Chapter 15

Advanced Feedback Using Dynamic Rubrics, Video, and Audio: Student Perception and Teacher Efficiency with Advanced Tools in Online Grading

James J. Jaurez
National University, USA

ABSTRACT

The advanced Online Grading System (OGS) allows for multimedia input including video, audio, and text along with interactive rubrics. These types of feedback systems can be standalone or integrated into a learning management system. Utilizing a media system can provide deeper engagement and higher quality of grading for students. In this chapter, an integrated grading system was used in order to test the amount of feedback, time to give feedback, and satisfaction for students with multimedia feedback.

INTRODUCTION

Online learning management systems have the capability to harness advanced online grading systems (OGS) as a means to provide student feedback. Such systems often focus on instructor created rich media such as video or audio recording that is specific and tailored to each student's performance. Traditional methods of feedback on assignments for discussion boards revolve around text-based feedback with the possibility for rubrics both criterion and holistic (Sadler, 2010). Criterion rubrics focus on specific skills and ‘criteria’ that the students must demonstrate. Whereas holistic rubrics tend to focus on overarching concepts. These types of traditional systems are often depersonalized for the student and can be very time-consuming for the instructor as they required a tremendous amount of typed narrative, correction or reinforcement (McCarthy, 2015). Traditional types of rubrics also require the instructor to provide feedback in text based form with a word processor, only to upload to the system and download by the student (Wells, 2006). This can be a time-consuming interaction especially when the instructor has a

DOI: 10.4018/978-1-5225-0347-7.ch015
Advanced Feedback Using Dynamic Rubrics, Video, and Audio

large online class. Advanced media systems as well as grading systems can often include much efficiency and more productive means for utilizing rubrics, such as using sliders or drop-down list to select the appropriate achievement level (Pinter, East, & Thrush, 2015).

The addition of media elements can be personalized and provide specific direction to students on assignments (McCarthy, 2015). Utilizing an OGS can provide deeper engagement and higher quality of grading for students (Borup, West, Thomas, & Graham, 2014). In this study an OGS was used in order to test the amount of feedback, time to give feedback, and satisfaction for students with multimedia feedback (Jaurez, 2013).

Traditional rubrics are often constructed with a table including rows of criterion and columns of achievement levels (Bresciani et al., 2009). These tables then include sentences that describe the criterion and the achievement level in terms of assignment deliverable. Traditional rubrics will often leave space for comments on individual criteria, which can be effectively utilized to type open-ended comments to students. These types of open-ended comments will often try to stress overarching concepts within the assignment that need to be looked at or improved upon. These comments can also be utilized to encourage or reinforce appropriate performance. This type of text based feedback can be efficient in terms of course correction or assessment of performance, however it does take a considerable amount of time for teachers to actually input these comments.

This chapter provides the structure and examples that will allow the instructor, new to advanced online grading systems, to navigate and implement the method in a productive and efficient manner. The literature focusses on the traditional and advance means for delivering feedback and grading to students. The application phase describes the step by step implementation of interactive rubric creation, delivery and deployment of rubrics, and grading. It also shows how media can be implemented to give rich feedback and challenges to using the technology are presented. A pilot case study is utilized to demonstrate the use and efficiency of a media driven system, while comparing student satisfaction with traditional modes of feedback. Conclusions for the pilot study and best practices are presented.

ONLINE GRADING SYSTEMS LITERATURE REVIEW

Education both at the college and precollege levels are consistently moving more and more online, offering students greater access through learning management systems that provide communication between students and faculty as well as the ability to submit assignments and receive digital feedback from their teachers (Borup et al., 2014). According to Dahm (2014), most of the value in a learning management system has been focused on activities that interact with the students such as discussion boards, wikis, and assignment tools, however there has been an increased emphasis towards creating advanced assessment tools for grading. Furthermore the types of online assessment have been limited to short or brief feedback elements as increased complexity and feedback often requires too much time in order to facilitate (Dahm, 2014). As indicated by Pinter et al. (2015), advancements in online grading tools that include rich media such as audio and video can help decrease the amount of time required to provide feedback and increase the amount of feedback that’s given to students.

Classroom management has become an increasing concern for modern faculty that are responsible not only for facilitating interactive classrooms but also need to manage off-line faculty duties such as service and scholarship (Priyadarshini, Ponnam, & Banerjee, 2015). Research by Wells (2006) demonstrates that some universities such as Deacon University have been using advanced assessment tools since
Related Content

Character Strength Development of Leaders in Cyberspace
Fil Arenas (2017). Integrating an Awareness of Selfhood and Society into Virtual Learning (pp. 40-59).
www.igi-global.com/chapter/character-strength-development-of-leaders-in-cyberspace/174806?camid=4v1a

Qualitative Case Method and Web-Based Learning: The Application of Qualitative Research Methods to the Systematic Evaluation of Web-Based Learning Assessment Results
www.igi-global.com/chapter/qualitative-case-method-web-based/28773?camid=4v1a

Exploration on E-learning Methods and Factors Hindering their Usage: An Empirical Case Investigation
www.igi-global.com/chapter/exploration-learning-methods-factors-hindering/41380?camid=4v1a

The Life and Times of a Learning Technology System: The Impact of Change and Evolution
Claus Pahl (2013). International Journal of Web-Based Learning and Teaching Technologies (pp. 24-41).
www.igi-global.com/article/the-life-and-times-of-a-learning-technology-system/102696?camid=4v1a