

Mobility for teachers: Using mobile devices for marking

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Background

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

What are we dealing with?

‘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

Mobile marking

Two mobile marking scenarios

Marking of labs

Marking of physical artifacts



Marking of labs

Marking of labs

Low stakes

Simple marking guides

Feedback 'on the spot'

Multiple concurrent markers

Little to no moderation

Marking of labs



Marking of labs

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



Marking of labs

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

Marking of physical artifacts

High stakes

Complex marking guides

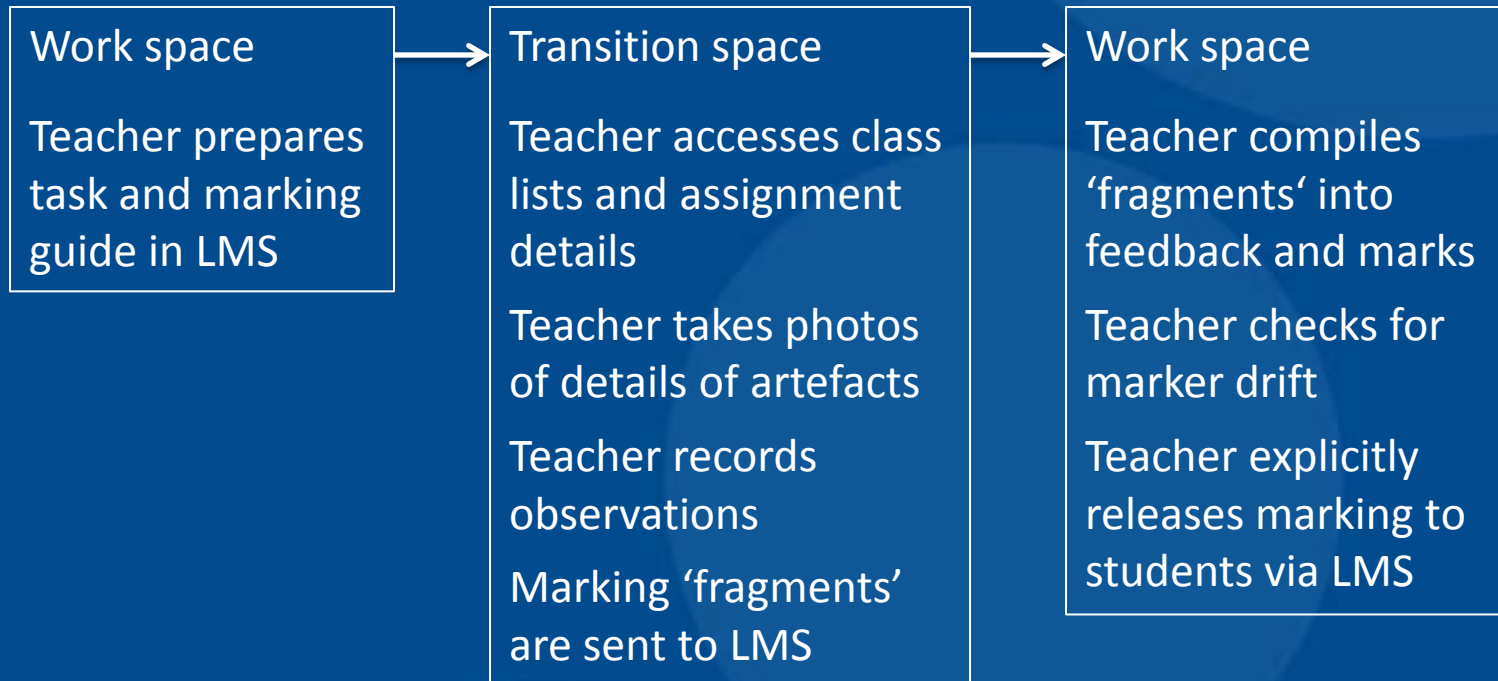
Well considered feedback required

One or multiple markers

Moderation required

Attention to marker drift required

Marking of physical artifacts



Marking of physical artifacts

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



Mobile marking for Moodle

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



Conclusions

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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