

Can treating students like experts, and giving them practice making holistic comparisons, improve their learning

4/27/17

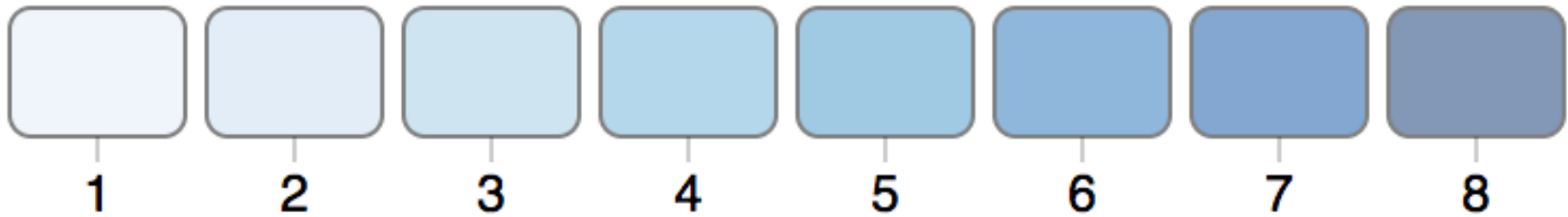


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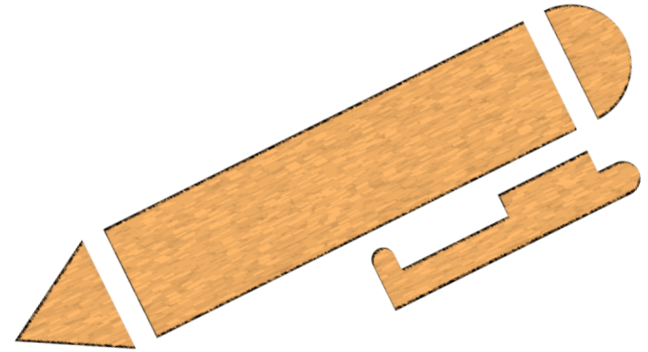
Presented by: Tonya Elliott, CEL and Mary Power, CTE

Waterloo's 2017 Teaching and Learning Conference

Analytic vs. Comparative Grading - Example



English Example



"Which answer has the better critical idea?"

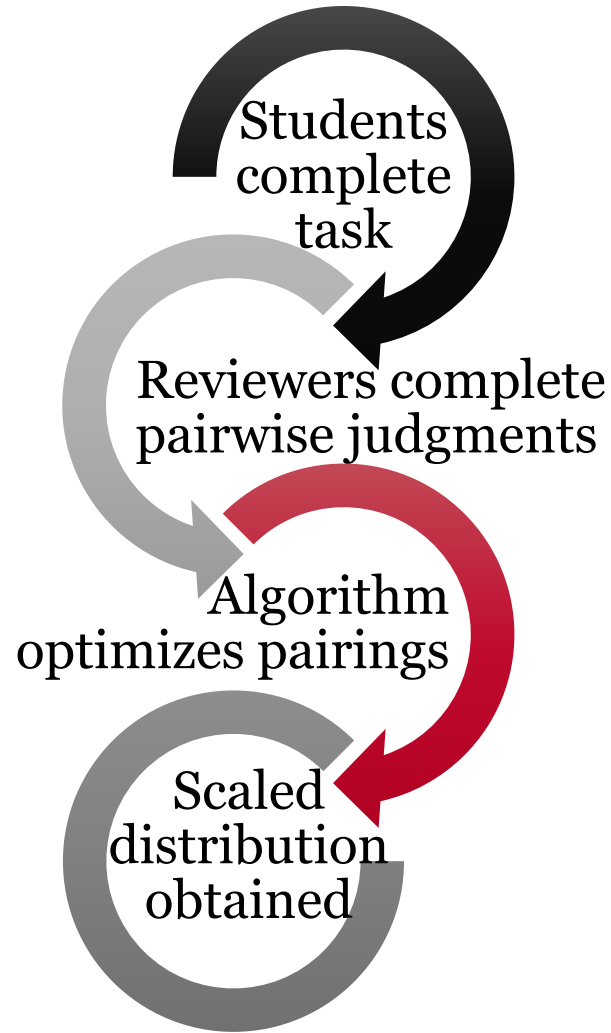
"Which answer is more effectively articulated?"

Math Example



"Which is the better proof?"

