

Summative Assessment Guidelines using PebblePad

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Introduction

Nottingham Trent University Quality Handbook Supplement, *Requirements for the use of digital technologies in learning and teaching* QHS12B requires that: “[4.1] Summatively assessed work may be submitted via one of the web-based systems approved for the purpose. Currently approved systems, meeting security, data management and examining requirements include NOW and PebblePad... [3.4] may be used when appropriate NTU guidelines [this document] for such tools have been followed.”

This guidance is designed to help you and your students utilise PebblePad for summative assessment in congruence with these NTU Quality Handbook requirements.

When to use PebblePad as an alternative to NOW for summative assessment

It is important to decide when it is most appropriate to select PebblePad for summative assessment. To help clarify your thinking around whether using PebblePad would be more suited to your intended pedagogical approach and learning outcomes, consider the following:

Appropriate Practice

When assessment is based on a process rather than a product model of assessment design and / or when the pedagogy suits an ePortfolio approach, rather than just using it as a replacement for NOW DropBox without any additional learning benefits. This may include, but is not limited to, Synoptic Assessment.

When criteria for portfolio assessment relates to personal credentialing, for example, work experience, reflection, evidence of competencies.

When external awarding bodies require a summative portfolio of assessment; evidencing knowledge, skills and competencies enabling the support of workplace mentors in addition to NTU course team's assessment grading of both individual units and full submissions.

Examples of good practice of using PebblePad for summative assessment

An example of appropriate use would include: a portfolio of student work which is collected and curated via PebblePad which may include a variety of media and demonstrates how students have met learning outcomes.

This may incorporate a video of a student performing a particular task/activity/skill accompanied by a piece of reflective writing on how their competency has developed.

This may be aligned to the design of a particular qualification, for example a degree apprenticeship, or it may be that a representative of a professional body 'signs off' an evidenced learning outcome.

Example of non-recommended practice

Students are required to write an essay and then submit to PebblePad instead of DropBox.

Two downsides to consider of using PebblePad for summative assessment

Even if PebblePad appears to be the most appropriate choice using the criteria above, you may also wish to take into account:

1. Student Dashboard. Currently PebblePad assessments are not recorded on the Student Dashboard.
2. Consistency of student experience. You may wish to reflect on whether the students' experience will be more or less consistent using PebblePad for assessment, holistically across the course, and whether a choice of PebblePad for assessment outweighs any disadvantages of inconsistency.

What can help you decide?

Before deciding to choose whether to use PebblePad for summative assessment, you may wish to consider the Questionnaire for using PebblePad ePortfolio (Appendix 1).

Student communications

Communications to students about using PebblePad should be explicit and clear. Assessment instructions and formal documentation including:

- Module Handbook
- Assessment Brief
- Learning outcomes
- Course communications e.g. announcements/emails

should clearly state that the assessment will be based and/or marked via PebblePad. The relevant NOW learning room should also signpost to the student guidance produced by LLR and any other course specific guidance produced by the course team.

Student familiarisation requirement

It is recommended that students undertake a formative assessment using PebblePad before their first summative assessment to help them gain familiarity and confidence.

Consistency of student experience

Feedback from students, including the NSS, shows that students really value consistency on their use of online systems. Therefore it is important to consider how best to maximise consistency in the students' use of PebblePad, both in the context of the module, in line with appropriate learning outcomes, and holistically across the course where NOW is usually the primary platform for assessment.

Help and support for students

LLR provide help and support for students including:

- Awareness raising and 'lecture drop-ins' to familiarise students with what PebblePad is and how to maximise its potential on their course.
- Full training on the creation/completion, publication, and submission of an ePortfolio or workbook using PebblePad.
- Guidance on the creation of an alumni account and related post-graduation practices. This includes a distribution of guidance via the Alumni Office pre-graduation.
- PebblePad is supported by the LLR 1:1 enquiries service. Students can book or be referred to a 30 minute consultation to answer any PebblePad related enquiries that they have. Bookings can be made via: <http://librarybookings.ntu.ac.uk/>

- PebblePad should only be accessed through NOW with any training materials available within the learning room or embedded appropriately within a structured workbook

Arrange any of the above training for students via your Teaching and Learning Librarian:

https://www4.ntu.ac.uk/library/learning_teaching/contact_us/index.html

Alternatively, you can email: libinfodirect@ntu.ac.uk

Help and support for school staff

Organisational Development provides help and support for members of staff.

