



The use of interactive computer-marked assignments in beginners' language modules

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Outline of presentation

- The Open University and Beginners' languages
- Assessment / iCMAs
- Examples of iCMAs and question types
- The iCMA project: timeframe and objectives
- The team



Outline of presentation *continued*

- Data collection
- Quantitative data
- iCMA usage and submission
- Question types in iCMAs
- Conclusions
- Next steps
- Lessons learnt + action points



The Open University

- Biggest open and distance learning teaching institution in the UK
- Largest university in Europe
- Established 1969
- Approx 200,000 students
- Open to all, no entry requirements
- Teaches a range of different subjects including Languages



**Dept of Languages, Faculty of Education
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Stuart Hall Building, The Open University**





Languages at the Open University

- Language courses since 1990s
- French, German and Spanish (beginners to diploma)
- Italian (beginners + intermediate)
- Welsh and Chinese: beginners
- English for Academic Purposes
- 6 beginners' languages

Assessment on begs languages



- **Continuous assessment**
 - 4 tutor marked assignments
(2 Speaking + 2 Writing)
 - 4 iCMAs
(2 Reading + 2 Listening)
- **End of module assessment (Written)**



iCMA plus points

- Moodle quiz tool
- Used first in Begs Chinese + Begs Italian
- Used in Begs French, German, Spanish (2012 on)
- Formative assessment (can be summative too)
- Provide frequent and immediate feedback
- Private - not marked by tutor
- Module team can monitor learner usage and performance through stats



Question 2

Tries remaining: 1

Marked out of 9.00



In this activity you drag words from the options below into sentences in the correct order. You can use the different colours as additional cues.

Name Schmidt.

Ich Englisch, Französisch.

Er aus und München.

ist Mein

und Deutsch spreche

kommt in wohnt Süddeutschland



Question 4

Tries remaining: 1

Marked out of 7.00



Find the right answers that best match each question.

Wo ist das Hotel City am Bahnhof?	Tut mir Leid, das weiß ich nicht.
Wie ist Ihr Name?	Ich heiße Schmidt.
Wohin fahren Sie morgen?	Nach Rügen.
Haben Sie Gepäck?	Ja, eine Reisetasche.
Sprechen Sie Spanisch?	Nein, ich kann nur Deutsch und Englisch.
Woher kommen Sie?	Aus der Schweiz.
Möchten Sie nach Kanada fliegen?	Choose...

Check

- Choose...
- Ja, eine Reisetasche.
- Aus der Schweiz.
- Ich heiße Schmidt.
- Nein, ich kann nur Deutsch und Englisch.
- Ja, vielleicht. Oder nach England.
- Nach Rügen.
- Tut mir Leid, das weiß ich nicht.

Next



Question 2
Partially
correct

Mark 7.00
out of 9.00



In this activity you drag words from the options below into sentences in the correct order. You can use the different colours as additional cues.

Mein Name ist Schmidt.

Ich spreche Englisch, Deutsch und Französisch.

Er kommt aus wohnt und Süddeutschland in München.

Check

Partly correct.

Information



Identify the odd one out by clicking on it.

Selezionate l'intruso.

Question 1

Correct

Marked out of 1.00



Select one:

- a. acqua minerale
- b. vino
- c. caffè
- d. panino
- e. cappuccino

Check

Panino is the only word referring to food. All the other words refer to drinks.

The correct answer is: panino.

Question 2

Incorrect

Marked out of 1.00



Select one:

- a. birra
- b. pasta
- c. toast
- d. panino
- e. brioche

Check

birra is the only drink, while all the other words refer to food.

The correct answer is: birra.

Activity 1.3

Direction:

Listen and type in the missing adjectives in the correct form.

Example: Soy de París. Soy **francesa**.



Audio: <Q1.03>

Transcript <Words in bold as shown below please>	Voices
Soy de París. Soy francesa .	
Soy de Bogotá. Soy colombiana .	
Raquel es de Londres. Es inglesa .	
Sean es de Swansea. Es galés .	
Mis hermanas son de Roma. Son italianas .	
Klaus es de Berlín. Es alemán .	
Mis padres son de Edimburgo. Son escoceses .	
Roberto y Víctor son de Cuzco. Son peruanos .	
Yo me llamo Gramatiki y soy de Grecia. Soy griega .	
Pues nosotras somos Carmen y María, de Madrid. Somos españolas .	

Activity type: Short answer. Case-sensitive.

