SCRIPT OF TALK

TITLE: **What is inside a MOOC Assessment**   SPEAKER: **Prof. T.V.Prabhakar**

NARRATION:

Hi!! Welcome back today we're going to look at the assessment part of a Mooc. My name is Prabhakar, I am with IIT-Kanpur. We have seen the MOOCs stack. In the Mooc stack we have the resources here and then we have interactions identity assessment analytic certification and event management. So, far we have seen the resources the video content and so on. We looked at interaction and we seen how to manage identity today we will look at how to do assessment. Now assessments are an integral part of teaching and learning.

You often do the assignment not just to test the student but also to tell the student what is important. The body of knowledge when you want to do certification you have to make sure that the student is proficient. In that particular area so assessment becomes important and of course assessment is connected to identity management because we have to make sure that the student who is taking the test is indeed the person who claims to be. Now what is the issue in assessment in Moocs. The major issue is scale. We have a large number of students participating on an online course so how do I correct so many submissions. If you have to get few months grade teaching assistants or an instructor to grade doesn't scale up quickly it becomes uncontrollable beyond maybe a hundred or so. So, what we resort to is what's called automated grading. This is the first way to grade a large number of students. So, essentially we use multiple choice questions where the student is asked to check a box and it can be a true/false question or a multiple choice question and computer can easily correct. You can have variation of this. Like, you have Timed exams. So, the exam starts at a particular time the question paper is downloaded let's say and then it will run for 30 minutes and then after that whatever submissions you have managed to give they are there, or you may not time it you can have as much time as you want to the students. You can also allow repeated attempts If in

some variations you ask a question and if the student gets the answer wrong you ask a student to try again you may give a hint to help the student and understand the subject and get the answer right. As I have said one of the major objectives is to actually make the student learn. But the problem with this kind of exam is if you have a test if you want to examine a essay type answer or if the assignment is a project is a design were they're supposed to come up with some ideas put them together and come up with a solution. We can't use machines to grade them. So, what people try it is what is called Peer and Self-Assessment essentially what we do is get other students to grade so you have a large number of students so you bring, break them into small cohort, group them to 4 to 5 and then each one grades those 5 answer scripts and finally you can try to compute the final grade based on the grades assigned. So, this is how it works the students are given what is called a 'Rubric' essentially it's a document which tells you how to grade principles of evaluation and students grades up to 4 or 5 students apparently if the number becomes large the quality goes down and from the grades that have been assigned to a particular assignment we can try to compute the final grade. So, what is a rubric? A rubric is nothing but a scoring tool it has talks about what do we expect as an answer from the student for this particular assignment we take the deliverable we look at the expectation break it up into small parts and then say for each part if the student does this. He will get an excellent grade if he does this. Then he will get okay grade, he doesn't do this. He will get not okay grade that kind of principles of Evaluation. So this called a rubric you can look at more about 'Rubrics' at this URL. So, the students get a Rubric and that's what they use it for grading. Now, does Peer grading work in practice people have tried it and some observations are here. However much you guide the student to use the rubric the understanding of the subject between the student and the expert is slightly different perspectives may become different so, it suffers from this major drawback. The expert knows what is the right perspective for the subject and then when we're talking about larger numbers of student having to grade participate in grading they are from all walks of life distributed all over the world there schedules may not match and your peer grading may go haywire but people found having peer grading has major benefits it's going to increase student involvement they're going to look at others answer script and then figure out what grade to give. so suddenly there are very highly connected with the course it's

been found that students spend actually more time and enthusiasm in doing grading then actually in watching the video and also it was noticed that if students who perform in peer assessment actually their performance in subsequent assessments go up for this is an indication that the learning are reinforced and stabilize. So, what is the experience in terms of what how Peer assessments is working? So, one point is peer grades do correlated with staff assigned grades this is a very good observation happy to note this but apparently students tend to give themselves a few more marks than the staff which is expected and maybe it's okay these are actually very interesting good students tend to get lower-grade when graded by other student in than by the staff and weak students when they are grading their own answer scripts they tend to give more marks and apparently there are some cultural issues what do we mean by this students from the same country seem to give more marks to each other now this is probably not surprising because the idioms change the metaphor change we are talking about the same kind of cultural background but it does happen and when we have a huge multicultural worldwide mooc we have to guard against this. Now, the question is how do we improve Peer grading? There are some problems but there are huge advantages it was found that one of the most important things is to be you have to be very careful about design of the Rubric you have to make the guidelines short sharp clear precise. So, spend lot of time designing the principals of evaluation and then people realized students who get good grades is probably a good grader herself. So, why don't we make use of this information and improve the grades that have been assigned that means after the first round of grading has been done see what grades a particular student has got and see what grades have been assigned and assigned grades can be tuned to the self grade to the grade of the student okay. So, there is some very interesting discussion in this paper it's called tuning of the grade you can see more about this. these are people from Coursera and Stanford so assessment is very clearly linked with identity management and certification we have seen identity management we'll look at what are the kinds of certificates that are issued and that are being issued now and what other related issues and possible directions in the next lecture.

Thank you