To ensure a consistent and high quality learning experience for students, it is strongly recommended that School staff attend the relevant staff development for using PebblePad, and its administration and marking feature, Atlas.

Organisational Development provide the following training:

- Introduction to PebblePad (suitable for those with little or no experience of PebblePad)
- Assessment with PebblePad using Atlas (how to structure a workbook for your students to use)
- Designing workbooks in PebblePad for learning, teaching & assessment (how to manage resources, workspaces and assessment)

To book onto one of the above training sessions you can check the website: <https://www4.ntu.ac.uk/organisational-development/events/programme-of-events/index.html>

Alternatively email OrgDev@ntu.ac.uk

You may also find it useful to join the NTU PebblePad User Group on Yammer, you will have the option to join when you attend the training.

Some useful resources to get you started from PebblePad (sign-in required for items 1 and 2):

1. Glossary: <https://v3.pebblepad.co.uk/spa/#/learningCentre?type=learnTheLink>
2. PebblePad Help: <https://www.pebblepad.co.uk/support.aspx>
3. Pebble Community: <https://community.pebblepad.co.uk/support/home>

4. PebblePad YouTube Channel: <https://www.youtube.com/user/ThePebblePadChannel/playlists>
5. Create your own help, a customisable help sheet generator allowing you to create a pdf on topics of your choice
6. PebblePad Learning Room: <https://now.ntu.ac.uk/d2l/home/522113>

Online repository

There is also a SharePoint site where you can look up all of the NTU specific guidance and links to PebblePad's help content:

<https://myntuac.sharepoint.com/teams/hrs/OrgDev/DP/PebblePad%20pilot/Forms/AllItems.aspx>

Assessing in PebblePad

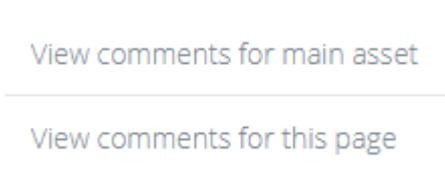
It is possible to use PebblePad to provide assessment items such as grades, formative feedback and summative feedback. The link with NOW also provides the facility to use the grade item tool.

PebblePad – providing formative feedback

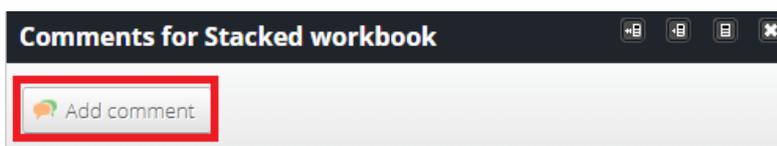
To provide formative feedback within PebblePad use the '**comment**' option within the asset. Comments are viewable by students immediately.



You will be prompted to view comments for the entire asset or the single item:



Once you have selected whether your feedback is being applied to one item or the entire work you can add feedback as below:



Comment:

B *I* U *L*

You demonstrate your skills and development excellently here, however you could be more specific about skills 3 and 4.

Save Cancel



Adrian Clark

You demonstrate your skills and development excellently here, however you could be more specific about skills 3 and 4.

Posted: 11 June 2018 10:48:00

Reply
 Edit
 Remove

PebblePad – providing summative feedback

To provide summative feedback you should always use the **'feedback'** option. From the submission tab in Atlas select the asset that you are providing feedback on. This will open the student's work, then select the feedback option:



You will be prompted to leave feedback for the entire asset or the single item:

[Leave feedback for main asset](#)

[Leave feedback for this page](#)

Select add feedback to enter your comments:

