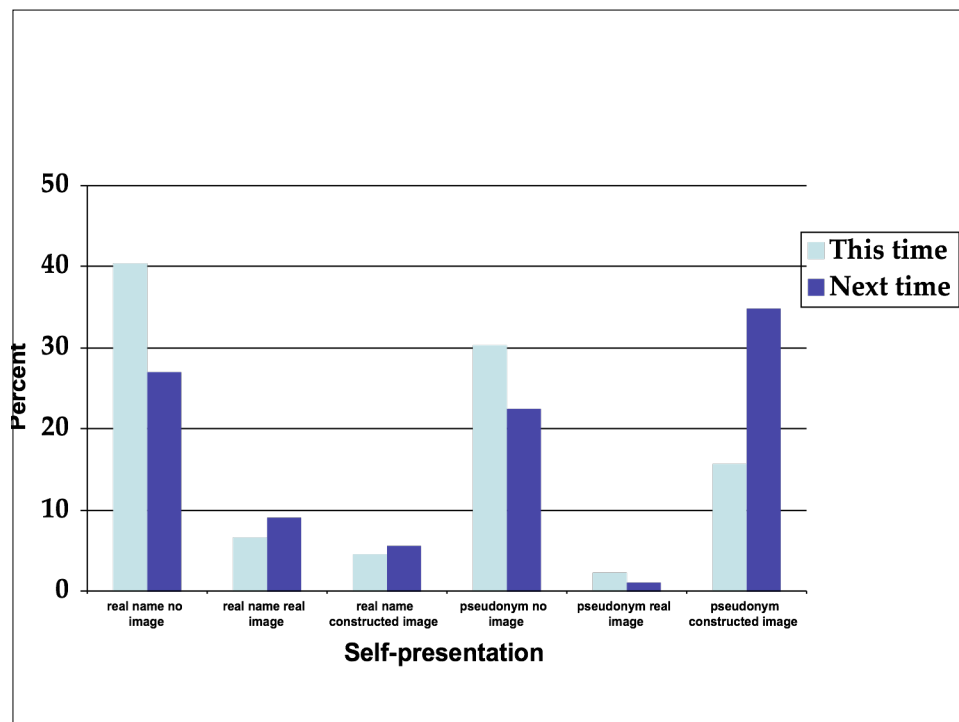
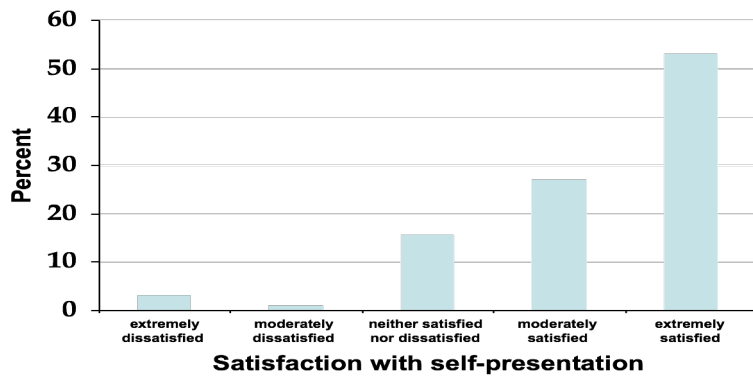
➤ Inanimate objects

kiwifruit, rice cracker, feathers

➤ Names and nicknames

fat_nat, chang, billie

Results: Self-presentation



Student feedback

"...The (compulsory) tutorial discussion groups force you to think in a little more detail about the readings and the tutorial on the various subjects which I think is really helpful."

"...people were able to mention things that they weren't able to in the tutorial and receive feedback from their fellow students."

"...rather than just switching off after the weekly tutorial, I was encouraged to continue to think on issues that arose. I also learnt a lot from other people."

"How useful did you find the tutorial discussion groups?"

"...I think it really showed that those most verbal in class aren't always the ones with the best input."

"...the discussion board I found interesting cause u got to hear what other students had to say that wouldn't normally speak up in the tute, so u got more views on the topic."

"...I enjoy being able to give my opinion which I'm normally too shy to do."

"...I have a fear of public speaking, so being able to contribute on-line was a relief."

“Do you think the tutorial discussion groups had an effect on face-to-face tutorials?”

“because we are all in discussion during the week via the online discussion groups it helps to ease awkwardness in not knowing tutorial members”

“Online discussions are less personal, so of course i prefer this way. Face to face to me creates alot of shame, as people are an effex all looking at you, listening very carefully. “

“The interactions become integrated with the tutorials. They seem to create greater group cohesiveness in the tutorials.”

“People became more familiar to you and there was more openness during the tutorials. It allowed you to understand various perspectives without stepping on anyones toes. “

“I think its easier to talk in class when i effect everyone in your tute is actually talking online throughout the week. You get to know people & their names more quickly and this makes the tute more comfortable.”

Identity Research - concerns

- *small number of controversial posts (disinhibition)*
- *most evident in one of the two pseudonymous groups
(students who had no previous experience with online discussions)*
- *several homophobic contributions from one student labelled by other group members as “offensive”.*
- *mid-semester feedback*

‘Is there anything you would like to see changed? If so, how might it best be changed?’

Some comments are all opinion and very discriminating –

I am offended by some posts. It should be a place of learning and helping/solving social problems, not an open slather on minority groups.

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I would appreciate boundaries and control in order to make these safe places for all students