

## **e-Reflect Service Usage Model**

- Name: e-Reflect
- Alternative Name: Making Assessment Count

### **Version**

#### **Version History**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Description</b>	<b>Organization / Project</b>
V0.1	10/07/10	Gunter Saunders ( <a href="mailto:saundeg@wmin.ac.uk">saundeg@wmin.ac.uk</a> )	Draft	University of Westminster/Making Assessment Count

### **Rationale**

This SUM outlines a structured process designed to engage students more with their feedback so as to maximise the potential benefits of the assessment process. The SUM is generic but is illustrated with some specific technical solutions exploited at the University of Westminster.

The SUM can therefore be used by other institutions as a model to bring about the stated objective (to engage students with feedback) whilst leaving institutions free to utilise technical solutions suited to their context.

### **Description**

The SUM presents a three stage framework for feedback to students on coursework. The SUM can act to guide both students and staff in the feedback process, potentially helping to ensure that both groups of stakeholders view feedback and its use as a structured process centred around reflection and discussion and leading to action and development.

The SUM has three steps, defined by the main focus of the feedback and reflection. These are:

- **Subject specific**
- **Operational**
- **Strategic**

There are clearly a wide variety of ways to providing feedback. The SUM does not attempt to prescribe what methods should be used but rather to encourage consideration by both students and staff, as they work through the process, of the different purposes for feedback at different points in a reflective learning cycle centred around assessed work.

### **Business Process Modelling**

#### **Subject Specific**

The learner receives back an item of marked coursework on which the marker (academic) has written primarily subject specific feedback relating the student's efforts as much as possible to the specific topic of the work within the academic subject as a whole.

#### **Operational**

The student is required to complete a questionnaire online which is designed to reflect on their performance and on the feedback they have received. The questionnaire would typically ask students

to comment on their own views of their work and performance (e.g. did they get the mark they expected? How many hours did they spend on the coursework? What did they do once they received their feedback? Did they feel as though they had sufficient time to prepare the coursework and did they fully understand the assessment criteria? Did they speak to a member of staff about their feedback? Students are also typically given the opportunity to comment on what they are most and least happy about in relation to the coursework and their performance.

Submission of the questionnaire can lead to the generation of an automated report, mailed back to the student, which is customised according to the responses a student enters when completing the questionnaire. The automated report focuses on basic feedback around approaching, planning and completing the assignment with advice on time management, assessment criteria and who to contact for further help and advice.

If no automated report is possible then the 'raw' information entered by the student can simply be recorded and summarised back to the student, including common generic feedback on how to approach planning and completion of an assignment.

### **Strategic**

Using the questionnaire/report as a guide/prompt a student completes a reflective blog entry. The blog is shared with a member of staff (typically the student's personal tutor) and the student/staff can either discuss around the reflection online or use the content of the reflective log as a basis for/to inform a face to face meeting. In another variation, the completed questionnaire can be used as the basis for a face to face discussion between student and tutor.

## ***e-Reflect SUM Diagram***

See Figure 1

## ***Usage Scenarios and Applicability***

The principal e-reflect business scenario centres on what a student can/should do with the feedback that they receive on their coursework. Linked integrally to this is the framework for e-reflect (SOS) which serves to guide student and tutor through a dialogue, some online and some face-to-face, leading to student's learning from the feedback they receive and developing a longer term action plan for development.

It is also perfectly possible to utilise the e-reflect framework to promote reflection on feedback given on written examinations.

## ***Functionality***

### **Subject Specific**

- Marking of coursework
- Return of coursework to students with feedback comments
- Reflection on the feedback by students
- Meeting between student and academic member(s) of staff for clarification if necessary

### **Operational**

- Student completes online reflective questionnaire
- Student receives automated report by email
- Report can be customised according to questionnaire responses
- Student uses the report as an additional guide to reflection
- Student completes reflective learning journal entry online
- Academic tutor reads and comments on journal entry

### **Strategic**

- Dialogue between student and tutor focussed on action plan
- Dialogue can be wholly online or blended (i.e. including face to face meeting)
- Student develops action plan for development and updates learning journal

## **Structure & Arrangement**

### **Subject Specific**

Marking and return of coursework co-ordinated typically by module teaching teams. This can be paper based or online. Return of coursework, either online or during a face to face class or by students physically collecting the work, triggers the operational feedback element of the framework.

### **Operational**

This aspect of the framework is student centred, requiring the student to login and complete a questionnaire for the item of coursework returned. In the model implemented at Westminster data from the student records system is combined with the information entered by the student on the questionnaire to compile the emailed report (see figure 2 below).

The student also needs to maintain an online learning journal, shared with their tutor or other member(s) of academic staff. Receipt of the emailed report should prompt students to complete this.

### **Strategic**

Ideally this part of the framework would be linked to a timetabled programme of tutorials with personal tutors. Specific timetabled meetings would be earmarked for discussions around the learning journal entries. Alternatively the strategic component of the framework could be negotiated/completed by some students/tutors wholly online through an iterative development of the learning journal.

