

The Workshop application

As a member of the module team

As a member of the module team you can set up and run the activity.

The activity involves five phases as set out in the screen view below.

Peer assessment workshop example ?

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
<ul style="list-style-type: none">✓ Set the workshop introduction✓ Provide instructions for submission✓ Edit assessment form	<ul style="list-style-type: none">✓ Provide instructions for assessment✓ Allocate submissions expected: 9 submitted: 9 to allocate: 0ⓘ Open for submissions from Monday, 27 February 2012, 08:00 AM (137 days ago)ⓘ Submissions deadline: Tuesday, 28 February 2012, 11:00 PM (135 days ago)ⓘ Time restrictions do not apply to you	<ul style="list-style-type: none">ⓘ Open for assessment from Wednesday, 29 February 2012, 09:30 AM (135 days ago)ⓘ Assessment deadline: Thursday, 1 March 2012, 08:30 AM (134 days ago)ⓘ Time restrictions do not apply to you	<ul style="list-style-type: none">✓ Calculate submission grades expected: 9 calculated: 9✓ Calculate assessment grades expected: 9 calculated: 9	

Introduction -

You can move from one phase to the next by clicking on the light bulb icon at the top of each column.

The Setup phase

The setup phase involves upload questions, providing exemplar answers and a markscheme. You also set up the grading/feedback strategy and set cut off dates for submission and assessment activities.

Clicking on the Set the workshop introduction moves you to the set up page.

There are good hints on what each means obtained by clicking on the question mark icon.

- You give the activity a name and can provide an explanation of it in the first box
- You tick the appropriate workshop features – example submissions are provided for practice in assessing, students may assess the work of others and students may assess their own work – more than one box may be ticked.
- Next you select the grade settings – what the maximum grades are for the submitted work and for the assessment activity. Normally we would use accumulative grading.
- The submission settings allows you to give instructions for the submission and set the maximum number of submissions and the upload file size.

- The assessment settings allows you to give instructions for the assessment process.
- Under access control you can set the dates for when the task starts, the submission deadline, the date it will be open for assessment and the deadline for assessment.
- Common module settings allows you to add groups to the workshop
- Restrict access means you can set a date when the activity is no longer able to be viewed

By clicking on the edit assessment form you can set up the various parts of the question, known as aspects. Alternatively you could mark just one question and use the different aspects to give marks for different achievements. You can provide the marking scheme for each part and the scale and weight for its marking, as shown below.

Accumulative grading

Aspect 1

Description

Format

B *I* U ABC x₁ x₂

1. With reference to Chen's framework (Martin, 2008), what information in the supply chain case study document are relevant factors affecting e-business standards adoption?

Read the answer to Q1 and rate it according to the following guidelines:

Path:

Best possible grade / Scale to use:

Weight:

Aspect 2

Description

Format

B *I* U ABC x₁ x₂

1. Identify one key benefit and one key weakness of using Chen's framework.

In marking this, it's simply a case of deciding if you agree or disagree with your peer's choice of strength and weakness of the model, as there are many things that they might have reasonably identified.

For me, a strength of the framework is that it sets a boundary for the information required to perform the analysis and helps to structure that information. You might equally well consider that boundary to be a weakness – does it include everything required? One weakness that I see is that it makes every piece of information look equally important and suggests that the adoption can't be understood without an understanding of all the categories, which may be impossible.

Path:

Best possible grade / Scale to use:

Weight:

The Submission phase

In the submission phase the questions are released to students for them to submit online before the cut off date.

At this stage you can allocate the submissions randomly or arrange for specific students to get particular submissions from other students.

The Assessment phase

In the assessment phase students receive mark scheme. If you wish they may receive exemplars for marking and moderation exercise.

