

**HIBERNIA  
COLLEGE**

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

Item Type	Presentation
Authors	Lowney, Rob;Roche, Hilary
Download date	2024-12-21 11:33:34
Link to Item	<a href="http://hdl.handle.net/20.500.13012/153">http://hdl.handle.net/20.500.13012/153</a>



**HIBERNIA  
COLLEGE**

# **Bridging the gap**

## Managing an entire college's continuous assessments using Moodle

Hilary Roche & Rob Lowney

@hiberniacollege  
hiberniacollege.com



# Hibernia College

**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

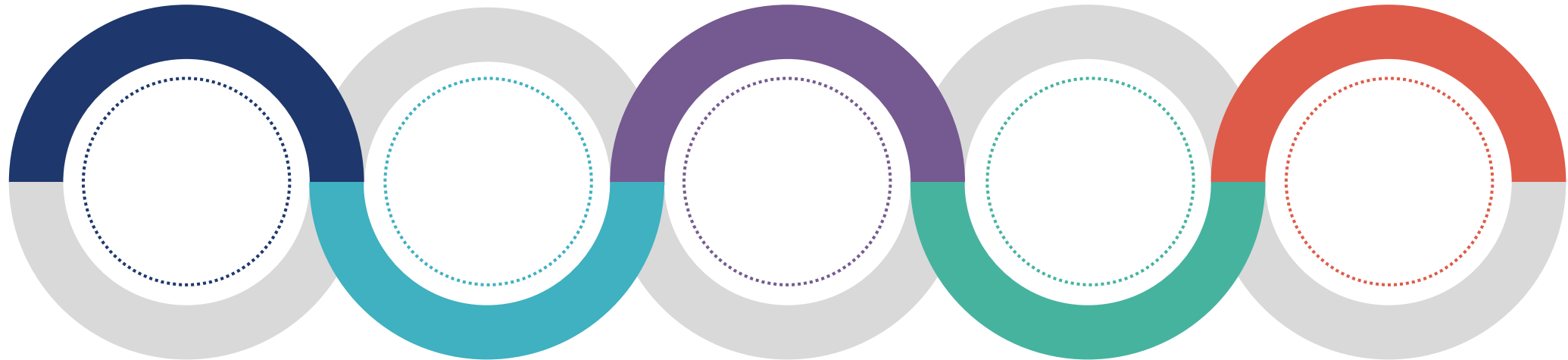
Students upload to Moodle (but are not graded there)

## 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



## 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**

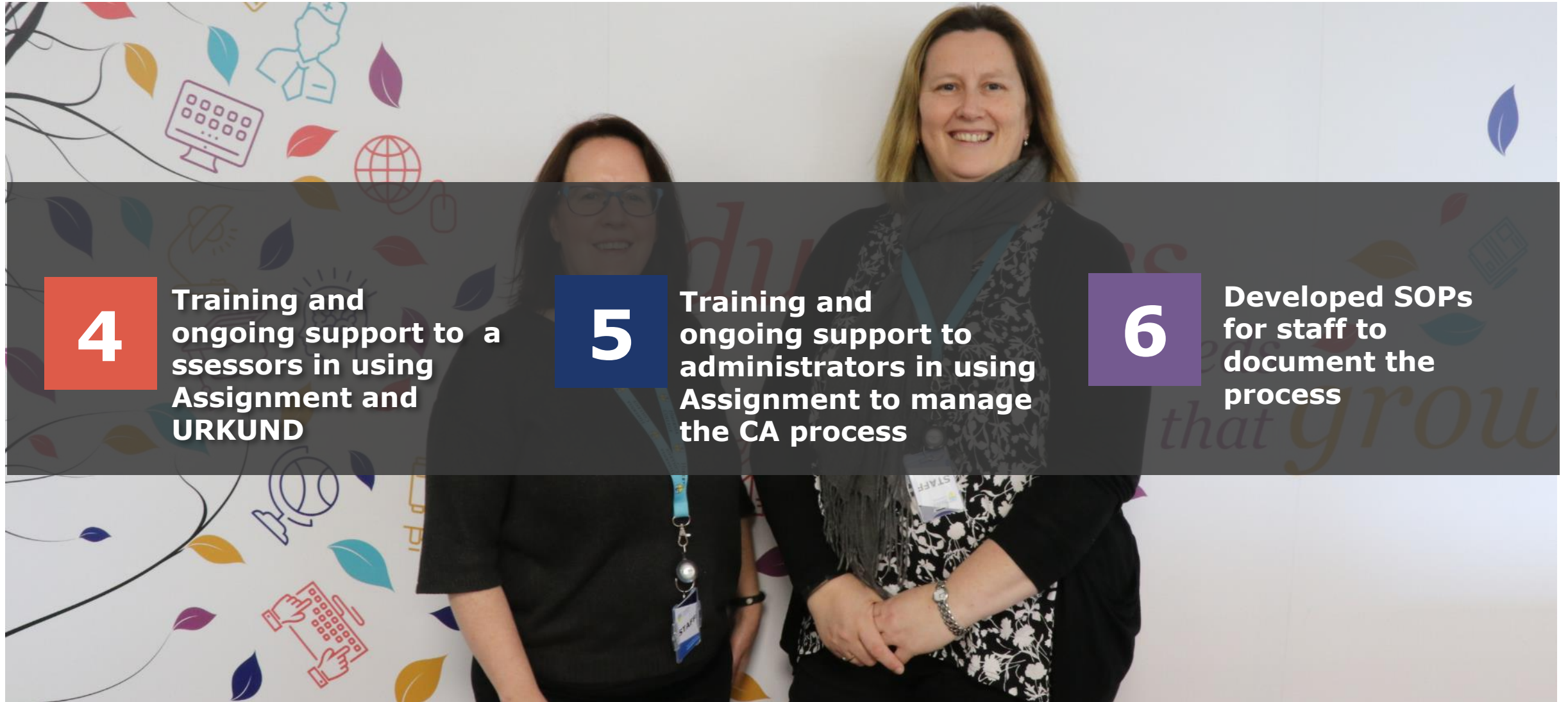
**Training and ongoing support to assessors in using Assignment and URKUND**

