

“Does a spoonful of dictation sugar help the electronic marking go down?”

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The “Driver”

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Blended Learning strategy.....

Student Entitlements

All students will be entitled to electronic submission of assessed work.

Resistance?

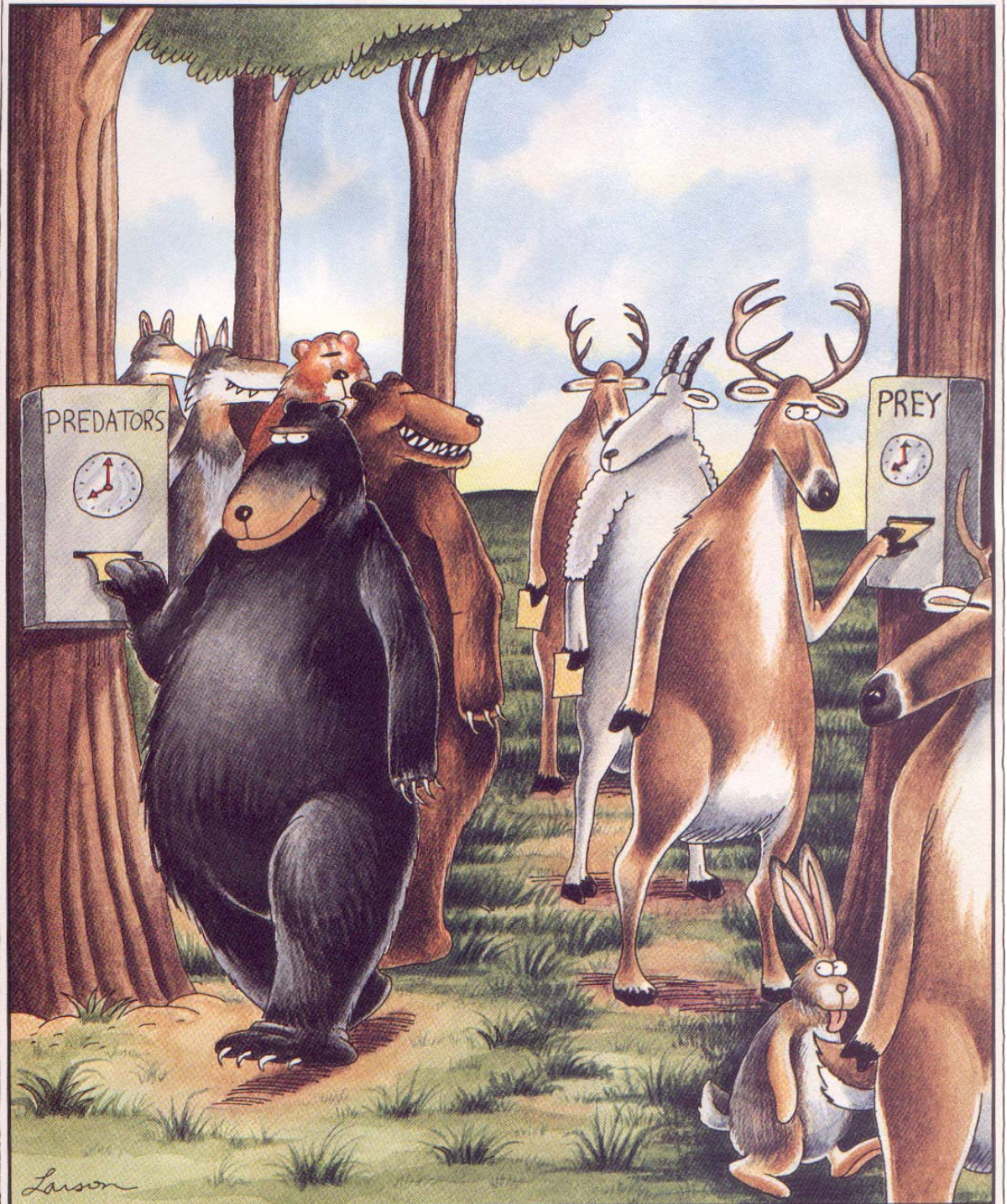
Well rehearsed arguments offered

Ergonomics

Screen fatigue

Lack of electronic portability

? An uncomfortable
“relationship”
between proponents
of electronic based
approaches to those
who prefer paper
based systems.



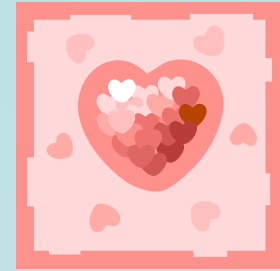
e-submission project 2009-2010

- Seven modules were included in a Semester 1 e-submission project.
- Staff used WOLF or PebblePad
- In all cases “track changes” was used to annotate scripts which were linked to frontispiece templates

e-submission

In the main, a very positive view was expressed (with a number of caveats) which will form the basis for taking the pilot forward in order to fulfil the Blended Learning Entitlement on e-submission.

Students LOVED it



- No printing problems
- Ease of submission
- Ease of collection of work
- Clearly written corrections
- Clear and abundant feedback

BUT.....

Staff participating in the pilot were learning and teaching enthusiasts

All were committed to the blended learning strategy

All had “previous” for using IT to a very significant extent.

So.....

An approach (several approaches) needed
to sweeten something regarded as a bitter
pill.

Amongst other notions

Use dictation software to cut down on
keyboard work

“Method”

Used Dragon “Naturally Speaking 10”

BM2051 “Pharmacology for Healthcare”

2000 word report

24 students 3 academic staff

Marked electronically as usual - 8 scripts as first marker and 8 scripts as second marker

To “test” dictation method each colleague marked the 8 scripts that they hadn’t seen previously

“Triumph of Experience over Hope”

- Very straight forward to accomplish
- Marking was completed more quickly
- “Ergonomically” more comfortable
- Feedback was more extensive and tended to be more conversational in style
- All three of us preferred to use dictation and would use it for future marking.

Some comments

- Pattern of grading was no different to the original marking
- We were surprised how quickly dictation became “accurate” –
- First attempts were 50% accurate but very rapidly became 90% accurate
- More technical terms to be entered in a glossary to avoid.....

- Father coco essex = pharmacokinetics!

Downsides

- Initially we were focussed on the process and were more concerned with the “way” we were dictating.
- “Setting-up” was slightly tedious
- Easier to use in single occupancy office or home situation.

All three of us felt there was potential for development in extending use of dictation software for e-marking.

Would like to use in concert with iPad or tablet.

Thanks to

Colin Brown and Adam Watts