Students receive randomly allocated scripts (1-20) and using the mark scheme give feedback and grades

The Evaluation phase

In this phase Workshop calculates final grade for submission as an average of the marked grades and a mark for how consistent they were with other students in the assessment activity

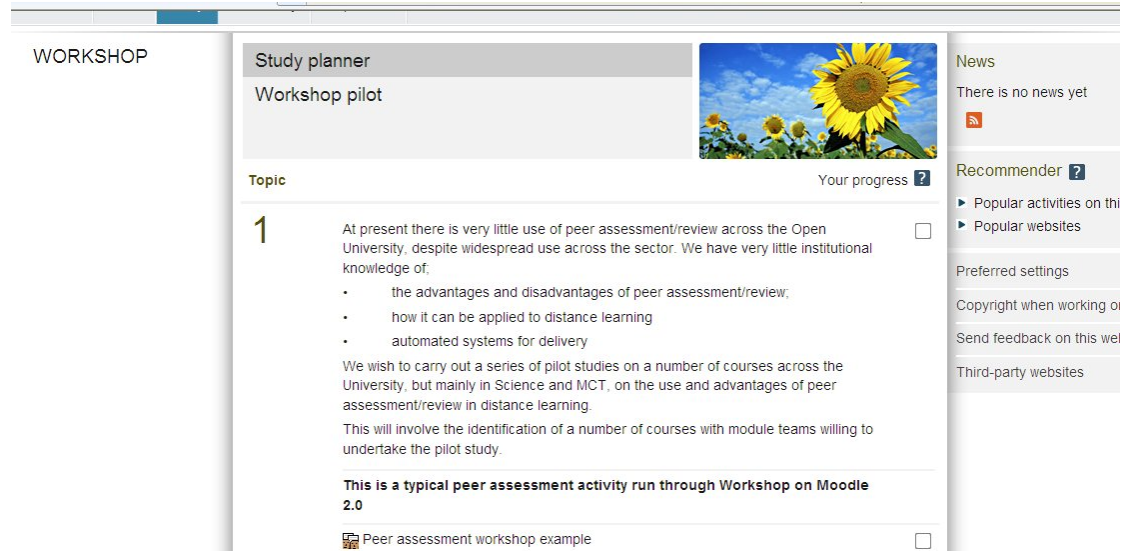
In this phase a tutor can override the grades and the tutor can provide feedback on assessment process or remove inappropriate assessment.

Closed

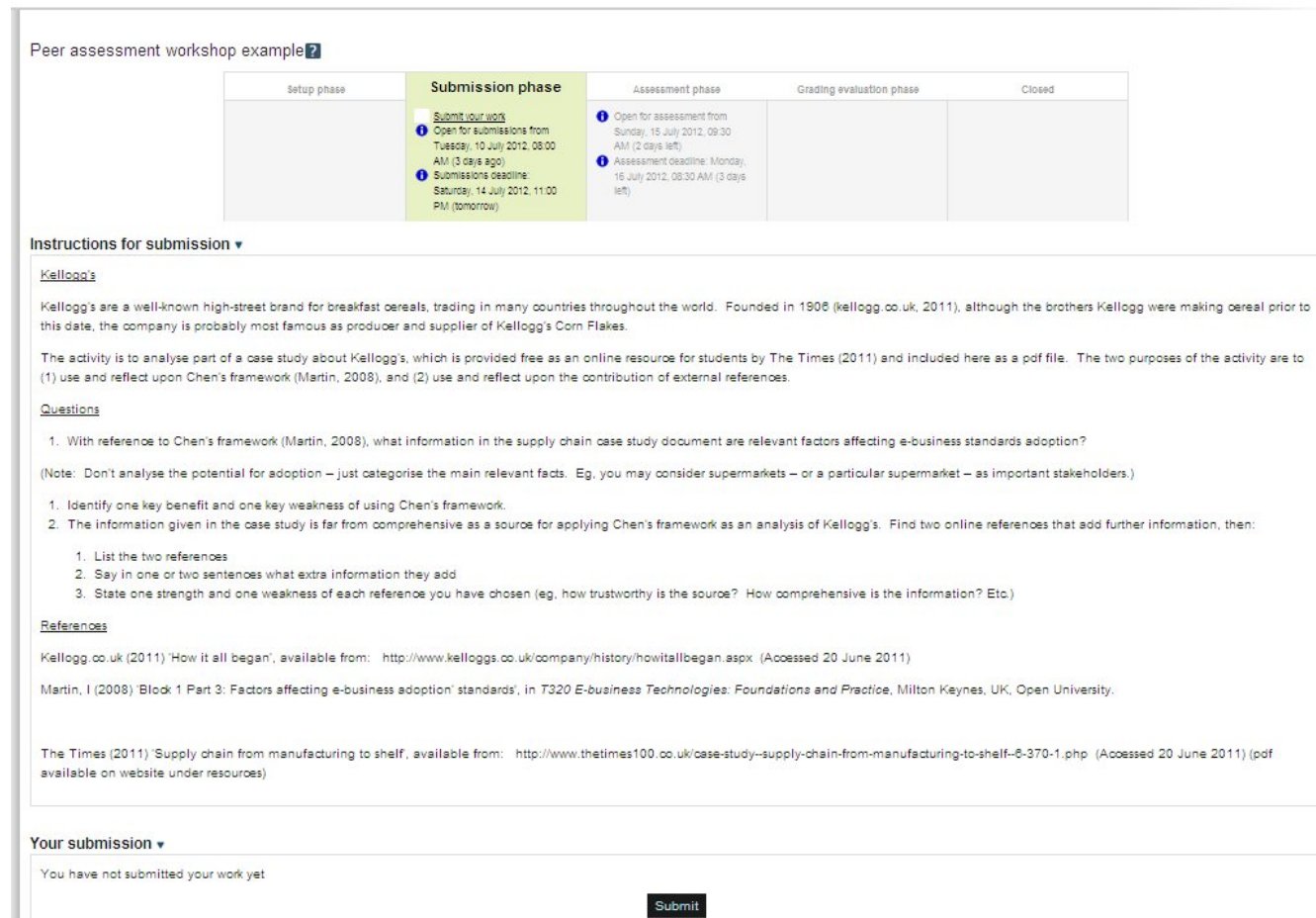
If we wish, although I'm sure we won't be doing this for a while, final grades may be pushed into the gradebook and thus the OU assessment system.

