

HIBERNIA COLLEGE

Bridging the gap: Managing an entire college's continuous assessments using Moodle

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HIBERNIA
COLLEGE

Bridging the gap

Managing an entire college's continuous assessments using Moodle

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Established leader of blended and online professionally-accredited qualifications

Two PME Programmes (Primary and Post Primary)

- Online – 45% approx
- Face-to-face – 55% approx

Short CPD courses for teachers

- Wholly online

Other programmes

- Upcoming BSc in General Nursing
- PhD



Overview of two PME programmes

Commence in Spring and Autumn each year –
no semesters or traditional academic year



1,600 live students
300 assessors and moderators
- in all counties of Ireland



Continuous assessments (CA) continually occurring



Assessors provide lengthy, specific, descriptive
qualitative feedback per student
Tightly aligned to module learning outcomes



The old process and its challenges (1)

Submitting

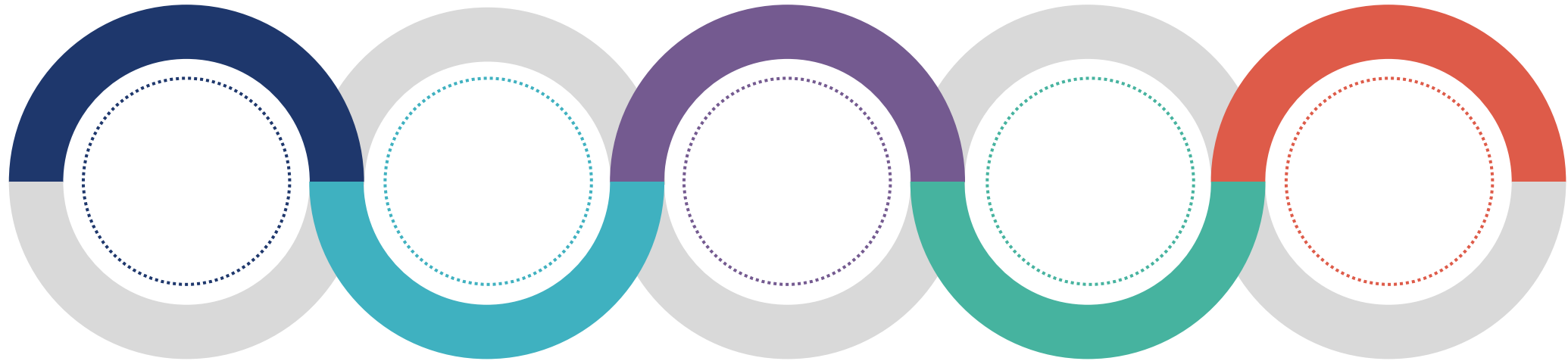
Students upload to Moodle (but are not graded there)

Feedback

Assessors write feedback per student in individual Word documents

Returning

Assessors email documents to the Programme Administrator



Reading

Assessors bulk download submissions to read (from 30 upwards)

Marking

Assessors enter component marks and penalties on Excel spreadsheet



The old process and its challenges (2)

Compiling

Programme
Administrator combines
all Excel spreadsheets

Selecting

Administrator selects
some submissions for
grade moderation

Releasing

Administrator drags/
drops feedback to
Moodle for release to
students (~400)



Cross-checking



Administrator manually
checks Word
documents against
spreadsheet (up to
400)

Moderating



Grade moderator
completes a report and
amends spreadsheet
and Word feedback
documents





What we needed to do



Make
the grading process
smoother for all parties
involved



Reduce the reliance on
multiple documents and
spreadsheets to capture
feedback and marks



Shared ownership of
the CA process and
stronger communication
between College admin
team and assessors

How we did it (1)



1

Mapped CA processes to Moodle's capabilities

2

Identified ways to apply word count and late penalties

3

Developed marking guides to replace old spreadsheets and documents

How we did it (2)