No.	Question text	Choice	General feedback <Words in bold as shown below please>
1	Soy de París. Soy [[1]].	francesa	Soy francesa .
2	Soy de Bogotá. Soy [[2]].	colombiana	Soy colombiana .
3	Raquel es de Londres. [[3]].	inglesa	Es inglesa .
4	Sean es de Swansea. Es [[4]].	galés	Es galés .
5	Mis hermanas son de Roma. Son [[5]].	italianas	Son italianas .
6	Klaus es de Berlín. Es [[6]].	alemán	Es alemán .
7	Mis padres son de Edimburgo. Son [[7]].	escoceses	Son escoceses .
8	Roberto y Víctor son de Cuzco. Son [[8]].	peruanos	Son peruanos .
9	Yo me llamo Gramatiki y soy de Grecia. Soy [[9]].	griega	Soy griega .
10	Pues nosotras somos Carmen y María, de Madrid. Somos [[10]].	españolas	Somos españolas .

Feedback for all questions:

Correct answer	Correcto.
Incorrect: 1st attempt	Check your spelling and try again.
Incorrect: 2nd attempt	Incorrecto.
General feedback	<See table above.> + Remember that adjectives of nationality don't start with a capital letter.



Question 3

Tries remaining: 2

Marked out of 4.00

Flag question

Read the text and match each person to the appropriate icon for their occupation. (4 points)

Caro Alessandro,

Come stai? Io sono qui a Londra da un mese e sono molto contento. Al ristorante dove lavoro c'è un altro ragazzo americano molto simpatico che si chiama Marc e fa anche lui il cameriere. Conosco anche Marta, una ragazza spagnola che fa l'infermiera, Patricia, una ragazza francese che lavora come commessa nel supermercato qui vicino, e Andrea, il suo ragazzo, che è italiano e studia storia. Ti mando una foto: la ragazza bruna è Patricia, la bionda è Marta e il ragazzo è Andrea.

E tu come stai? Quando vieni a Londra?

A presto

Fabio





The iCMA project

- Faculty funding for specific scholarship projects
- Current theme: assessment
- Timeline: bids Dec 13 > start date Jan > budget end Jun 14 > final report by Oct 14
- Outcomes: internal dissemination, external dissemination and possible publications



The iCMA project objectives

- Improve student engagement with iCMAs
- Improve usefulness of iCMAs
- Improve retention rates
- Identify students at risk of failing or dropping out



The iCMA project team



Anna Proudfoot



Anna Comas Quinn



Qian Kan



Uschi Stickler



Tim Jilg

Data collection



Quantitative (2012-13 cohort):

- ✓ Student use of iCMAs (moodle reporting tool)
- ✓ Overall performance of 'borderline' students (fail or low)

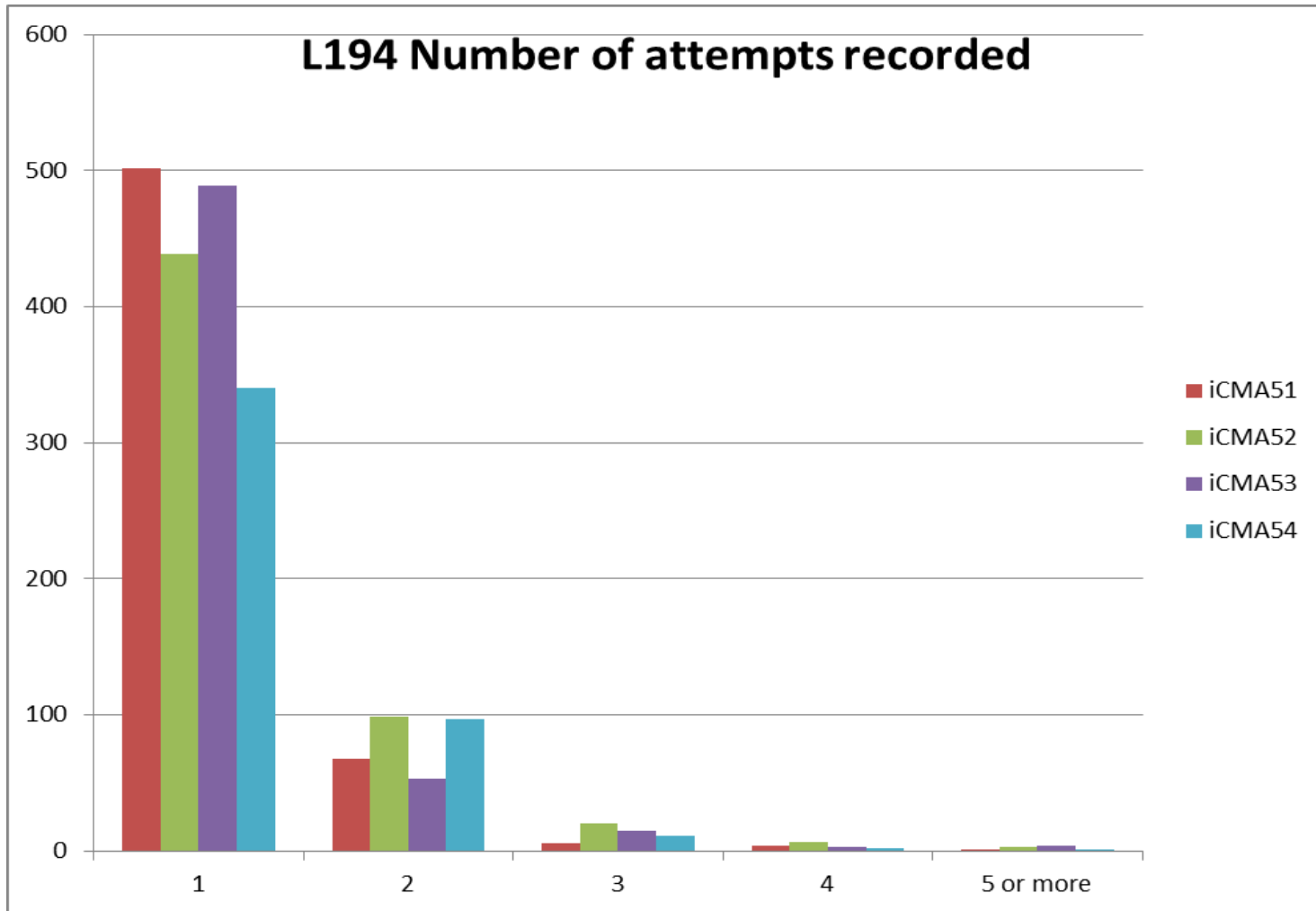
Qualitative (2013-14 cohort):