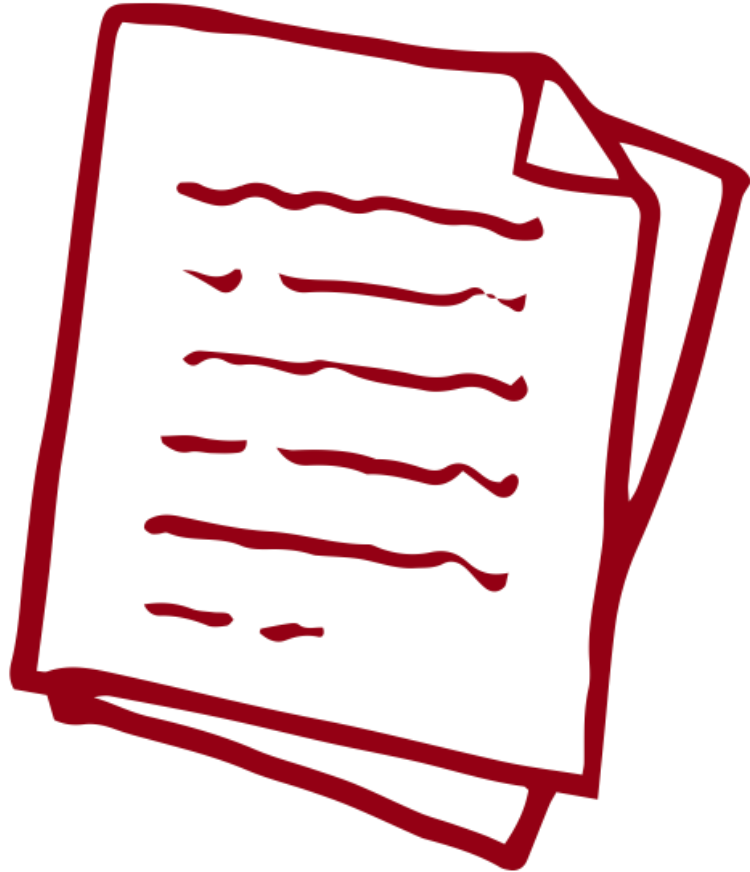
Algorithmic Comparative Judgment Recap



ACJ Use Cases



Additional Information



Our Questions

1

Can ACJ be used to improve students' understanding and appreciation of the subtleties of holistic tasks?

2

What is the best way to incorporate feedback (with or instead of rankings) into the ACJ process?

3

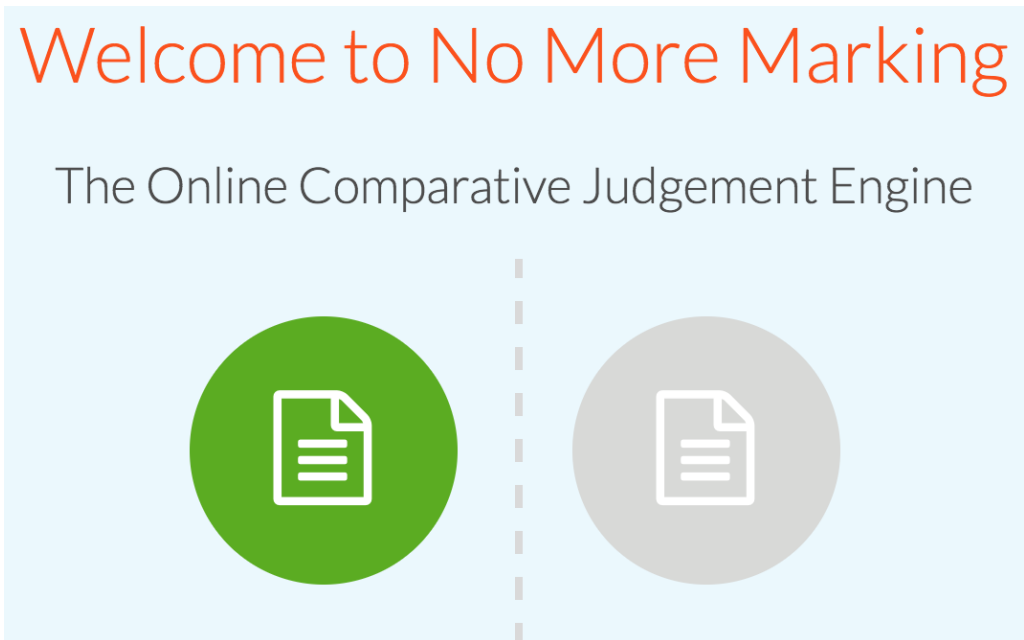
What do students need to enable them to act like experts and complete comparisons?



Tools: No More Marking

<https://www.nomoremarking.com/>

Fee for service (Great Britain) – judging rather than marking, provides student responses to judges



Tools - DigitalAssess

<http://digitalassess.com/>

Original CJ system

Used for judging, portfolio option (Great Britain)

Appears to be no longer a viable company – no response when contacted through multiple channels



Tools - ComPAIR

<http://ubc.github.io/compair>

Peer rating of pair of responses, feedback is a key feature; open source tool



VS.



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Waterloo's Pilot - Science Example



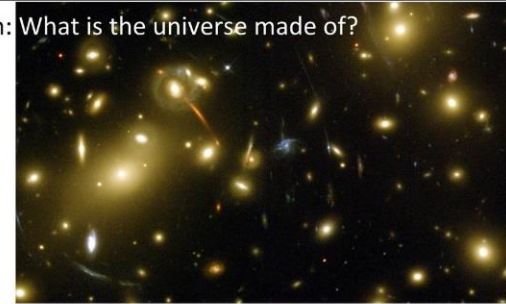
SCI 207: Life, the Universe and Everything

Richard Epp, Physics

- 75 students
- Multiple short writing assignments; students will assess multiple pairs
- Evaluate quality of student feedback and self reflection
- Ranking function will be explored – potentially binning?
- Gather student, TA and instructor feedback

Composition & Structure

Question: What is the universe made of?



1

SCI 207 - 5 Universe



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THANK YOU!