4

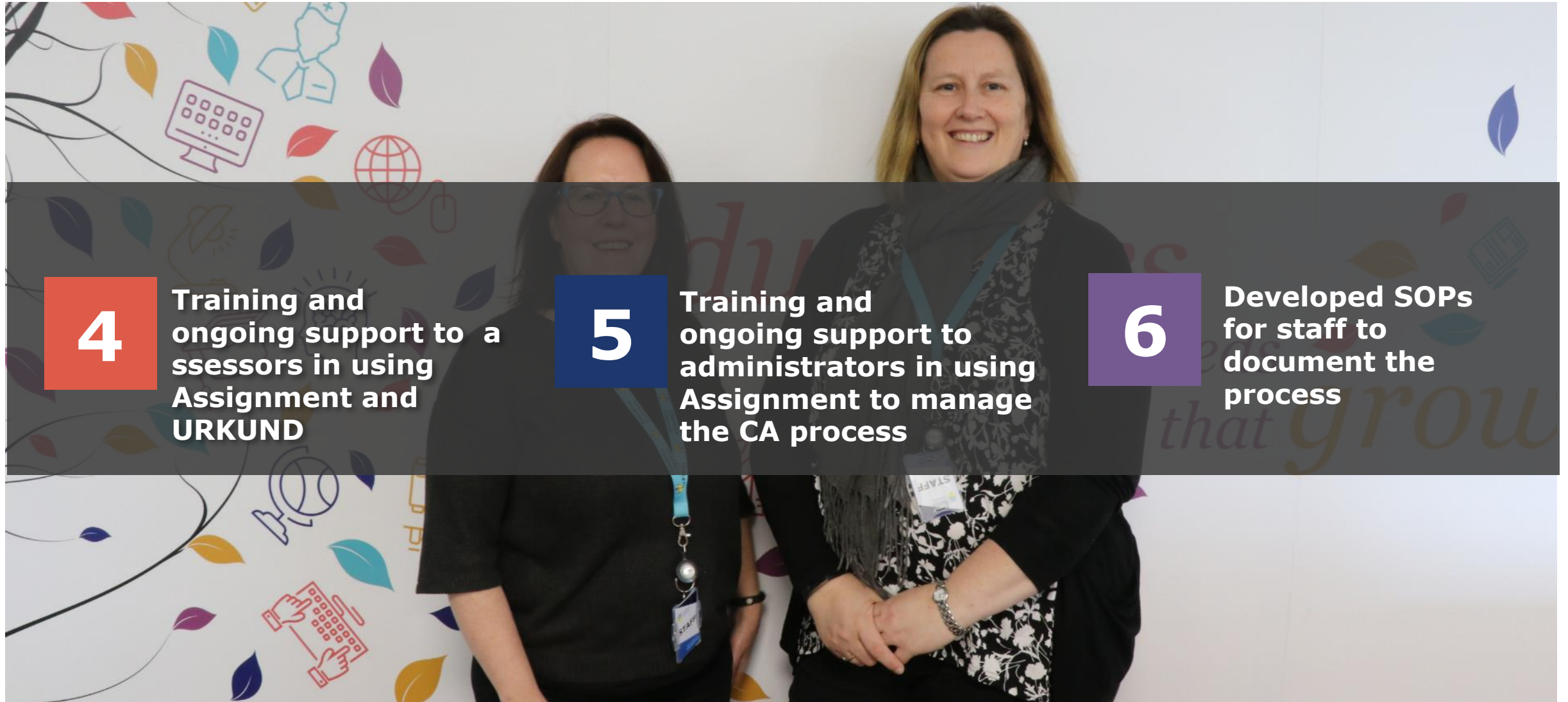
Training and ongoing support to assessors in using Assignment and URKUND

5

Training and ongoing support to administrators in using Assignment to manage the CA process

6

Developed SOPs for staff to document the process



How we did it (3)

7

Developed reports in Power BI to get broad overview with data extracted from Moodle

