



UNIVERSITY
OF TAMPERE

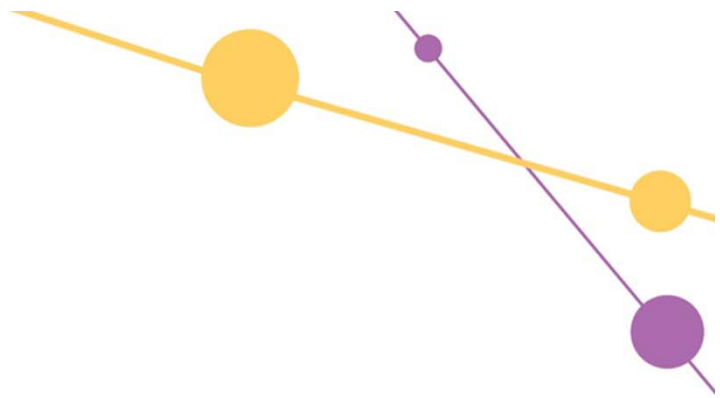




15.2.2013, Ibadan

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*Using VLEs for peer reviewing in the
assessment process for large scale
courses*



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- Where do I come from?
 - Europe, Finland
 - University of Tampere
 - School of Information Sciences
 - Experiences on giving a course for large student group
 - a course in basic computing skills
 - how to manage a continually assessed course for very large student groups?
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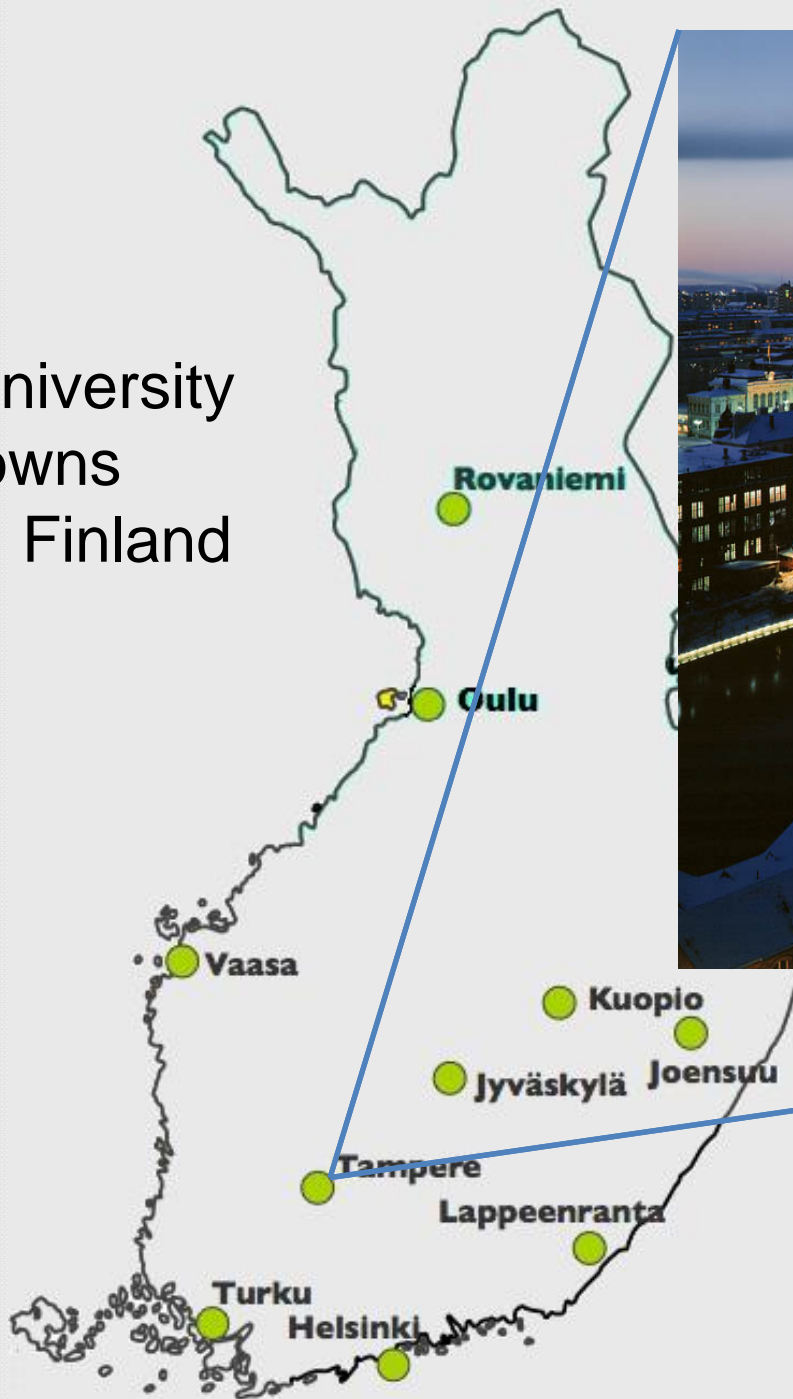
Finland in winter



