



Projects r+i+i: Innovation

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Project Name

Using Moodle "feedback" module as an assessment rubric tool

Project data

Main Researcher:

CÀsar Coll, Alfonso Bustos & Anna Engel

Research Team:

Marc ClarÀ

Rosa Colomina

Anna Ginesta

InÀs de Gispert

Teresa Mauri

Javier Onrubia

Ana Remesal

MarÀ-a JosÀ Rochera

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Abstract

This project aims to use rubrics for peer assessment using the Moodle platform's feedback tool. This use is proposed as an aid to improve the skills of students in oral presentations and the skills related to the management of both face to face and virtual debates.

This purpose is in the broader context of finding solutions to some of the problems and difficulties in assessing the competence of the students facing higher education today, by exploring alternative approaches to traditional evaluation.

Rubrics are rating scales down in progressive levels of expertise related to the quality of oral presentations. The rubrics are generated from the intersection of two dimensions: the criteria or indicators and the extent to which these indicators are present in terms of progressive levels of performance ranging from the poorest to the excellent execution.

The purpose is concretized in the following two objectives:

1. To design and use rubrics for peer assessment of oral presentations and debates. Its purpose is twofold: to contribute to improving the skills of students in relation to these activities and learning about the specific contents of the course. For this reason, we developed various headings appropriate to the specific activities of teaching and learning will be evaluated by peers: oral presentation activities and discussion, and virtual basis. Therefore, we developed several rubrics appropriate to the specific activities of teaching and learning that will be evaluated by peers: oral presentations and discussion in both conditions face to face or virtual.
2. To use the rubrics developed in the course, considering that the rubrics for peer evaluation are part of the overall evaluation approach to teaching. In this sense, the rubrics will be used in order to follow three different moments:
 - a) presenting to students the rubrics characteristics, to share views and a sense of its use;
 - b) the use of rubrics by students to evaluate peer intervention;
 - c) presenting to the students evaluated by peers the results of the assessments.
3. Using Moodle feedback module as a technological tool for making rubrics and to manage the entire process.

(end of abstract)