8

Training and ongoing support to grade moderators in editing marks and feedback

9

Utilised manual grade items to issue written exam and placement results

What we learned about Moodle

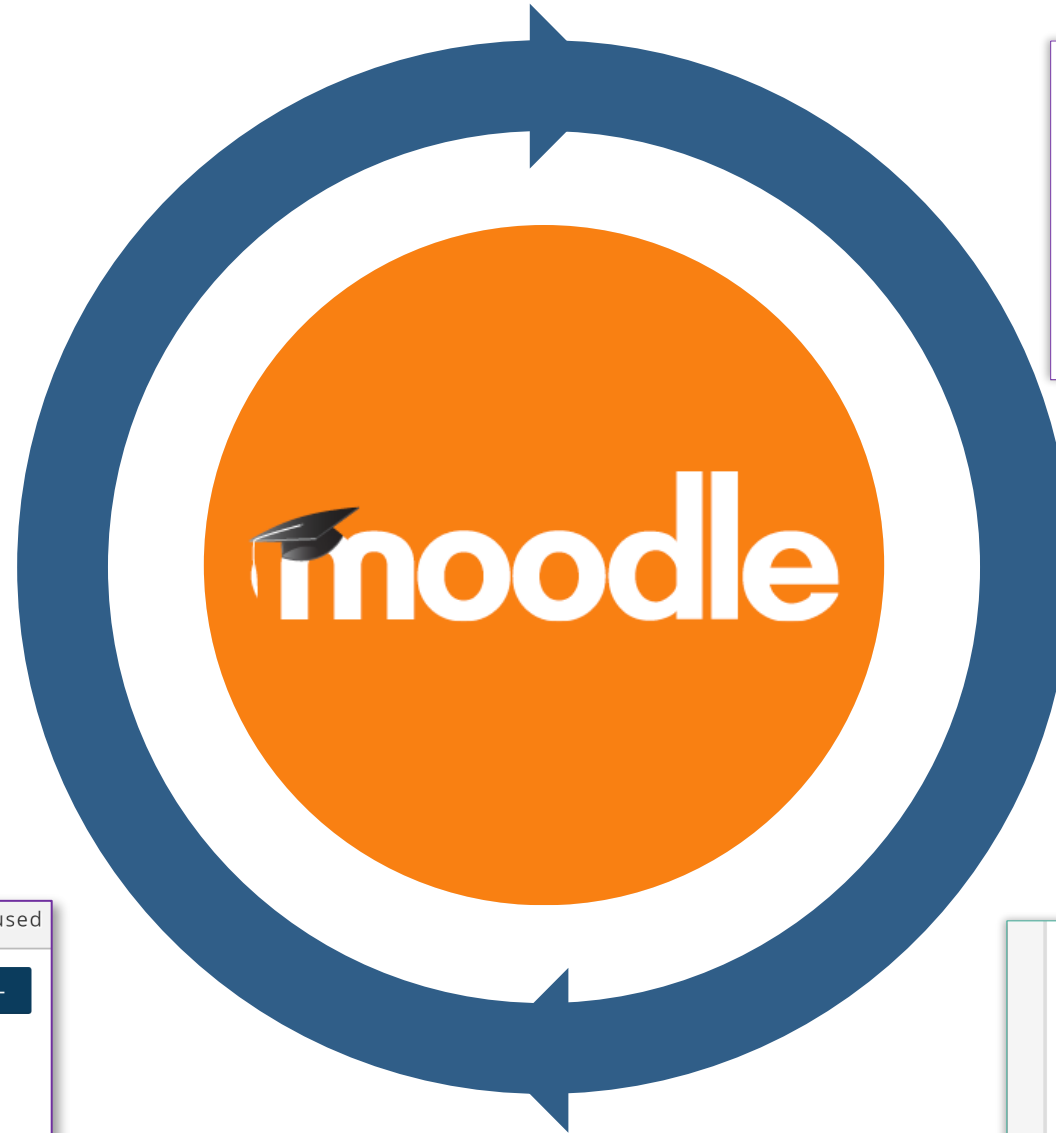
ARTEFACT 3: ESSAY (1,000 words) (60 marks)

Insert the two frequently-used comments "Strengthened" and "Areas for Improvement" into the text box to structure your feedback. If you have applied a word count penalty, insert the relevant comment to indicate that. Write a note in the text box titled "Overall Comments" at the end of this page to reflect this also.

0 /60

Insert frequently used

- ACHIEVEMENT OF LEARNING OUTCOMES:-
- STRENGTHS:-
- AREAS FOR IMPROVEMENT:-
- OVERALL COMMENTS:-
- Word count penalty has been applied.



Override

Override user *

PME Primary Apr17 Student - QA, pmepapr17@hiberniacollege.net

Search

Allow submissions from

3 April 2019 15 48 Enable

Due date

5 December 2018 15 00 Enable

Cut-off date

12 December 2018 15 00 Enable

Feedback comments

Graded by: Rob Lowney

1 /20

Outcomes (1)

Kept the feedback structure the same but assessors found it easier with online grading

Module leaders drop in as the work is in progress – a shared workspace

Issues can be addressed earlier and easier as both module leader and assessor can view the same work

Moderators can access and amend feedback and marks

Programme administrator more focussed on efficient progress and less on manual tasks

Assessor comments

It was straightforward and well laid out. Good work!

'You were less likely to make a mistake because information was all on one platform.'

'Overall, I found it to be efficient, user-friendly, and time-saving.'



Outcomes (2)



Increased use of Moodle – bridging the gap

Increased digital capacity of the faculty

Foundation for future improvements to assessments

Questions?