Finland in summer



University towns in Finland





University of Tampere

- Began in 1925 in Helsinki as a Civic College
- Moved to Tampere in 1960



University of Tampere



- Began in 1925 in Helsinki as a Civic College
 - Moved to Tampere in 1960
 - Most popular university in Finland (in terms of applications / study place)
 - 15,200 students
 - 2,100 employees
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Schools in the University



- School of Social Sciences and Humanities
 - School of Management
 - School of Language, Translation and Literary Studies
 - School of Education
 - School of Communication, Media and Theatre
 - School of Medicine
 - School of Health Sciences
 - Institute of Biomedical Technology
 - **School of Information Sciences - SIS**
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Disciplines in SIS



- Computer Science
 - Interactive Technology (= HCI)
 - Information Studies and Interactive Media
 - Mathematics
 - Statistics
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The course in basic computing skills

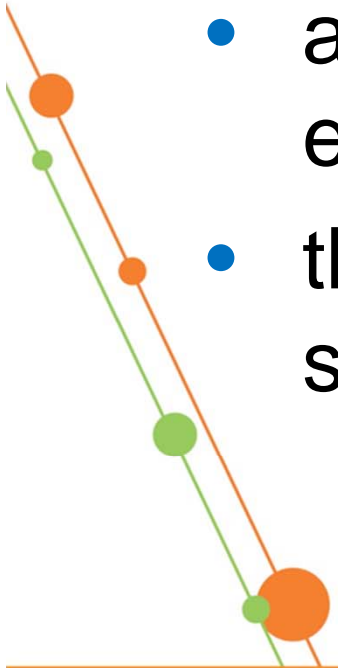


- Objectives of the course
 - to introduce and to familiarize with the university computing environment
 - to teach and *practice* with up-to-date general IT skills needed by everyone during their studies and later on in their professional life
 - to build up the abilities to maintain and update their IT skills
 - to encourage self-contained learning
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Skills needed by all students

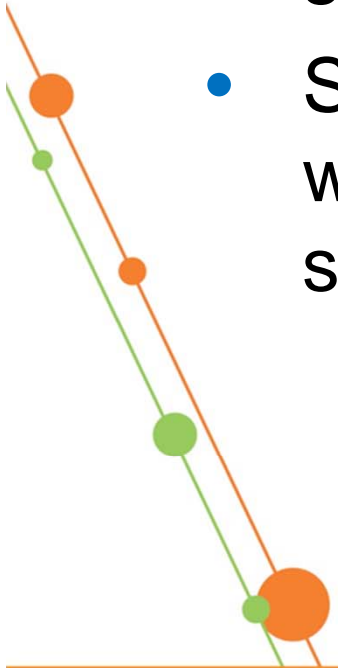


○ University wide course

- given to all first year students
 - about 1200 students take the course each year
 - three implementations → 300-600 students on each course
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Last semester



- The course was given twice
 - in August an intensive two week course (580 students)
 - September – November a slow-pace ten week implementation of the course (400 students)
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Structure of the course