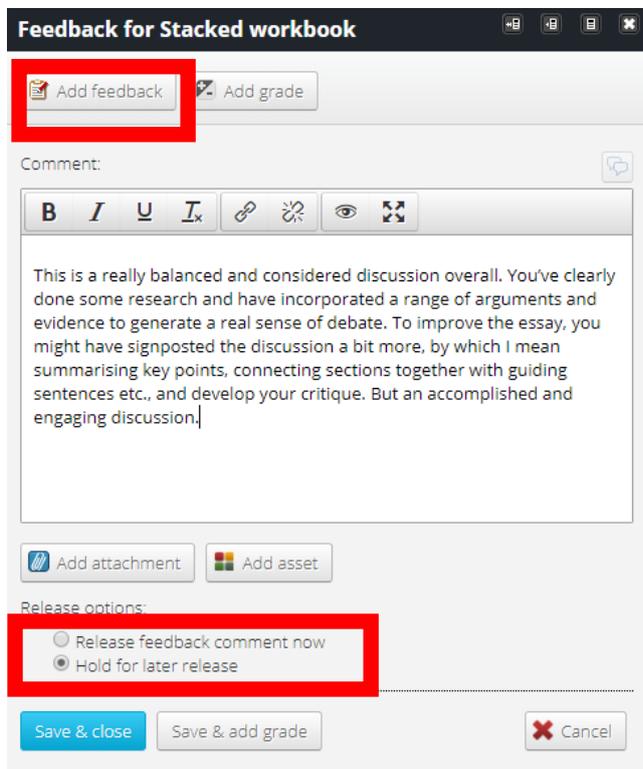
Feedback for Stacked workbook

Add feedback

Add grade

You are now able to enter text; upload a document; or add an asset. Also note that you have the option to release the feedback immediately, or to hold the feedback for a later date. Students will immediately receive

feedback and an email notifying them that feedback is available if you change the option to immediate release:



To release student feedback that you have held, for example to release all feedback simultaneously, go back to the submissions tab in Atlas, select the submissions you want to release feedback for and select '**manage feedback**':



Using the 'manage feedback option' you can release the feedback or choose to recall previous feedback:

You have selected to manage feedback for 1 submission on 'Assignment #'

What would you like to do with the selected submission(s)?

Release feedback to the authors
The feedback will be released to the authors

Recall previously released feedback from the authors
The feedback will be recalled and the authors will be notified

Using the grades tool

The link between PebblePad and NOW integrates with the grades tool. To add a grade in PebblePad repeat the steps for adding summative feedback, selecting 'add grade' when prompted.

To view the grade in NOW navigate to the grades page, select 'enter grades' to see the grade transferred from PebblePad to NOW:

Enter Grades | Manage Grades | Grades Schemes | Setup Wizard

Import Grades | Export Grades | More Actions

Search For... | Show Search Options

Message selected users

	Last Name ▲, First Name	Final Grades	PebblePad ATLAS (LT11.1) (27282)
<input checked="" type="checkbox"/>	Clark, Adrian	0 %	55 %
<input checked="" type="checkbox"/>	Gueta, Sanjay	0 %	0 %

You will see the student's name and assignment title stamped with the inputted grade.



Beware that the inputted grade is **over-writable**, so if you make any changes the last grade you entered will be what appears here. **Only** use **numeric** values.

Anonymity in assessment

Student anonymity in assessment of ePortfolios can be inherently challenging. Therefore assessment processes need to be designed with appropriate checks and balances. For first markers, anonymity of student's names can be forced by deselecting 'view author details'. Students should be instructed not to include their own details within the submission to ensure absolute anonymity. It may not be appropriate for first markers to force anonymity within Atlas, and consideration should be given to the formative pedagogic design of the ePortfolio in relation to anonymity. For internal second markers, they can be added to the workspace as members and have permissions altered as above.

Assessors and moderators

External assessors and moderators can be added directly to Atlas [without the need of an NTU email address] with access only to the specific workspace area they need to see. This ensures a data audit trail for accessing student work and may be more appropriate for appropriate roles for example workplace mentor where NTU may not want to give a full account. External assessors and moderators can also access the workspace through the NOW module learning room with an NTU email address.

Assessment features

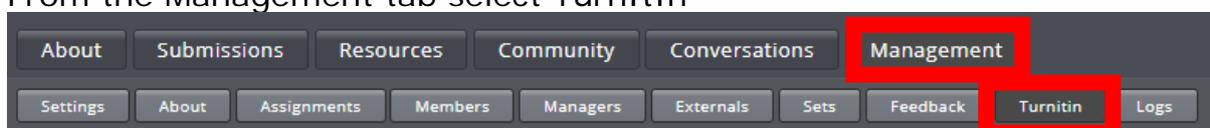
PebblePad has the facility to 'auto-submit' student's work so that as a student edits a resource you can check their progress, as well as being able to leave formative feedback. You can also archive workspaces so that new changes are not recorded on submissions, but still can be edited by students, for example for continuing professional development purposes. Alternatively, you are also able to set a deadline and manage extensions through the workspace in Atlas. For an in-depth overview of the assessment, features within Atlas please see available training at <https://www4.ntu.ac.uk/organisational-development/events/programme-of-events/index.html>

