

Online Feedback & Assessment

with CAFAS: Computer Aided Feedback & Assessment System



ALTC Priority Project 2007

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Why deliver feedback and assessment online?

Assessment is more likely to support learning when feedback is informative, accurate, aligned with the learning objectives of the task, and delivered in a timely manner. Academics experience several challenges in achieving these objectives when they have large classes and face competing demands across teaching, research and administration. The difficulties arising from this situation include:

- students not comprehending the relationship between the criteria and learning objectives;
- students not understanding their feedback;
- students not reading their feedback and focusing instead on the assessment grade;
- feedback not being delivered to students quickly enough for it to 'feed-forward' into the next learning task;
- and inconsistencies in the quality and accuracy of marking.

CAFAS is an open-source Computer Aided Feedback and Assessment System developed through the support of an Australian Learning and Teaching Council grant, which has been designed to address the limitations of existing systems. The system aims to improve the quality and timeliness of feedback and assessment to enhance student learning outcomes.

CAFAS replicates a commonly used system, the paper based feedback form, while extending its functionality through an online interactive system. A rubric (feedback comment matrix) or slider (sliding scale) can be used to graphically display the level of performance, and the corresponding mark/grade, for each assessment criterion to the student. A database of comments aligned with the marking criteria enables academics to craft detailed feedback responses that can be rapidly inserted onto a feedback form. The results can be reviewed and adjusted easily thereby facilitating moderation. Finally, the feedback is emailed to the student in a timely manner enabling them to act on the feedback in future assessment tasks.

Key Outcomes

To date CAFAS has been used by 7 academic staff to return over 1000 feedback forms to students in UniSA's Louis Laybourne Smith School of Architecture & Design. Initial feedback from academic staff has been very positive and generally relates to minor improvements to the user interface. Overall the consensus is that CAFAS offers many advantages and they will continue to use it.

Access to CAFAS for non-UniSA institutions is also possible and has recently been organised for the University of Adelaide who are currently evaluating CAFAS.

The open-source license for CAFAS enables and promotes its evolution towards a more expansive system that can cater to other assessment schemes such as group assignments, self and peer review, tracking graduate attributes, audio recording of feedback, etc... please contact martin.freney@unisa.edu.au if you have any suggestions.

A website has been established to disseminate information about CAFAS:

www.cafas.pbworks.com

Challenges & Questions

- Engaging academic staff in new technology: how can the initial fear of learning a new system be overcome? It has been somewhat difficult to encourage colleagues to invest the time in exploring the possibilities that the new system offers.
- Universal applicability: accommodating diverse and changing IT environments across various institutions has been a huge challenge. Is a one size fits all approach realistic or do individual institutions need to develop their own systems?
- Cross institutional research: encouraging academics from other institutions to participate in administering surveys to their students is difficult due to high work loads and differing institutional requirements for human research ethics approval.

Example of a CAFAS Feedback Form

Assignment Results

Institution:	University of South Australia
School:	Art, Architecture and Design
Course:	COMP 1024
Delivery:	SP2 2009
Assignment:	Assignment 2 - Hand Drafting
Weighting:	35 %
Due Date:	12/05/2009
Coordinator:	Martin Freney
Assessor:	Martin Freney
Student:	Jon Briggs
Assignment Mark:	66%
Assignment Grade:	C

Criteria and Penalties

Weight: 20% Name: Detail Drawing: Views and Layout

Description: Optimal number of views; views arranged to facilitate dimension placement; use of section, detail and auxiliary views as appropriate; third angle projection; suitable scale; view titles, font size correct. AS1100.101 compliant.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 66% Grade: C

Comments:
Good selection and layout of views - it is easy to find the required information (dimensions) although Sec AA is not necessary as you could use other views to clearly show the dimensions of the rectangular slot.
Section Lines missing: all section views must be accompanied by a section line on one of the elevation views.
Need a detail view to show depth of rivet hole.

Weight: 20% Name: Detail Drawing: Dimensions

Description: Sufficient number of dimensions to describe geometry; dimensions positioned optimally for readability; no "double" dimensioning; text aligned correctly; witness/dimension lines correct; arrow heads drawn neatly and correctly. AS1100.101 compliant.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 72% Grade: C

Comments:
Congratulations! A very thorough dimensioning scheme.
Layout of dimensions could improve in some places. Remember to avoid crossing witness lines as much as possible.
A few dimensions missing.

Weight: 20% Name: Assembly Drawing: Views and Layout

Description: Appropriate elevation, section and detail views included; hatching in section view correct; suitable scale used; third angle projection used; view titles; font sizes/types correct. AS1100.101 compliant.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 66% Grade: C

Comments:
Rivets not drawn in all views.
Otherwise good.

Weight: 20% Name: Assembly Drawing: Annotations inc. BOM

Description: Bill of Materials (BOM) included; Item Balloons included; basic assembly instructions included; overall and functional dimensions included where appropriate. AS1100.101 compliant.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 50% Grade: P2

Comments:
Assembly instructions are missing. Examples of assembly instructions were posted on the Online Discussion. Refer to this to help you understand what is needed.
Bill of Materials (BOM) is missing a component but is otherwise good.

Weight: 10% Name: Titleblocks

Description: Essential items: Drawing Number; Name of Drafter; Date of Drafting; Drawing Sheet Size; Scale; "All Dimensions in Millimetres"; "Do Not Scale"; material spec; 3rd Angle Projection symbol (Revision Block not necessary). Refer to Fig 1.18 (b) of text book for texts.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 77% Grade: D

Comments:
Well done with your titleblock.
Sheet numbers incorrect. Should be "Sheet 1 of 1" for both detail and assembly drawings. Good idea to include this information - well done.