As a student

The first view the student gets is as shown below



Clicking on the peer assessment workshop (or whatever you call it) opens up the next view. – note they see the various phases at the top. The current phase is green




By clicking the submit box a text box appear under the question for them to either type in their answer or to add as an attachment

The Times (2011) 'Supply chain from manufacturing to shelf, available from: <http://www.thetimes100.co.uk/case-study--supply-chain-from-manufacturing-to-shelf--6-3>'
available on website under resources)

Submission

Title*

Submission content

Format: 

Path:

Maximum number of 2 submission attachments

Attachment Maximum size for new files: 5MB

There are required fields in this form marked *

Saving the changes creates a file that can be subsequently edited up until the cut off date.

After the cut off date once we have moved to the assessment phase the student sees the marking guidelines and the question again together with three files for grading/providing feedback, as shown below

1. Identify the key strength and the key weakness of using Chen's framework.

In making this, it's simply a case of deciding if you agree or disagree with your peer's choice of strength and weakness of the model, as there are many things that they might have reasonably identified.

For me, a strength of the framework is that it sets a boundary for the information required to perform the analysis and helps to structure that information. You might equally well consider that boundary to be a weakness – does it include everything required? One weakness that I see is that it makes every piece of information look equally important and suggests that the adoption can't be understood without an understanding of all the categories, which may be impossible.

After deciding whether you agree or disagree with your peer's choices, feedback to them (again 2-3 sentences will do) your reasoning. Also, whether you agree or disagree overall, if you think that there is a more relevant strength or weakness that you'd like to share with them then include that in your feedback.

1. The information given in the case study is far from comprehensive as a source for applying Chen's framework as an analysis of Kellogg's. Find two online references that add further information, then:
 1. List the two references
 2. Say in one or two sentences what extra information they add
 3. State one strength and one weakness of each reference you have chosen (eg, how trustworthy is the source? How comprehensive is the information? Etc.)

For each of the references provided, say whether you agree or disagree with your peer about the extra information they provide (answer to 3b), then say whether you agree or disagree with them about the strengths and weaknesses of their sources.

In your feedback, again give your reasoning. In considering your feedback, you might also like to consider your peer's answer to Q1 – did the 'extra information' from their sources plug the most important gaps in the framework? Also here, regardless of whether you agreed or disagreed with your peer's answers, if you feel there was more important information or more important strengths and weaknesses of the sources then please feed that back to them too.

