

Open Virtual Mobility

O4-A2.6: Final adaptations and validation Final -

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Executive summary

The self-assessment tool implemented in the hub was applied during the Multiplier Event in Bruges in June 2019, and also by students during the pilot phases.

The modalities of the user testing phase are described in this document, in addition to the analysis of results from user testing and subsequent improvements made to the tool.

The e-assessments implemented in the advanced levels of OpenVM sub-MOOCs were improved during the pilots and the various improvements made are also described here.

What are the objectives of this paper?

The purpose of this document is to provide a complete account of the user testing process to improve the self-assessment tool and also to understand the process of improving e-assessment tools in the advanced levels of sub-MOOCs, in particular the adaptations made to the assessment of students' skills via the e-portfolio and the peer-assessment tool.

Who is this paper for?

- Mainly for the partnership of the Project
- For educators who have to assess transversal competences
- users of openVM learning hub to read background information about the self-assessment tool design
- Developers who wish to create and implement self-assessment tools

What topics are addressed in this paper?

Description of the tool, methodology for developing the tool, development and implementation, user testing and translation.

Contributors

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1. Aims and Scope

While the previous documents O4-A2.2, O4-A2.3, O4-A2.4, O4-A2.5 described the production of content, the technical development of the tool and its integration into the hub. The purpose of this document is to describe how the tool has been tested and how the final adaptations were made.

2. User testing

During the experimentation period, two main results were tested in O4:

The first result concerns the self-assessment tool developed in the previous phases of the project and implemented in the VM learning hub as a Moodle plug-in ([see link to the tool](#)).

The second result concerns the assessment tools that were implemented in the advanced level sub-MOOCs (output O6).

This latter result concerns the evaluation of the virtual mobility skills of the OPENVM competency framework produced in Output 1. These skills were evaluated thanks to the combination of two tools: an e-portfolio set up in Output 2 linked to the Moodle platform and a peer-assessment tool.

2.1. Self-assessment tool

2.1.1. Creation of an evaluation form

In order to evaluate all the characteristics of the tool, a questionnaire with several targeted and closed questions was designed and implemented. The questions concerned both the explanations given about the tool in the introduction; ergonomics in general, including navigation in the tool, ease of use, user interface; Lickert scales used; and the relevance and readability of the statements. However, in order not to discourage respondents with a form that is too long, and above all with a real concern for improving we had used open-ended questions. These open-ended questions dealt with the understanding of the statements in order to know precisely which ones should be improved and the other one on the improvements to be made in a more general way.

See [evaluation form](#)

2.1.2. Results of the evaluation form

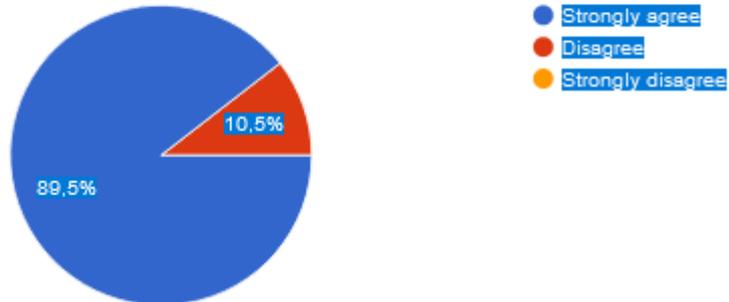
In order to obtain a maximum number of responses, responses to the questionnaires are anonymous, but respondents are both university faculty and staff and students.

Teachers and university staff answered mostly during the EDEN multiplier event in Bruges and students during the pilots.

The number of answers is not very high but is sufficient to define the actions for improvement.

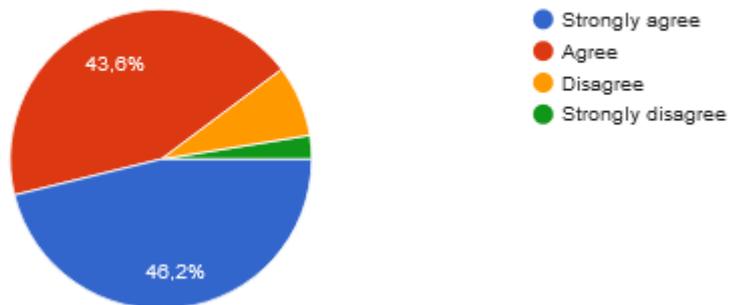
The introduction text is clear.

38 réponses



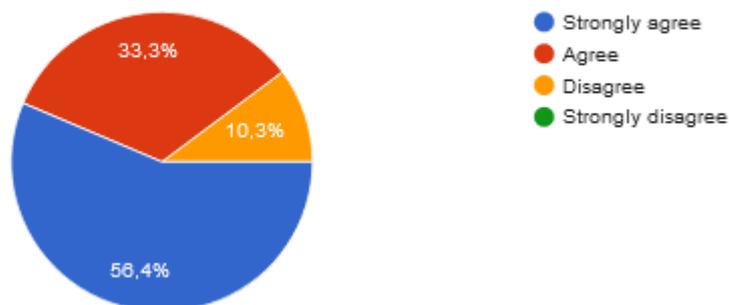
The ergonomics (navigation, ease of use) of the tool is satisfactory.