Weight: 10% Name: Craftpersonship

Description: Overall neatness/craftpersonship of drafter - care must be taken with line weights and quality (avoid blurred pencil lines); lines must be accurately drawn to represent the geometry faithfully.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 70% Grade: C

Comments:
Neatness is very good. Well done.
Line weights are not correct - ensure that you use the correct pencil thickness.
Handwriting is good - well done.

Weight: -10% Name: Format (Penalty)

Description: Formatting of assignment, i.e. landscape, A3, single sided, stapled top left corner, named clearly as per instructions, with cover sheet attached to front. Check the CIB for instructions. A 5% penalty will be applied for making one of these errors. A 10% penalty will be applied for more than one error.

Very Poor Poor Pass Good Great Excellent
F1 F2 P1 C D HD

Percent: 0% Grade:

Comments:
Formatting is correct - well done.

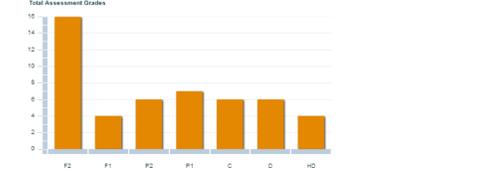
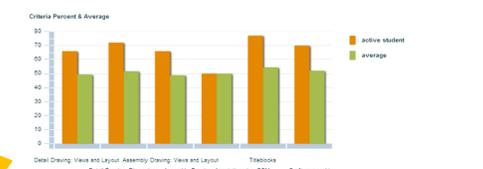
Selected	Weight	Name	Description
<input type="radio"/>	0%	No errors	Well done. You were able to follow the formatting instructions without fault.
<input type="radio"/>	50%	One error	Good try, but you made one error (identified below) so you've lost 5 marks. Pay closer attention to the instructions in the Course Info Booklet next time.
<input type="radio"/>	100%	Many errors	More than one error (listed below) so you've lost 10 marks. It is important that you read the Course Information Booklet so that you understand how to present your work in the correct format. You will find that this is important in many cases, such as submissions for competitions, applying for funding, scholarships etc etc - if your submission is not correctly formatted it may not be accepted at all!

Summary Comment

Well done on your assignment. Although there are some errors that you should follow up on, in general it is of a high standard. It demonstrates good knowledge of technical drawing.

Class Feedback

I good job with this assignment overall. Note that 6 of 16 F2s were due to people not submitting assignments leaving 10 people who really need to try a lot harder and seek help in prac and ask more questions in lectures. You will notice an even spread of grades if you look at the "total assessment grade" graph. Most of you were able to use third angle projection, section views and detail views to successfully measure and dimension the battery holder. The general problem was a lack of care with drafting. Make sure you collect your marked-up drawings as these will help you make sense of the comments on this feedback form.



Mark/Grade	Name	Description
0	F2	Fail Level 2: Unsatisfactory performance on the majority of learning outcomes
40	F1	Fail Level 1: Unsatisfactory performance on a number of learning outcomes OR failure to meet specified assessment requirements
50	P2	Pass 2: Satisfactory performance on the majority of learning outcomes
55	P1	Pass 1: Satisfactory performance on all learning outcomes OR high performance on some learning outcomes compensates for unsatisfactory performance on others, resulting in overall satisfactory performance
65	C	Credit: High performance on all learning outcomes OR excellent performance on the majority of the learning outcomes
75	D	Distinction: Excellent performance on all learning outcomes
85	HD	High Distinction: Outstanding performance on all learning outcomes

Attribute	Description
Body of knowledge	Operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
Lifelong learning	Is prepared for life long learning in pursuit of personal development and excellence in professional practice
Problem solving	Not applicable to this assignment.
Working autonomously and collaboratively	Can work both autonomously and collaboratively as a professional
Ethical action and social responsibility	Not applicable to this assignment.
Communication	Communicates effectively in professional practice and as a member of the community
International perspective	Not applicable to this assignment.

This document has been created using the Feedback and Assessment tool known as CAFAS (Computer Aided Feedback and Assessment System).

Produced by: Learning and Teaching Unit - Online Education Support, University of South Australia. Funded by: Australian Learning and Teaching Council. Project Leader: Martin Freney. Lead Technical Developer: Actonscript. Programmer: Michael Lewis. Web Services / Database Design: Roman Muller, Michael Lewis. Flex Prototype / Initial layout: Hew Elwood. Graphic Design: Hew Elwood. Online Education Consultants: Wayne Piddler, Ian Reid, Mark Wiltman, Denise Wood, Martin Freney. Accessibility Consultant: Denise Wood. Initial Concept and Excel Prototype: Martin Freney. Publications: Denise Wood, Martin Freney. Shibolet Consultant: Brook Schofield.

Reuse detailed feedback comments which can include hyperlinks to more information. Add new comments to your database during assessment – and share comments with your marking team.

Slider option clearly indicates the level of performance for each assessment criterion.

Penalty marks indicate specifically what NOT to do.

Rubric option helps students understand expectations and indicators required to achieve a certain performance level.

Send a comment to the whole class.

Graphs give students visual feedback on how they have performed in relation to their peers.

Editable Grade Descriptors and Graduate Attributes for each assignment.