Mobility for teachers:
Using mobile devices for marking

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Research and tools for supporting marking

‘Supply items’, assignment assessment

Goals are efficiency and quality of marking

Based on recommendations of education research and practicalities of teaching

See http://lightworkmarking.org

Now, taking this approach forward into ‘mobile marking’
Challenge and Concern

How do we avoid the ‘casualization’ of learning and teaching?

- Learning while biking to class
- Fitting in learning between everything else
- Marking while sitting at the pool
-...
- Learning is cognitively challenging
- Teaching/Marking is cognitively challenging

How do we best take advantage of the strengths of mobile technologies?
What are we dealing with?

‘Work space’

- Primary focus on learning/teaching task
- Conducive environment
- Table and chair
- Suitable for cognitively challenging tasks

‘Transition space’

- Learning/teaching task secondary focus
- Distractive environment
- Standing/walking/sitting
- Suitable for data collection and information exchange

Continuum
‘Work space’

- Primary focus on learning/teaching task
- Conducive environment
- Table and chair
- Suitable for cognitively challenging task

Best supported by
- Large screen
- Full keyboard
- Constant network connection
- Constant power supply

‘Transition space’

- Learning/teaching task secondary focus
- Distractive environment
- Standing/walking/sitting
- Suitable for data collection and information exchange

Best supported by
- Device that works ‘on the run’
What do we need?

Mobile functionality that

- Provides support for transition space tasks
- Takes advantage of mobile device functionalities

What we also need

- Seamless integration with core institutional systems (LMS)
- Freedom to use own, preferred device
Two mobile marking scenarios

Marking of labs

Marking of physical artifacts
Marking of labs

- Low stakes
- Simple marking guides
- Feedback ‘on the spot’
- Multiple concurrent markers
- Little to no moderation
Marking of labs

Work space
Teacher prepares task and marking guide in LMS

Transition space
Marker(s) access class lists and assignment details
Marker(s) enter marks
Marking is released to students immediately via LMS

Synchronization via LMS
In simple form

Marker is presented with list of students
Marker selects student and enters mark

Extensions

Marker can tick off intermediate steps

Marker takes photo of student in lab; using face recognition, mobile device presents correct marking record

Marker can select from suitable predefined feedback comments to re-iterate verbal feedback and point to extra learning resources

Marker can look at student’s history of achievements on related tasks to link back, advise better
Advantages

Time savings and less errors as transition from paper records is not required
Easier to verify identity of students
Better synchronization between markers
Potential for better learning advice
Marking of physical artifacts

- High stakes
- Complex marking guides
- Well considered feedback required
- One or multiple markers
- Moderation required
- Attention to marker drift required
Marking of physical artifacts

**Work space**
Teacher prepares task and marking guide in LMS

**Transition space**
Teacher accesses class lists and assignment details
Teacher takes photos of details of artefacts
Teacher records observations
Marking ‘fragments’ are sent to LMS

**Work space**
Teacher compiles ‘fragments’ into feedback and marks
Teacher checks for marker drift
Teacher explicitly releases marking to students via LMS
Advantages

Collection of data in transition space is supported by mobile device functionality

Integration with LMS makes data collection efficient

Work space is available for cognitive challenging task of compiling/finalizing marking
Implementation platform has been decided on by Moodle

- HTML5/CCS3/JQuery/Phonegap
- Beta release in March 2013
- Stable version announced for July 2013

Webservice development for assignments is underway

Mobile marking application should build on ‘official’ mobile Moodle app
Conversations required with institutions

Will Moodle sites be enabled for mobile access?

Who provides mobile devices for teachers/markers? BYOD?

Call for further development of a framework clearly defining

Work and transition spaces

Device characteristics

Task profiles

Use of framework for careful consideration of which tasks should be supported via mobile devices (and which not!)

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