39 réponses



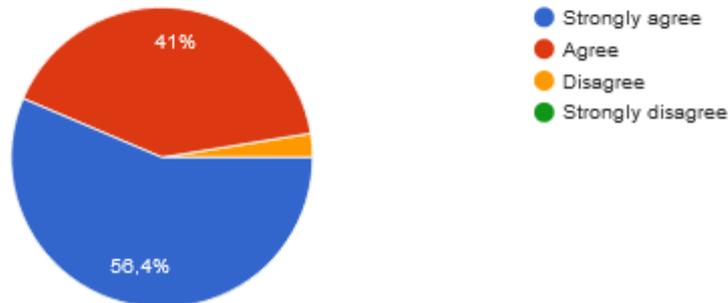
The scales for the items are clear and relevant.

39 réponses



The statements are clear and relevant.

39 réponses



2.1.3. Analysis of the results of the questionnaire

The results of the closed questions in the form are 90% or more satisfactory.

In order to determine which non-conformities related to the 10% or less satisfaction, the comments obtained in the open questions of the questionnaire were analysed.

2.1.4. Actions for adapting the tool

Tool introduction section

Sample comment:

"What happens next? What's the role of the diagram? More explanations are required, presented in the form of a radar graph."

The action taken was to complete this section by giving more explanations on how to read the radar diagram from the tool and how to use the results.

Ergonomics of the tool

Sample comments:

"After completing all the sections, the spider graph based on the answers is not visible any more, it appears only after completing each of the sections. It would be useful to be displayed on the main page of the self-assessment."

"The questionnaire of the self-assessment tool is opened in a page containing it; to go back to the course you have to click on the back button of the browser."

The two comments above indicate that there are improvements to be made in the navigation within the tool but also in the display.

To remedy this, the navigation and display in the tool were modified to meet the above requests.

2.2. e-assessment in advanced level sub-MOOCs

2.2.1. Methodology

There were 2 waves of large-scale pilots for MOOCs. For each wave, corrections were made using an agile method, i.e. corrections and improvements were made to the e-assessments implemented in the advanced sub-MOOCs, based on feedback from students and partners.

2.2.2. Actions carried out

After the first wave of pilots, tutorials were produced (eportfolio [pdf](#) and [video](#) and peer assessment [pdf](#) and [video](#)) to explain to students the process to follow.

However, the students also had difficulties in completing their e-portfolios despite the instructions. Indeed, it is not a usual exercise for them to use such a tool to show what they have understood about the sub-MOOC virtual mobility competence in question, but also and above all to illustrate with evidence that they had acquired and/or implemented this competence in the framework of their studies or their daily life.

To help students to complete their e-portfolio, they were provided with an example of e-portfolio pages made by another student, explaining that this was only an example and not a model.

To allow other students to assess their work, each student was required to make their e-portfolio pages public, but some students did not want them to be open to the world.

It was therefore necessary to change the rules and ask that the pages be visible only to those registered in the OpeVM hub.

In the peer-assessment activity, each student had to upload their work and in particular the link to their e-portfolio and then, after the deadline for submission of the work, to distribute the peer assessments. Each student had to assess the work of two other students using an assessment rubric provided in the peer assessment tool.

Some students did give the link to their page but sometimes forgot to make them visible which made the assessment impossible. Consequently, the instruction was modified and students were asked to add a copy-paste of the e-portfolio content in addition to the link.

In order to obtain the sub-MOOC badge, students need to complete all the activities of the sub-MOOC and in particular obtain a minimum grade for their work in the e-portfolio. As the grade for their work was given by their peers (average of the 2 evaluations), some students were penalized in the first pilot because, although they submitted their work in the tool in the indicated time, the peers who were to evaluate them did not do so and therefore the submitting students could not obtain a badge.

In order to improve this situation, it was decided to give a minimum grade to be obtained not on the work submitted but based on the fact that each student had made at least one assessment. This means that a student who has submitted his or her work is not penalized if another student does not evaluate it. To obtain the badge it is sufficient that the student assesses at least one of their peers, as they can only assess peers if they have submitted a piece of work beforehand.

In the first wave some students submitted their work late and the allocation of the work to be assessed was done manually in the tool. To limit the number of late submissions, the submission period was increased to 2 weeks and several reminders were scheduled in the forum. A special "questions" forum was set up to address problems encountered by students in submitting their work.

2 Conclusion

The first version of the self-assessment tool was adapted based on user feedback from teachers and academic staff as well as students. The e-assessment tools used in the advanced sub-MOOC levels (e-portfolio and peer assessment) were adapted throughout the pilot period to take into account the needs of students and to facilitate the delivery of badges (O5).

The lessons learned from the pilots have implications for the management of peer-assessment in particular. While e-portfolios associated with evidence are reliable ways of assessing competences in online learning (Casanova, 2018a), students need guidance in the use of these and in understanding what is expected of them. Furthermore, they also need to be made aware of the implications for themselves and for others in terms of respecting deadlines. Teacher and tutor support is vital here, though further work on the use of AI to automate some processes would be welcome with a view to increasing scalability.

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