NB If you are unhappy following the links supplied by your peer, then do not do so and instead explain why in your feedback (eg, you don't trust the link, have no AV software installed, etc.).

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Assigned submissions to assess ▼

 [peer assessment activity](#) by [mdl241_Test](#)
submitted on Tuesday, 25 February 2014, 11:25 AM
Already graded
[Re-assess](#)

 [peer assessment activity](#) by [mdl242_Test](#)
submitted on Tuesday, 25 February 2014, 11:24 AM
Already graded
[Re-assess](#)

 [peer assessment task](#) by [mdl245 with cab's staff no_Test](#)
submitted on Tuesday, 25 February 2014, 11:25 AM
Already graded
[Re-assess](#)

Clicking on the assess button under the file (it says reassess in the picture) takes them to the assessment form where under the mark scheme and the question are a series of boxes where the student gives a grade and some feedback on individual parts of the question as shown below.

After selecting the overall rating of your peer's answer, give brief feedback on your reasoning (2-3 sentences is sufficient). However you rate the answer, if you feel that there is an important point missing from your peer's answer, then please also feed that back to them here.

Grade

Comment

Aspect 2

1. Identify one key benefit and one key weakness of using Chen's framework.

In marking this, it's simply a case of deciding if you agree or disagree with your peer's choice of strength and weakness of the model, as there are many things that they might have reasonably identified.

For me, a strength of the framework is that it sets a boundary for the information required to perform the analysis and helps to structure that information. You might equally well consider that boundary to be a weakness – does it include everything required? One weakness that I see is that it makes every piece of information look equally important and suggests that the adoption can't be understood without an understanding of all the categories, which may be impossible.

After deciding whether you agree or disagree with your peer's choices, feedback to them (again 2-3 sentences will do) your reasoning. Also, whether you agree or disagree overall, if you think that there is a more relevant strength or weakness that you'd like to share with them then include that in your feedback.

Grade

Comment

Aspect 3

1. The information given in the case study is far from comprehensive as a source for applying Chen's framework as an analysis of Kellogg's. Find two online references that add further information, then:

They do this for each of their allocated files.

At the end of the assessment phase we move to the grade evaluation phase where the tutor can modify the marks at this point the student is told "Please wait until the assessments are evaluated and the grades are calculated"

Finally the activity is closed and the student gets their grades. By clicking on their assessment file it now reveals the marks and grades from the assessment carried out by other students.

As a Tutor

The setup phase is the same as the student just showing the five phases with the set up phase highlighted green and a short introduction describing the task.

In the submission phase the tutor sees the same screen as the student plus the various submitted files.

Peer assessment workshop example

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
	Allocate submissions submitted: 10 to review: 1 Open for submissions from Monday, 9 July 2012, 08:00 AM (4 08/8 ago) Submissions deadline: Tuesday, 10 July 2012, 11:00 PM (3 08/8 ago) Time restrictions do not apply to you	Open for assessment from Wednesday, 11 July 2012, 09:30 AM (2 08/8 ago) Assessment deadline: Thursday, 12 July 2012, 08:30 AM (yesterday) Time restrictions do not apply to you	Calculate submission grades submitted: 10 calculated: 9 Calculate assessment grades submitted: 10 calculated: 9	

Instructions for submission

Kellogg's

Kellogg's are a well-known high-street brand for breakfast cereals, trading in many countries throughout the world. Founded in 1906 (kellogg.co.uk, 2011), although the brothers Kellogg were making cereal prior to this date, the company is probably most famous as producer and supplier of Kellogg's Corn Flakes.

The activity is to analyse part of a case study about Kellogg's, which is provided free as an online resource for students by The Times (2011) and included here as a pdf file. The two purposes of the activity are to (1) use and reflect upon Chen's framework (Martin, 2008), and (2) use and reflect upon the contribution of external references.