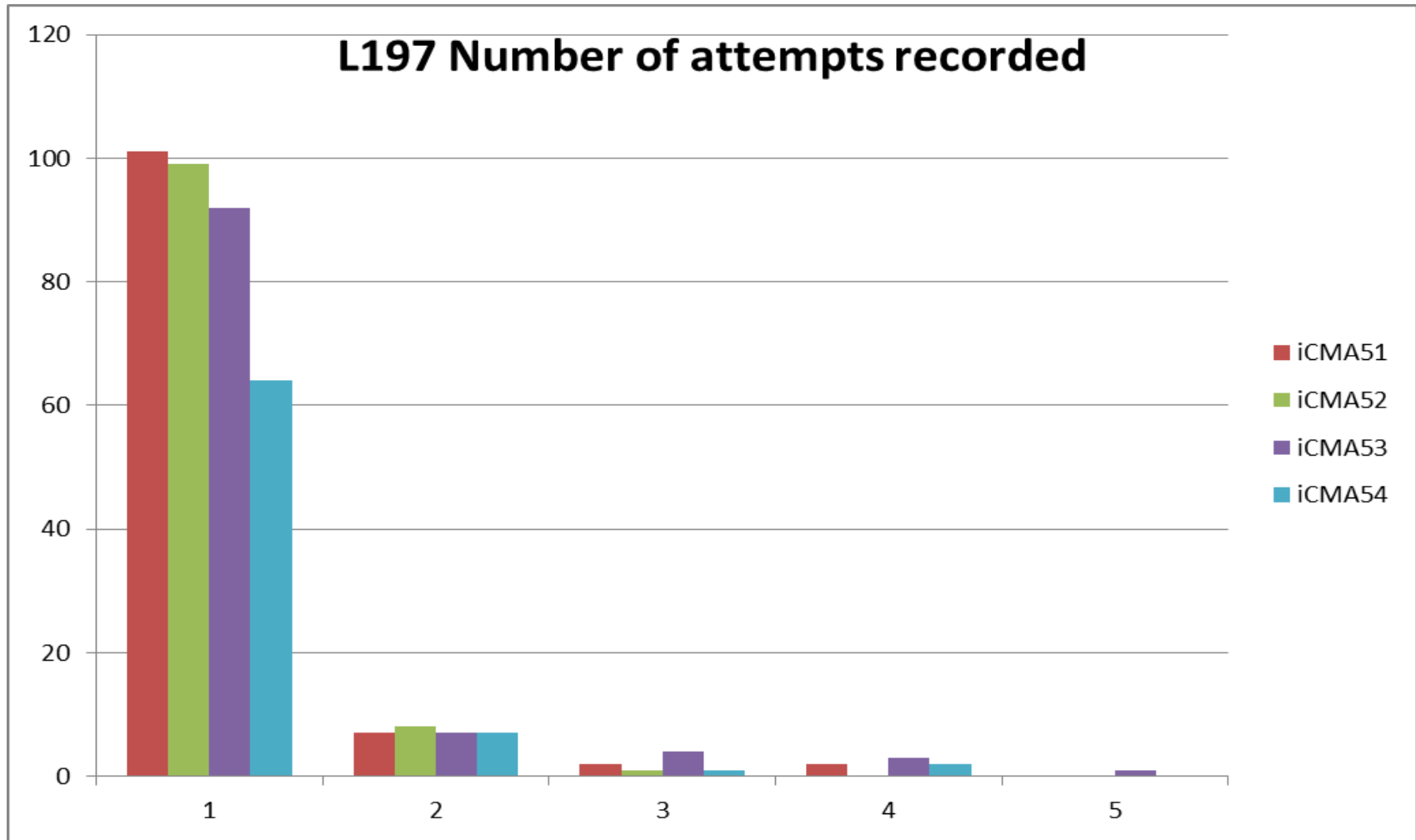
- Survey
- Follow-up interviews



Quantitative data

- ✓ Number of attempts at iCMAs
- ✓ Date students submit iCMAs
- ✓ Average marks obtained
- Completion rate of iCMAs
- Time taken to complete iCMAs – no!
- Overall performance of ‘borderline’ students