Using TurnItIn and PebblePad

You can set up your workspace in Atlas to submit assignments to TurnItIn. There are some key differences between how TurnItIn works with DropBox in NOW and in Atlas; colleagues who are used to using TurnItIn within NOW may want to take note of these in the separate section below.

Setting up TurnItIn on your workspace

From the Management tab select TurnItIn



Create a class in TurnItIn by selecting the TurnItIn button in the actions column

Class Title	Exists in Turnitin	Actions
Oranges Are Not The Only Citrus	*	  

A confirmation will appear as a green banner notification at the top:

✓ The class and assignment were created on Turnitin successfully

- The Turnitin Class Id is: 3839348
- The Turnitin Assignment Id is: 9152617

Back in the assignments tab you should also see that the assignment is registered within TurnItIn:

About Submissions Resources Community Conversations Management

Settings About Assignments Members Managers Externals Sets Feedback Turnitin Logs Archive Delete

Edit 'Assignment #1'

Back Use multiple assignments Manage extensions

This assignment is registered in Turnitin (AssignmentId: 9152617). The fields on this page are directly synchronised with the assignment on Turnitin.

Within the Assignments tab you will now see an option now to 'Show Advanced TurnItIn Settings'



Selecting the button gives options for TurnItIn that can be adjusted based on your preferences: for example, setting a limit for small match exclusion (e.g. TurnItIn will ignore text matches of 10 words or less).

Submitting assignments to TurnItIn

Once assignments have been submitted to Atlas you will need to submit them to TurnItIn

From the Management /Submissions tab you will need to pause the assignment (confirmation dialog box will follow):

About Submissions Resources Community Conversations Management

Submissions

Manage submissions Manage feedback Export Upload a file Turnitin Report Pause assignment

Select submission/s from the list and from the drop-down menu select 'Submit to TurnItIn':

The screenshot shows the 'Submissions' interface. At the top, there are several action buttons: 'Manage submissions', 'Manage feedback', 'Export', 'Upload a file', 'Turnitin', and 'Report'. The 'Turnitin' button is highlighted with a red box, and its dropdown menu is open, showing 'Submit To Turnitin' also highlighted with a red box. Below this, a yellow banner indicates 'You are viewing: submissions 10th Jul 2018 13:28' and 'Paused since: 10th Jul 2018 13:28'. A search bar is present with the text 'filter the submissions' and 'Clear filter(s)'. Below the search bar, it says '1 Item(s) selected - clear selected'. The main table has a header row with 'Submission details' and several icons. The first row in the table is for 'TITn TestA Wbook', which has a red box around its selection checkbox. Below the table, submission details are shown: 'Submitted: 10th Jul 2018 13:25 | Modified: 20th Jun 2018 16:03 | Publisher: Adrian Clark (rc181240)'.

You will be prompted to accept the following confirmation dialogue box will follow:

The confirmation dialogue box is yellow and contains the following text:

- ⚠ Are you sure you wish to send the selected submission(s) to Turnitin?
 - The submissions will be added to a queue where they will be automatically exported to PDF and then sent to Turnitin
 - Depending on the number of submissions you are sending, it could take up to 24 hours to complete
 - You will be sent an email once all the submissions have been sent successfully
 - The submissions will then be processed by Turnitin's similarity check and will be available to grade in Turnitin
 - You will need to synchronise the assignment to download the grades and similarity scores from Turnitin
 - **Any existing GradeMarks and Comments will be lost if you resubmit an asset which has previously been submitted**
- I have read this information and wish to continue

 At the bottom of the dialogue box are two buttons: 'Continue' and 'Cancel'.

* Please note the advice about GradeMarks at the bottom of the list in bold.

There will now be an 'i' icon to show that the submission is pending in the TurnItIn (you will receive an email confirming that the items have been sent from Atlas to TurnItIn):

This screenshot shows the same table as the previous one, but now the Turnitin icon in the row for 'TITn TestA Wbook' is a blue circle with a white 'i' inside, indicating that the submission is pending. This icon is highlighted with a red box.