**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**

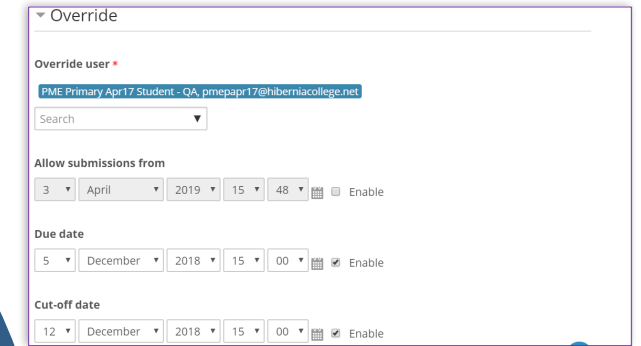
# What we learned about Moodle

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

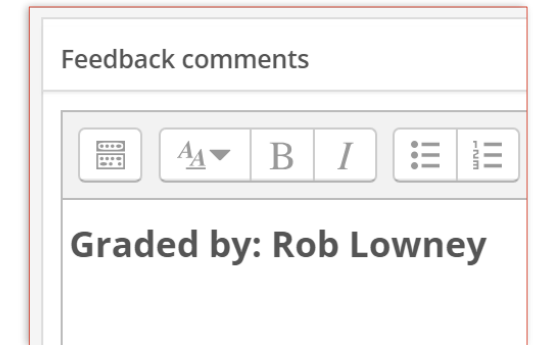
Insert the two frequently-used comments "Strengthened" and "Improvement" into the text box to structure your feedback. If you have applied a word count penalty, insert the relevant comment to indicate that. Write a note in the text box titled "Overall comments" at the end of this page to reflect this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



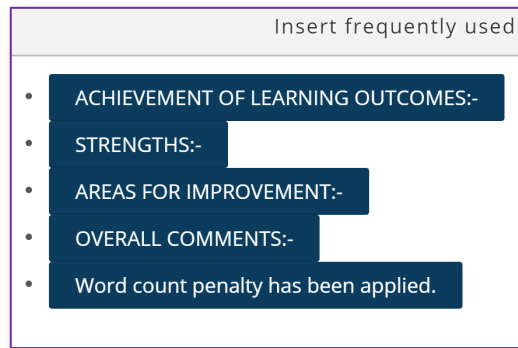
A screenshot of a Moodle grade box. It features a large empty text area at the top, a score display showing '0 /60', and a horizontal line at the bottom.



A screenshot of the Moodle 'Override' settings for a user. The 'Override user' is 'PME Primary Apr17 Student - QA, pmepapr17@hiberniacollege.net'. Below this are three sections: 'Allow submissions from' (3 April 2019 15:48), 'Due date' (5 December 2018 15:00), and 'Cut-off date' (12 December 2018 15:00). Each section has an 'Enable' checkbox.



A screenshot of the Moodle 'Feedback comments' section. It includes a rich text editor with icons for text color, bold, italic, bulleted list, and numbered list. Below the editor, it says 'Graded by: Rob Lowney'.



A screenshot of the Moodle 'Insert frequently used' comments section. It contains a list of five items:

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



A screenshot of a Moodle grade box. It features a large empty text area at the top, a score display showing '1 /20', and a horizontal line at the bottom.

# 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?