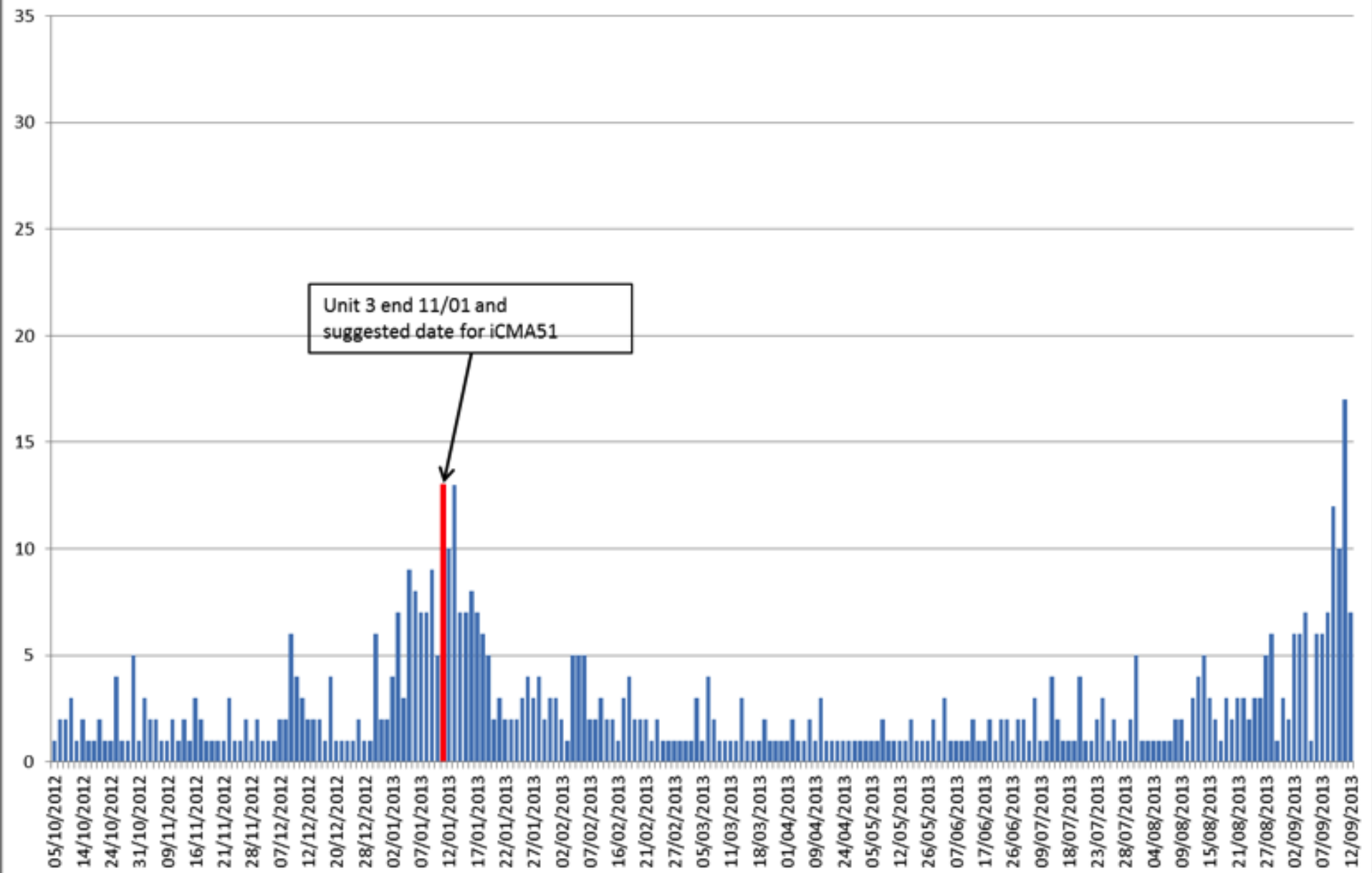




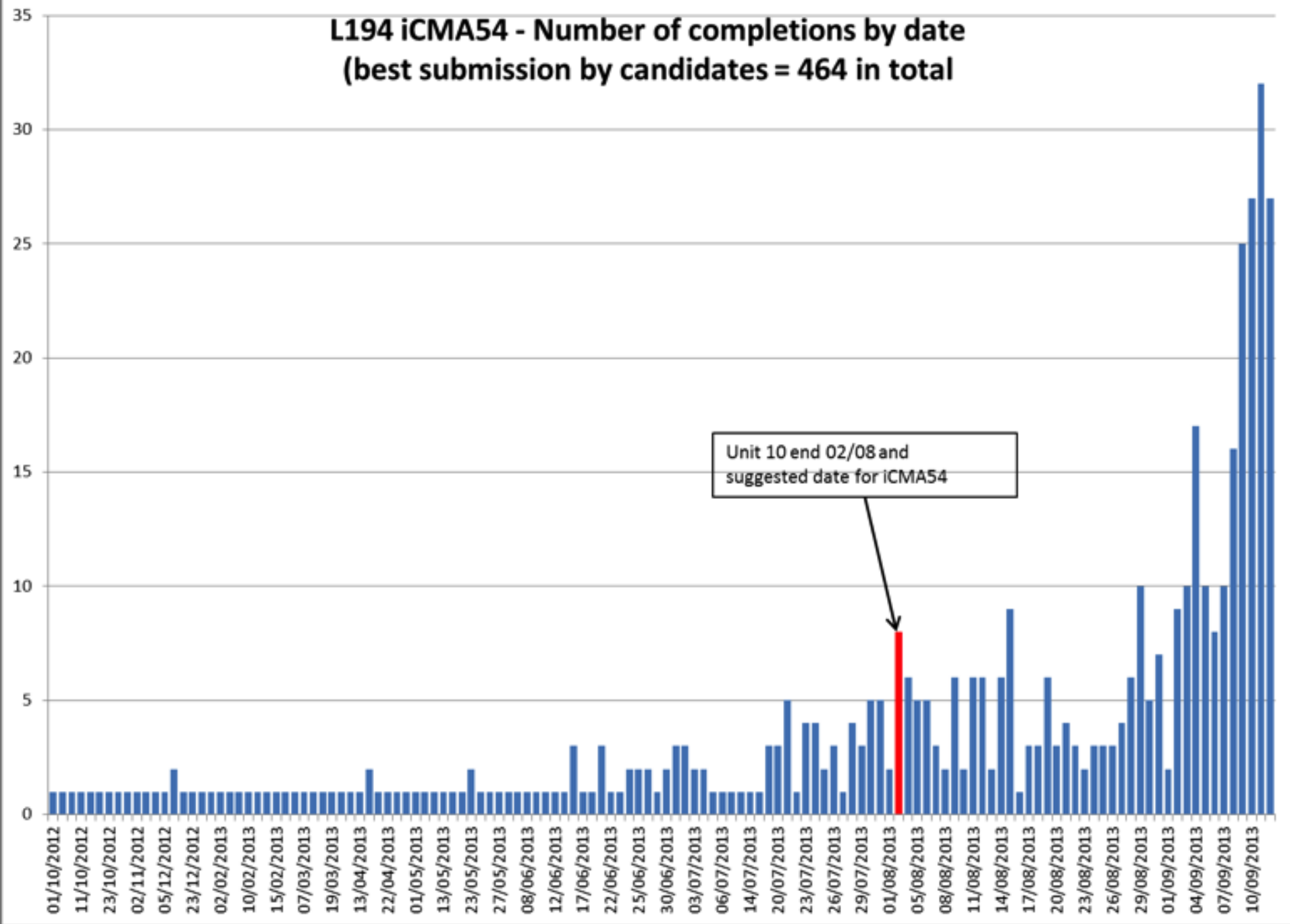
Recommended submission dates

- iCMA51 (Reading) - 15 Jan 13
- iCMA52 (Listening) – 5 Mar 13
- iCMA53 (Reading) – 30 Apr 13
- iCMA54 (Listening) – 18 Jun 13