## **Design Decisions & Tradeoffs**

### **Subject Specific**

- How will the coursework be submitted. Hard copy or electronically?
- What form should the feedback take?
- Hand written?
- Word processed?
- Audio?

### **Operational**

- Should the student be required to complete a questionnaire at all?
- Should the student simply be required to write an entry in their learning journal after each feedback?
- If a questionnaire is used, should the content of the report generated be varied according to the answers the student enters?
- Can a straightforward generic questionnaire report/response serve as a useful prompt for students in completing a learning journal entry?

With respect to the questionnaire process used at Westminster and summarised in figure 1, generation of individual reports dependent on student questionnaire responses, will require back end programming expertise. Simply using the questionnaire as a means of getting students to begin reflecting requires only that the entries the students make are returned to them in some form as a record.

### **Strategic**

- To what extent should the dialogue over future development and actions, between student and tutor, be blended (i.e. proportion of face to face versus online)?

## **References**

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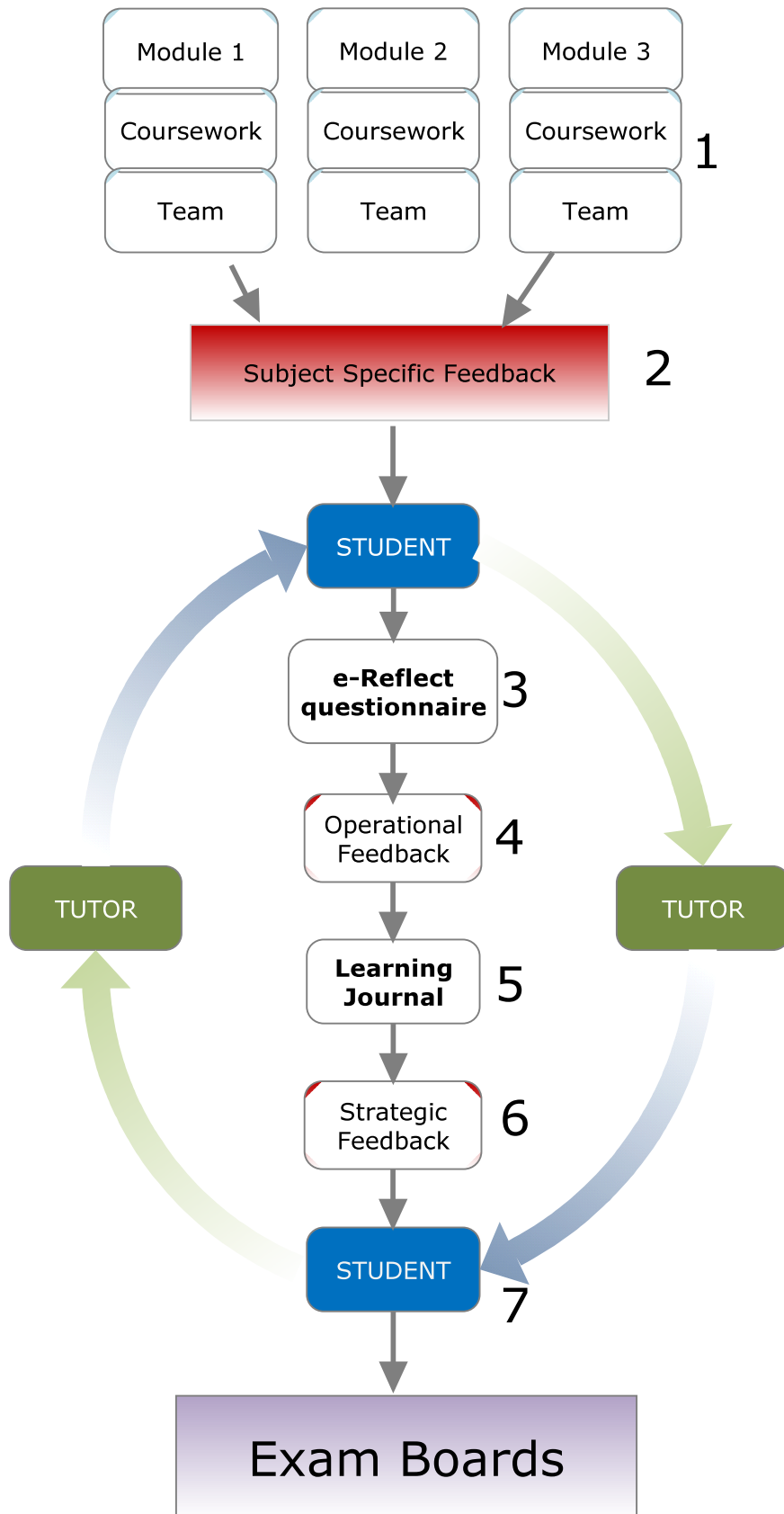
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eReflect uses the SOS model of feedback whereby students receive **S**ubject, **O**perational and **S**trategic feedback for each piece of coursework.

Students complete a piece of course work (1) that is then graded and feedback written on the script (2).

Following reading of the feedback students complete an online reflective questionnaire (3) that culminates in an emailed report (4).

Students then use this report to complete their reflective blog (5) that is then commented on by their personal tutor (6).

Figure 1