Marker Survey - Digital Pilots 2016

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Information on the Survey and Participants

The marker survey was designed to measure markers' self-reported experience of marking a digital examination, including their experience of the marking tool.

Of the 52 markers who marked digital examinations, 21 (40%) completed the online survey. The respondents did not all answer all the questions in the survey.

The markers who answered the survey had an average of 19 (lower quartile 14, upper quartile 22, median 18) years' teaching experience and an average of 9 (lower quartile 6, upper quartile 10, median 7) years' marking for NZQA.

The survey consisted of 20 questions, 7 of which were open ended questions.

Limitations

The response rate was 40%, which is low. Those who chose not to take the survey may have greater or lower levels of satisfaction than those who responded.

Below is a summary of the main findings. Appendix 1 contains a count of responses for each closed ended question. Appendix 2 is a full list of the survey questions.

Main findings

Overall Satisfaction

Overall, markers were positive about the digital marking process. 15 of the 21 respondents (71%) either agreed or strongly agreed the digital marking process was satisfactory.

The marking tool and support provided

Instructions, interface, fit for purpose, technical issues, likes and dislikes, improvements

15 out of 21 respondents agreed or strongly agreed that they had received enough training to confidently mark online.

18 out of 21 respondents agreed or strongly agreed that the digital marking instructions were clear and unambiguous.

15 out of 21 respondents agreed or strongly agreed that the digital marking application had all the tools they needed for marking.

17 out of 21 respondents agreed or strongly agreed that the digital marking interface was easy to use.

 15 out of 20 respondents experienced technical issues when marking the digital examination. 18 respondents provided comments about what they experienced. These included issues with connectivity, logging on, and the time taken for scripts to load for marking. Two respondents commented that the student responses were not locked for editing and could have been altered. Only one respondent advised that the technical issues were so great that they were unable to be included as a marker. Several respondents commented positively on the level of support provided to resolve the technical issues.

19 respondents provided comments about what they liked about the marking tool. 7 respondents commented that the scripts were much easier to read. Comments about the marking tool included that the tool was simple and easy to use, and did away with much of the administrative processes associated with marking paper scripts, for example the requirement to use red pen to cross out unmarked lines of an exam paper.

> *"It took away the need for double entry, checking all papers received. All the time consuming administration. A paper copy is handled at least 4 times during the marking process, double that, if it is check marked."*

> *"It was quick and easy to use. I didn't need to post scripts away, and I didn't need to contain the answers."*

19 respondents provided comments about what they disliked about the marking tool. Of those, 5 respondents advised either that they had no comments to make or that it was a positive experience once logging in issues were sorted out. Negative comments included the size of the font on the scripts, eye strain from computer use, and a few other comments.

18 respondents gave suggestions for improvements including:

- pre-determined allocations of digital examinations to mark for markers
- ensuring students' answers cannot be added to / deleted accidentally by markers
- save and return menu options
- the ability to flag/comment on papers
- clearer instructions, easy access to experts
- a timed log out for non-use, and
- ensuring questions on digital and paper exams the same.

The online marking experience

Support, assessment schedule, same results vs paper marking, time taken vs paper marking, challenges, likes and dislikes

15 out of 21 respondents agreed or strongly agreed that there was sufficient support given during digital marking.

17 out of 19 respondents agreed or strongly agreed that the assessment schedule was easy to follow in a digital environment. 83% agreed or strongly agreed overall that applying the assessment schedule was easy.

15 out of 18 respondents agreed or strongly agreed that the marking of digital examinations produced the same results as it would have for identical assessments completed on paper.

13 out of 21 respondents agreed or strongly agreed that the marking of digital examinations took less time than the paper examination.

The main challenges with digital marking identified by respondents included:

- internet connection and logon issues
- reading off the screen for long periods
- communication to markers
- papers not available until late in the process
- consistent marking (*"Ensuring that you are marking at the same level and consistency. It is faster to read so one has to be wary of going too fast."*)

19 respondents commented on what they liked about digital marking. Comments were mainly focused on how much easier scripts were to read and how much faster the process was.

> *"Less admin. No messy handwriting. No containment."*

> *"Convenience. The website could be accessed from any computer, which meant that marking could occur anywhere, something that couldn't happen with paper scripts."*

14 respondents commented about what they did not like about digital marking. Comments included logging on issues, eye strain, not having a control sheet, and not having a predetermined marker allocation.

There was also some comment about inequity across the digital and paper platforms.