When the TurnItIn symbol appears, this indicates that you can now 'View TurnItIn Information'

This screenshot shows the same table, but now the 'i' icon in the Turnitin column for 'TITn TestA Wbook' is highlighted with a red box, indicating that the user can now view TurnItIn information for this submission.

On selecting the TurnItIn icon you get the following options you can either use the 'mini report' in the pop-up or select the links to open TurnItIn:

Turnitin Information



Score: 68% [Open Similarity Report in Turnitin](#)

Internet Similarity: 62%
Publications Similarity: 0%
Submitted Documents Similarity: 9%
Overall Similarity: 68%

Grade: *None* [Open Grademark in Turnitin](#)

Status: Submitted successfully

Last synchronised: 22nd Jun 2018

You will now be able to see the text matches highlighted and use the features within TurnItIn:

The screenshot shows the Turnitin interface for a document titled "Art Life and Times" by Adrian Clark. The document content is displayed with several lines of text highlighted in red, indicating similarity. The highlighted text reads: "HAT beneath all great art there has been a definite animating purpose, a single and profound desire to reach a specific goal, has been but vaguely sensed by the general public and by the great majority of critics. And there are, I believe, but very few persons not directly and seriously concerned with the production of pictures, who realise that this animating purpose has for its aim the solution of the profoundest problems of the creative will, that it is rooted deeply in the æsthetic consciousness, and that its evolution marks one of the most complex". The interface includes a top navigation bar with "feedback studio", "Adrian Clark | TiTnTestB", and a progress indicator "/100". A right-hand sidebar contains various icons, including a similarity score of 68% and a filter icon.

Key differences between DropBox and Atlas TurnItIn integrations

- DropBox will automatically send assignments to TurnItIn once it has been configured; In Atlas you will need to submit to TurnItIn as shown above.
- You may notice some differences in the terminology used in Atlas and DropBox with regards to TurnItIn.

Appendix 1

Creating a PebblePad ePortfolio¹

This document is designed to take course teams through an initial process of questions to kickstart the development of an ePortfolio system using PebblePad. Working with PebblePad it is useful to become familiar with some terminology:

Workbook: A digital *resource* created by staff and given to students to work through. A workbook typically includes instruction and guidance towards activities. A workbook can contain bound assets that cannot be removed from the workbook and transferable assets which students can create in the workbook by providing them the template or resource to do so. Transferable assets can then be selected and put into a separate ePortfolio by the student later.

ePortfolio: A digital product designed and created by the student. Made up from a collection of digital artefacts (assets) such as documents, images, videos or completed templates. The student will select relevant assets required for assessment on learning, achievement and work based experiences etc., then package these and present them as a single collection of evidence.

Resources: Digital artefacts that staff create and give to students to work with such as a template or an entire workbook. Once the student has worked on a resource and saved it, the resource becomes an asset.

Assets: Digital artefacts that learners create. Assets are digital artefacts that students can organise into a digital collection. Assets include things such as Word or Excel sheets, completed PebblePad templates, a web style page of text and images, a blog, or even a diary log of work evidence. You can create a variety of assets within PebblePad itself or import assets you have made elsewhere into the PebblePad environment.

ePortfolio Learning and Assessment Approach: There are three broad approaches to how a course team may require their students to work and present evidence. Each of these approaches have different values in terms of administering and complexity. The Workbook only approach is easier for the student but everything must be created and tested before it is released to students. Often perceived as lower value by the students as it limits control or opportunity for personalisation. The second approach, ePortfolio only, is more flexible and support materials can be added later in the course through NOW. There is greater opportunity for personalisation of outputs. The onus for content production is on the student but requires more interim workshops and a good support facility. The final mixed approach is perhaps the most involved but once created requires less direct support from the course team. The main challenge with this approach is overcoming 'fuzzy concepts' with the learners. Students must be really clear on what they are required to produce and why. Lack of clarity here risks poor engagement due to limiting perceived value of work.

1. **Workbook only:** A preconstructed workbook would require students to complete all work within and submit as a single finished asset. All created and uploaded assets are bound within the workbook.

