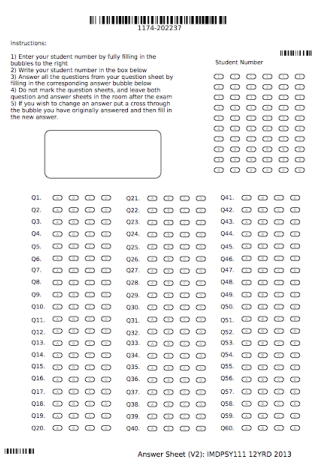
Facilitating technology enhanced learning at UCS: The Institutional priorities perspective

The Elevate Team have been working with individuals across UCS to facilitate the effective deployment of Institutional priorities. The following focuses on the UCS strategic aim of developing assessment practices which are developmental, transparent, relevant and fair and which provide high quality, timely feedback.

Key Message: Ongoing and continual discussions with staff and wider dissemination is facilitating the effective implementation of the Institutional assessment and feedback agenda.



What is the OMR?

Optical Mark Reading software is an effective way of deploying summative, high stake exams using objective questions in an agile way which doesn't require the provision of specialist rooms.

This is a cross team approach involving the creation of question papers and answer sheet with the objective questions and the student identifier. These are completed under exam conditions, returned to the Elevate Team, scanned and the results provided in a CSV format including options for individual question analysis.

User Stories

Dr Kulbir Birak, Senior Lecturer, Psychology

To what extent has the use of the OMR (paper based exams) changed your teaching and assessment models?

The OMR (paper based exam) has allowed us to evaluate and assess students understanding of a wide range of biological and behavioural psychology topics that other types of assessment would not allow us to do. Equally, with large cohorts in the IMDPSY111 Foundations of Biological and Cognitive Psychology module where we incorporate the OMR it allows us to assess a wide number of students and provide grades in a relatively quick time, as well as identify areas that we can provide general feedback on. The fast turnaround from completion to results is something that the students have mentioned as being a positive, and for the 2 cohorts that have completed the module to date, both have stated that they found the different types of assessment (also have an essay and fortnightly online quizzes) to be enjoyable, with some students at level 5 stating they would have liked an OMR exam again at that level. Overall, the OMR (paper based exam) is a form of assessment that I would highly recommend as with modules such as IMDPSY111 where we have multiple assessments it offers variety and allows some students to work to their strengths other than the typical essay or short essay exam skills.

Although the OMR (paper based exam) would have been possible without the Elevate Team it would have been significantly more difficult and considerably more time consuming in both the construction of every OMR (we can do up to 3 each academic year depending on defers and refers) and also the marking. The Elevate team have been an excellent source of information and help in both matters.

Sarah Richards, Senior Lecturer, CYPE

To what extent has the use of the OMR (paper based exams) changed your teaching and assessment

models?

OMR has enabled us to enhance our assessment strategy in this mandatory level four undergraduate module. We have been able to effectively implement a multi choice exam into a module which is accessed by over 100 students annually. The content of this exam is specifically drawn from the first twelve of twenty four weeks of teaching. Tutorial advice is specific and focused with regard to this assessment. Marking of this exam is efficient which enables effective assessment feedback to be given to students very promptly which students appreciate. Feedback of this assessment from students is very positive.

To what extent do you think you could have undertaken this initiative without the Elevate Teams involvement?

This assessment strategy would not have been practical to attempt without the support of the Elevate Team. Their ongoing and consistent support in this endevour has enabled the development of a reliable and rigorous assessment which reflects the assessment criteria and also removes the burden of tutor marked assessment in a module with cohorts of 100 students. We were the first to introduce this assessment strategy and it is now being developed across the degree in our revalidation paperwork.

Further Reading:

- Administering objective tests in assessment and feedback using optical mark reading software