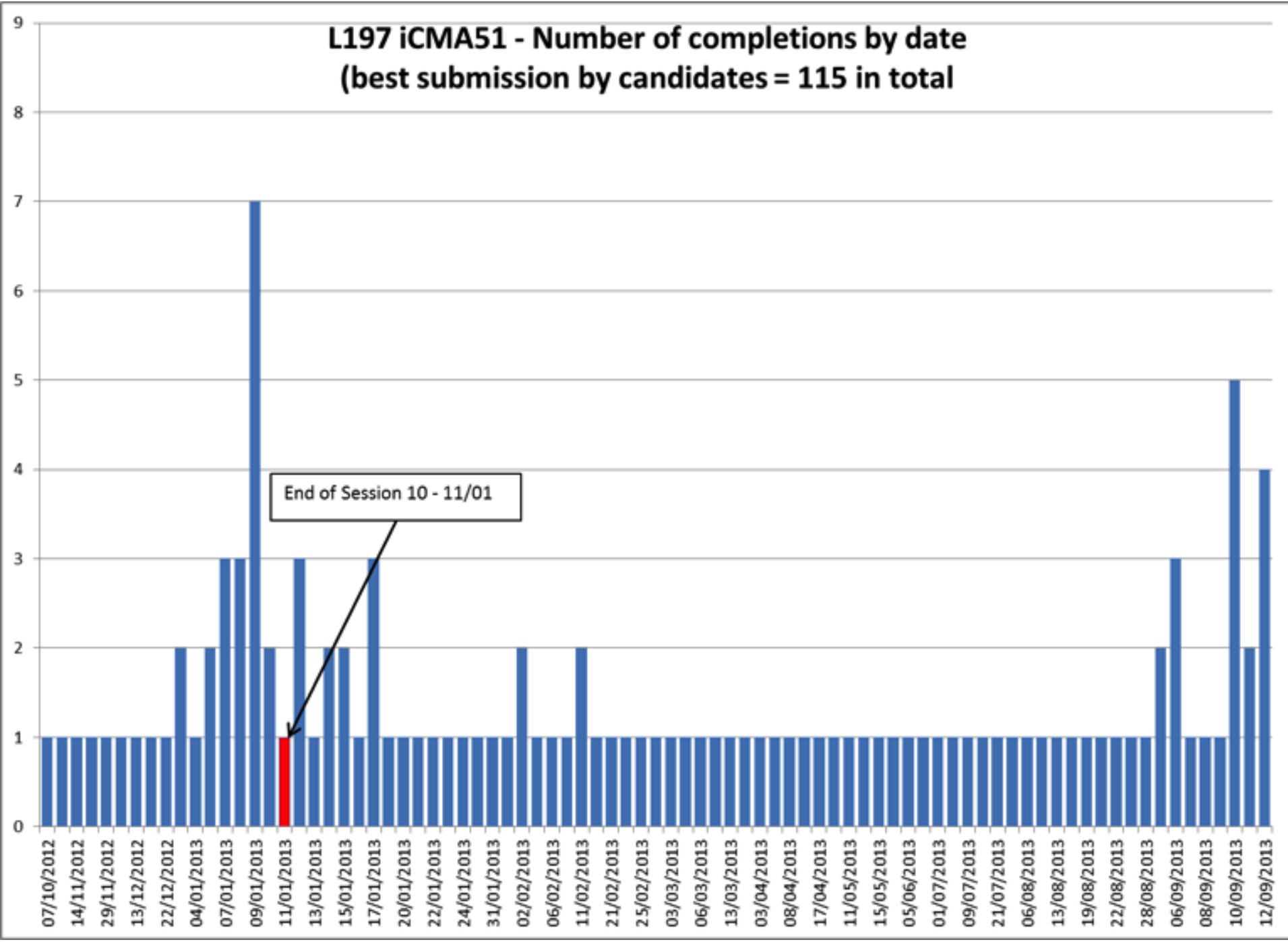
L194 iCMA51 - Number of completions by date (best submission by candidates = 603 in total)