¹ Jukes, D. and PebblePad (n.d.) Creating a PebblePad ePortfolio. Nottingham: England.

2. **ePortfolio only:** Primarily instruction is front loaded; the student is given content requirements, workshop instruction and support resources on how to construct their own ePortfolio. Support materials delivered on NOW. Interim workshops and support is often needed.
3. **Workbook and ePortfolio:** The workbook informs, directs and supports most of the process. Can be organised into terms or over longer periods of time. A student will work through the content and be able to use the transferable assets to construct their own ePortfolio as a separate artefact for assessment purposes.

Why an ePortfolio?

1: What is the main purpose for the ePortfolio?

- | | |
|---|---|
| <input type="checkbox"/> Celebrate learning | <input type="checkbox"/> Personal planning |
| <input type="checkbox"/> Employment application | <input type="checkbox"/> Professional accreditation |
| <input type="checkbox"/> Employer based requirement | <input type="checkbox"/> Demonstrate achievement |
| <input type="checkbox"/> Career based competence | <input type="checkbox"/> Other |

Other: Provide detail here.

2: Explain in your own words the purpose for selecting an ePortfolio as a learner assessment method. Is this a specific requirement of the course? Is it a requirement of an awarding body? There should always be a solid rationale for choosing digital ePortfolios as an assessment method.

Click or tap here to enter text.

3: Explain the main objectives of the ePortfolio. What do you want the ePortfolio to do? Try and give broad details here on what you think the final ePortfolio would look like. Starting with the end in mind will help enormously in deciding the best approach.

Click or tap here to enter text.

What is it for?

4: What type of activities will you require your learners to undertake within their ePortfolios? These may be related to the learning or assessment outcomes. These are the categories for activities and evidence. This will inform the correct workbook content.

- | | |
|---|---|
| <input type="checkbox"/> Capturing and storing evidence | <input type="checkbox"/> Reflection |
| <input type="checkbox"/> Planning and setting goals | <input type="checkbox"/> Peer collaboration |
| <input type="checkbox"/> Presenting work to an audience | <input type="checkbox"/> Evidencing skills |
| <input type="checkbox"/> Evidencing learning | <input type="checkbox"/> Evidencing activities |
| <input type="checkbox"/> Evidencing experience | <input type="checkbox"/> Evidencing time bound activities |
| <input type="checkbox"/> Discussions and feedback | <input type="checkbox"/> Define their personal attributes |
| <input type="checkbox"/> Record progress | <input type="checkbox"/> Other |

Other: Provide detail here.

5: Provide further details from previous selections on the type of work you will require your learners to evidence in their ePortfolio? Details around activities or specific outcomes will be helpful here. This information will help inform the design and details of instructional content. How evidence assets will be stored and collated.

Click or tap here to enter text.

6: How will the ePortfolio be assessed? Consider both interim and summative assessment. This will inform the structure of the workbooks and support guides. Students will need to know how evidence assets need to be presented for assessment.

Click or tap here to enter text.

How will it all work?

7: What will be the nature of the learning environment for students working on their ePortfolios? Will they be in taught workshops, classroom environment, distance learning? This will inform what support methods and content is created for the entire curriculum timeframe.

Click or tap here to enter text.

8: What are your strategies for engaging and maintaining learner commitment throughout the entire ePortfolio timeframe? This relates to motivation and perceived value of the work. Prolonged commitment to a portfolio of work risks periods of low motivation and possible disengagement which in turn will lead to poor assessment results. How can this risk be managed?

Click or tap here to enter text.

9: What will be the support needs for your learners working on their ePortfolios? Consider institutional support, course team members, workshops, help forums, peer-to-peer support, technical support? Support mechanisms need to be built into the process.

Click or tap here to enter text.

10: What are the training needs for your course in relation to supporting an ePortfolio as part of the curriculum? Consider staff training, roles, responsibilities, support. If evidence is required from across all modules then module leaders need to be part of the process.

Click or tap here to enter text.

**11: What do you consider to be the main risk factors in using an ePortfolio within the curriculum?
Identifying possible risks will help inform a more supportive delivery process.**

Click or tap here to enter text.

**12: Is there any other information you may consider relevant at this stage?
Submit any documents that may support understanding the course needs for the ePortfolio.**

Click or tap here to enter text.