

GCU Learning and Student Experience Showcase, 24/1/18

Assessing the use of rubrics in GCU

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What is a rubric?

A scoring guide used to evaluate the quality of students' constructed responses

Common features of rubrics:

- focus on measuring a stated **objective** (performance, behaviour, or quality)
- use a **range** to rate performance
- contain specific performance characteristics arranged in levels indicating the **degree** to which a standard has been met

[https://en.wikipedia.org/wiki/Rubric_\(academic\)](https://en.wikipedia.org/wiki/Rubric_(academic))

2020 Student Experience Scholarship project

- Addresses the challenge of providing consistent and high quality assessment and feedback,
- Response to weak NSS results in these areas across the university
- With the introduction of the “Electronic Management of Assessment” policy in September 2017, developing and sharing good practice across the University is essential

Aims of the project

- Aim initially to collate a database from all three main schools in GCU (SWBE/GCU London/ALC may also be involved)
- Catalogue the different types of assessment/marketing/feedback used across the institution
- Then look at the range of assessment guidelines/rubrics currently used
- Use peer reviewed literature, data/module performance data/module feedback to assess the utility of current practice

Intended outcomes/impact

- The key outputs will be:
 - database of assessment practices across the University
 - report on the efficacy of these practices
 - recommendations for addenda to existing policy to encourage and facilitate the use of rubrics in a robust manner
- Robust rubrics are shown to save staff time, alleviating workload pressures
- Students will benefit from more robust assessment and feedback processes
- Impact will be measureable in terms of improvement to evaluation in the NSS, ISB and other GCU surveys

Progress

- Working towards deployment of initial research instrument
- Survey of staff to elicit information on current practice and awareness related to rubrics
- Initial gathered motivational quotes from current users of rubrics across SHLS, GSBS, SEBE
- Intend to use these to help generate interest in the survey, included in intro to survey

Selected quotes

"I mark online using rubrics in GCU Learn – I can have the coursework and rubrics on screen together or over 2 screens. I can release marks to all students who can reflect on where they gained marks against the marking scheme. Feedback can be general or individualised on the rubrics. When there are other module tutors, this method has been used effectively and moderation can be done of each other's marks. It saves so much paperwork too!" Diane Joyce, Digital Design, SEBE

"The use of a rubric this session for one of my modules reduced my coursework marking time from 45 to 30 minutes. A 33% reduction in marking time. In addition to this, feedback to students was more detailed and enhanced significantly." Heather Gray, Physiotherapy, SHLS

"I lead a module taught in Glasgow across two programmes and one programme in London. A rubric was adopted to ensure consistency of marking across campus and amongst staff which it did. Further benefits included being able to see how marking was progressing across the team and as Module Leader how marks were fairing. The added benefit of not having to email mark sheets and assessments further enhanced the use of a rubric." Mandy Sheridan, Fashion Marketing & Retailing, GSBS

Next steps

- Survey to be released ASAP and follow up with staff who have indicated they wish to participate further
- Scope rubrics at other HEI's
- Organise sessions for staff to support the use of rubrics

Thank you.



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