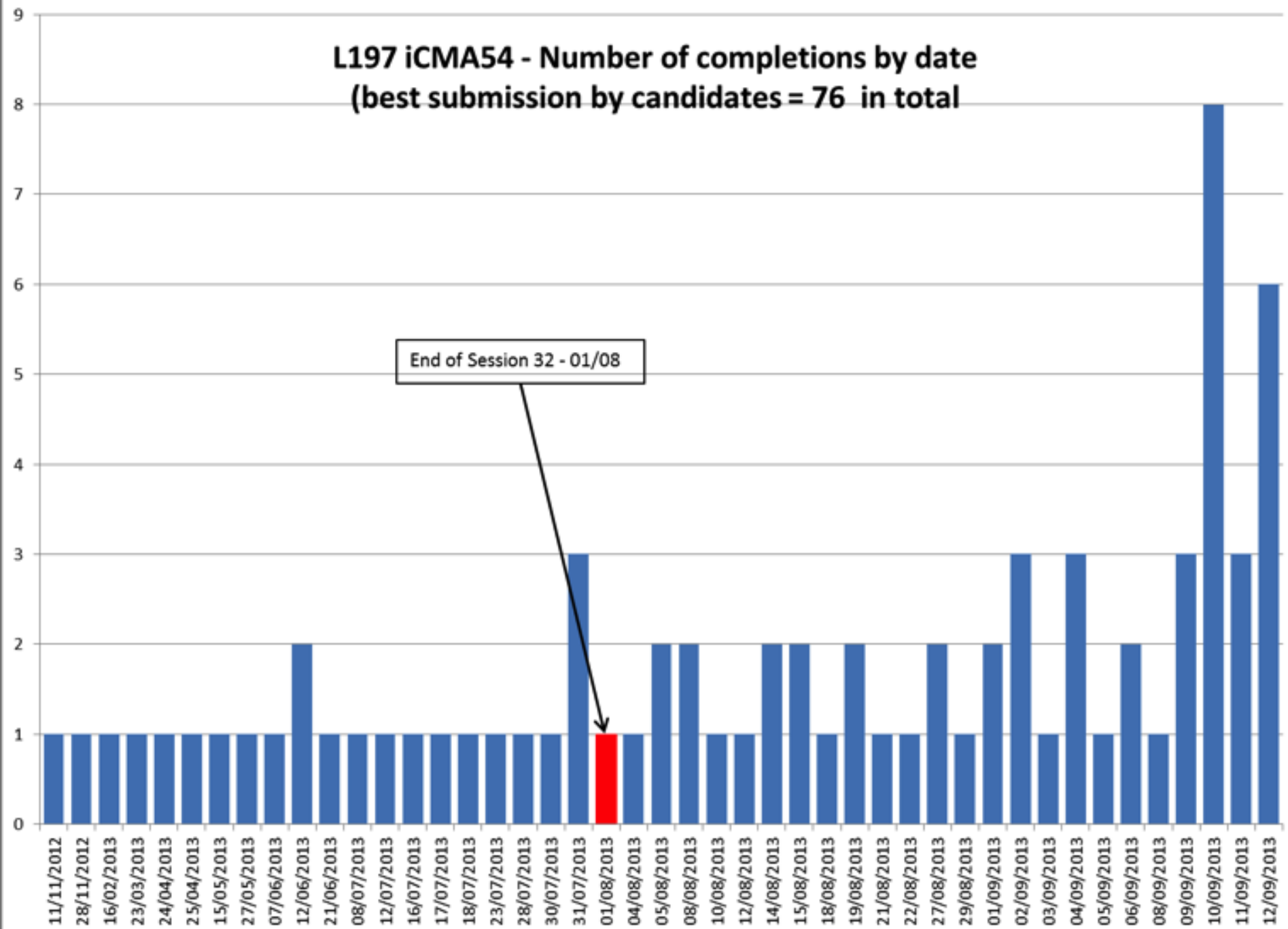
L194 iCMA54 - Number of completions by date (best submission by candidates = 464 in total)



L197 iCMA51 - Number of completions by date (best submission by candidates = 115 in total)



L197 iCMA54 - Number of completions by date (best submission by candidates = 76 in total)





Average marks L194

L194	Average mark at module end (/30)	Number submitting a 100% grade	Number submitted
iCMA51	28.73	245 (42.2%)	581
iCMA52	27	141 (24.8%)	568
iCMA53	27.92	148 (26.2%)	564
iCMA54	26.4	97 (21.5%)	451