- IT skills are learned by **doing**
 - each student has to submit 10 exercises
 - Modes of teaching and studying
 - kick-off 3h lecture + 10 h lectures (in a lecture hall) – a new assignment given out on each lecture
 - the students are encouraged to do the assignments on their own
 - however, help available, if needed
 - model solutions presented in a lecture hall
 - course assistants give hands-on help in computer labs
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Skeleton of the course

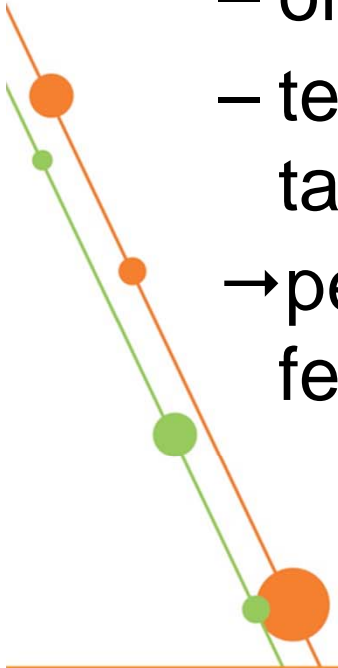



The course comprises of ten exercises

- Exercise 1:** Effective use of an operation system (Windows 7)
 - Exercise 2:** Learning environments, email (Moodle, Webmail, Thunderbird)
 - Exercise 3:** Handling data in the web environment, managing bibliographic data and references (browsers, cloud services)
 - Exercise 4:** Word processing I (MS Word 2010, LO Writer)
 - Exercise 5:** Word processing II
 - Exercise 6:** Spreadsheets I (MS Excel 2010, LO Calc)
 - Exercise 7:** Spreadsheets II
 - Exercise 8:** Image processing (PaintShop Pro, GIMP)
 - Exercise 9:** Publishing on web
 - Exercise 10:** Presentation software (Prezi, LO Impress, MS Power Point)
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How to manage marking?



- Each of the ten exercises
 - comprises of ca. 5 tasks
 - often several solution documents per exercise
 - tens of thousands (e.g. $10 \times 5 \times 500 = 25000$) tasks to be assessed
 - peer-reviewing is the only way to make this feasible
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Peer reviewing





- Each student evaluates
 - solution documents from one or more peer students
- Anonymity
 - anonymous works and
 - anonymous reviewers
- Benefits
 - not only helps to get the course work assessed
 - but also is an essential part of learning
- Teaching hours used for meta reviewing instead reviewing



Implementation calls for



- Detailed material preparation: each exercise constitutes of
 - background material, which teaches the topic, on which the students can lean on when doing the assignments
 - detailed assignment papers, supplemented with written support on how to get the exercises done
 - model solutions
 - detailed instructions to do the peer-reviews
 - Good VLE support
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VLE support for peer reviewing

- To help in managing the peer reviewing process the system
 - takes the submissions from students
 - gives an easy access to student activity
 - automates the peer review assignments and sharing them out for students
 - keeps the process well scheduled (deadlines for submissions and reviews)
 - handles anonymity
 - supports meta-reviewing
 - manages computation of mark averages for each exercise and bookkeeping for the whole course
- We are using a self-implemented system: WETO

WETO demo

Experiences of using MOODLE

- Workshop module gives a possibility for peer reviewing
- Unfortunately the present workshop-module isn't very good
 - the phased review process is very inflexible (exceptions very hard to handle)
 - usability not good – important aspect with mass courses
 - from the student's point of view not that bad (especially if they were familiar with Moodle already)
 - from the teacher's point of view poor (lots of needless complexity - partly inherited from Moodle)

Lessons learned

- The only way to implement assignment based for very large student groups – works well!
- Two peer reviews plus review of one's own work has turned out be good amount of reviewing
- Meta reviewing
 - needed, so that students know how reviews are done counts
 - still the workload is a fraction of what would needed for same quality of evaluation without peer reviewing
- Strict deadlines needed
 - however a possibility to reschedule deadlines for a individual student important
- Setting up a course discussion forum was invaluable (keeps emailing with students under control)
- After the initial resistance the students have liked the system



Thank you for your interest!