> *"Some exams were affected by poor word processing skills and for some students, this could be barrier to achieving Excellence which is an unfair disadvantage."*

Suggestions/feedback

Only 11 respondents had further feedback about their experiences and this was largely positive.

> *"I realize this was a trial and that there were issues with candidates getting logged out, etc. From my point of view, I found the process worked well. The support provided to me as a Panel Leader was outstanding. My markers found it very easy to make sense of the process and were very quickly on board. I am not sure if they would have been this confident if they had not already marked most of their paper scripts, though. It might be worth considering how to make the assessment schedule accessible to markers online, perhaps - if the majority of marking is being done digitally? For check marking purposes, we would really need some kind of 'post - it' function where markers and check markers can communicate directly about particular scripts. A comment box or something like that will be essential. Without this we will need to be running an email tab alongside any check marking being done and this loses the efficiency of an integrated system."*

> *"I am pleased that I was part of the trial. Markers having to match up printed scripts to booklets late in the process meant that a number of markers were forced to open boxes and search through papers individually as this instruction was sent after the go-ahead for double entry had occurred, and after the first of the pickup dates in the Guidelines book."*

> *"The quality of the students' planning was clearly lower on the platform. Many students write a brainstorm etc but the platform did not allow for this."*

Summarised responses by question

Question 1. I received enough training to confidently mark online.

	Count	Percentage
Strongly agree	7	0.33
Agree	8	0.38
Disagree	6	0.29
Strongly disagree	0	0

Question 2. There was sufficient support given during digital marking.

	Count	Percentage
Strongly agree	8	0.38
Agree	7	0.33
Disagree	6	0.29
Strongly disagree	0	0

Question 3. The digital marking instructions were clear and unambiguous.

	Count	Percentage
Strongly agree	8	0.38
Agree	10	0.48
Disagree	3	0.14
Strongly disagree	0	0

Question 4. The digital marking application had all of the tools I needed for marking.

	Count	Percentage
Strongly agree	4	0.19
Agree	11	0.52
Disagree	5	0.24
Strongly disagree	1	0.05

Question 5. The marking interface was easy to use.

	Count	Percentage
Strongly agree	6	0.29
Agree	11	0.52
Disagree	4	0.19
Strongly disagree	0	0

Question 6. Did you experience any technical issues when marking the digital examination?

	Count	Percentage
No	5	0.25
Yes	15	0.75

Question 10. I found the assessment schedule easy to follow in a digital environment.

	Count	Percentage
Strongly agree	8	0.42
Agree	9	0.47
Disagree	2	0.11
Strongly disagree	0	0

Question 11. Overall, applying the assessment schedule was easy.

	Count	Percentage
Strongly agree	8	0.44
Agree	7	0.39
Disagree	3	0.17
Strongly disagree	0	0

Question 12. I am confident that my marking of digital assessments produced the same results as it would have for identical assessments completed on paper.

	Count	Percentage
Strongly agree	9	0.5
Agree	6	0.33
Disagree	3	0.17
Strongly disagree	0	0

Question 13. I found marking the digital examination took less time than the paper examination.

	Count	Percentage
Strongly agree	5	0.24
Agree	8	0.38
Disagree	7	0.33
Strongly disagree	1	0.05

Question 14. Overall, I found the digital marking process satisfactory.

	Count	Percentage
Strongly agree	5	0.24
Agree	10	0.48
Disagree	5	0.24
Strongly disagree	1	0.05

Marker survey questions

Question 1.   I received enough training to confidently mark online.

Question 2.   There was sufficient support given during digital marking.

Question 3.   The digital marking instructions were clear and unambiguous.

Question 4.   The digital marking application had all of the tools I needed for marking.

Question 5.   The marking interface was easy to use.

Question 6.   Did you experience any technical issues when marking the digital examination? (If yes, please explain)

Question 7.   What did you like about the marking tool?

Question 8.   What did you dislike about the marking tool?

Question 9.   What improvements you would like to see?

Question 10.   I found the assessment schedule easy to follow in a digital environment.

Question 11.   Overall, applying the assessment schedule was easy.

Question 12.   I am confident that my marking of digital assessments produced the same results as it would have for identical assessments completed on paper.

Questions 13.   I found marking the digital examination took less time that the paper examination.

Question 14.   Overall, I found the digital marking process satisfactory.

Question 15.   What were the main challenges of digital marking?

Question 16.   What did you like about digital marking?

Question 17.   What did you dislike about digital marking?

Question 18.   Do you have any further comments or suggestions about your experience marking the digital Pilot examination?

Question 19.   Number of years of teaching?

Question 20.   Number of years of marking for NZQA?