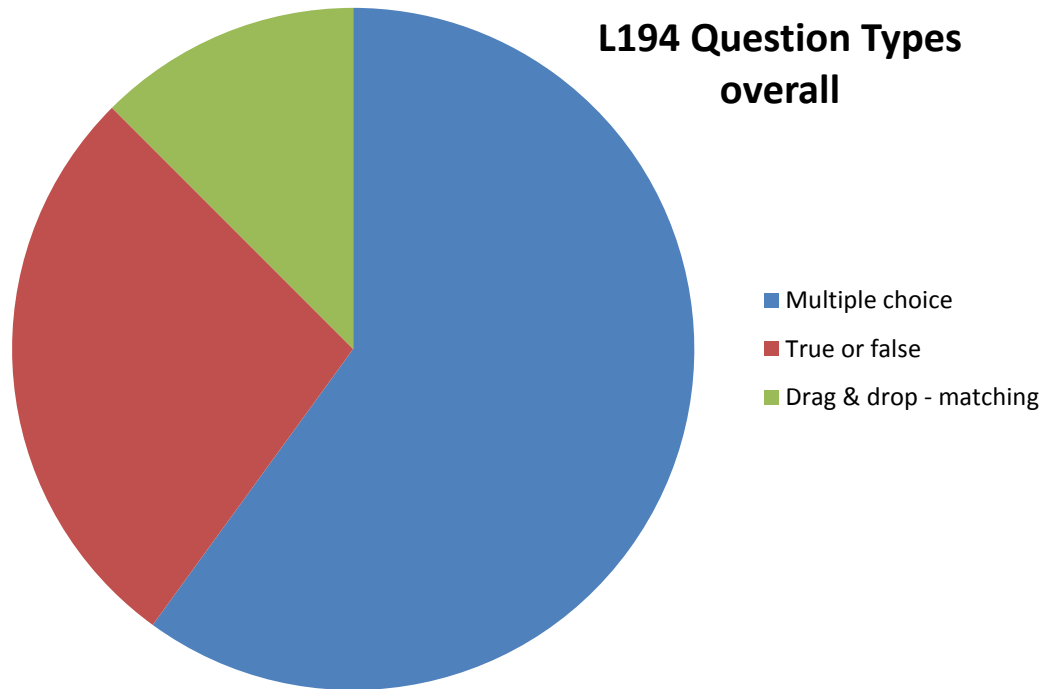


Average marks L197

L197	Average mark at module end (/30)	Number submitting a 100% grade	Number submitted
iCMA51	27.34	42	112
iCMA52	25.97	27	108
iCMA53	24.91	23	105
iCMA54	24.58	14	74



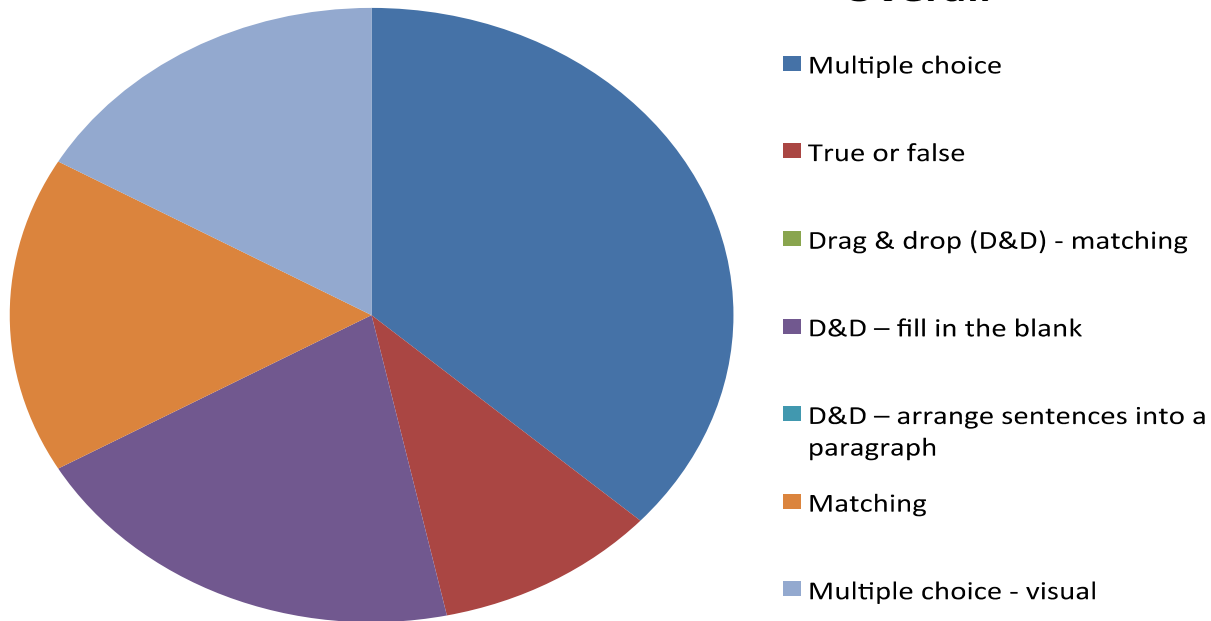
Question types





Question types

L197 Question Types Overall





Conclusions

- Almost all students score high marks even on one attempt
- Those few students who make multiple attempts generally get lower scores the first time then improve them
- A high percentage of the students submit their iCMAs at the recommended point in the study planner
- An equally high percentage submit them at the final deadline!
- Most students submit only one attempt. A very small group of students submit 4 or more.



Next steps

- Compare this data with overall performance on the modules
- Investigate whether there is a link between lack of engagement with the iCMAs (e.g. last minute submission) and poor performance overall
- Carry out survey on 2013 cohort of students
- Carry out follow-up interviews with same cohort



Lessons learnt + action points

- Make iCMAs more central to learning
- Consider making iCMAs summative + compulsory
- Stress benefits of submitting on time
- Engage tutors in the process
- Identify students at risk (so-called 'borderlines')



**THE
END**