Questions

- With reference to Chen's framework (Martin, 2008), what information in the supply chain case study document are relevant factors affecting e-business standards adoption?
(Note: Don't analyse the potential for adoption – just categorise the main relevant facts. Eg, you may consider supermarkets – or a particular supermarket – as important stakeholders.)
- Identify one key benefit and one key weakness of using Chen's framework.
- The information given in the case study is far from comprehensive as a source for applying Chen's framework as an analysis of Kellogg's. Find two online references that add further information, then:
 - List the two references
 - Say in one or two sentences what extra information they add
 - State one strength and one weakness of each reference you have chosen (eg, how trustworthy is the source? How comprehensive is the information? Etc.)

References

Kellogg.co.uk (2011) 'How it all began', available from: <http://www.kelloggs.co.uk/company/history/howitallbegan.aspx> (Accessed 20 June 2011)

Martin, I (2008) 'Block 1 Part 3: Factors affecting e-business adoption' standards', in *T320 E-business Technologies: Foundations and Practice*, Milton Keynes, UK, Open University.

The Times (2011) 'Supply chain from manufacturing to shelf', available from: <http://www.thetimes100.co.uk/case-study--supply-chain-from-manufacturing-to-shelf-6-370-1.php> (Accessed 20 June 2011) (pdf available on website under resources)

All submissions

- fffff by Peter Taylor
submitted on Friday, 13 July 2012, 02:08 PM
- peer assessment task by md1237 Test
submitted on Tuesday, 20 February 2012, 11:17 AM

In the assessment phase the tutor sees the allocations of the scripts

Peer assessment workshop example

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
	<ul style="list-style-type: none"> Allocate submissions Open for submissions from Monday, 9 July 2012, 08:00 AM (4 09/s ago) Submissions deadline: Tuesday, 10 July 2012, 11:00 PM (3 09/s ago) Time restrictions do not apply to you 	<ul style="list-style-type: none"> Open for assessment from Wednesday, 11 July 2012, 09:30 AM (2 09/s ago) Assessment deadline: Thursday, 12 July 2012, 09:30 AM (see help) Time restrictions do not apply to you 	<ul style="list-style-type: none"> Calculate submission grades Calculate assessment grades 	

First name / surname	Submission	Grades received	Grades given
WORKSHOP example student	No submission found for this user	-	-
mol237 Test	peer assessment task	<ul style="list-style-type: none"> 2 (5) mol238 Test 2 (5) mol243 Test 1 (4) mol246 Test with Greg's PI 	<ul style="list-style-type: none"> 3 (5) mol239 Test 3 (5) mol244 with Greg's staff no. Test 3 (5) mol246 Test with Greg's PI
mol238 Test	peer assessment	<ul style="list-style-type: none"> 4 (5) mol241 Test 4 (5) mol244 with Greg's staff no. Test 1 (4) mol246 Test with Greg's PI 	<ul style="list-style-type: none"> 2 (5) mol237 Test 3 (5) mol243 Test 3 (4) mol245 with pgo's staff no. Test
mol239 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol237 Test 4 (5) mol243 Test 1 (4) mol245 with pgo's staff no. Test 	<ul style="list-style-type: none"> 4 (5) mol241 Test 3 (5) mol242 Test 3 (5) mol245 with pgo's staff no. Test
mol241 Test	peer assessment activity	<ul style="list-style-type: none"> 4 (5) mol239 Test 3 (5) mol244 with Greg's staff no. Test 4 (4) mol246 Test with Greg's PI 	<ul style="list-style-type: none"> 4 (5) mol238 Test 3 (5) mol242 Test 4 (5) mol243 Test
mol242 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol239 Test 3 (5) mol241 Test 1 (4) mol243 Test 	<ul style="list-style-type: none"> 1 (4) mol243 Test 4 (5) mol244 with Greg's staff no. Test 4 (5) mol246 Test with Greg's PI
mol243 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol238 Test 4 (5) mol241 Test 1 (4) mol242 Test 	<ul style="list-style-type: none"> 2 (5) mol237 Test 4 (5) mol239 Test 1 (4) mol242 Test

In the grading evaluation phase the tutor can look at the grades awarded and override them by clicking on the scripts.

Grading evaluation settings

Grading evaluation method: Comparison with the best assessment

Comparison of assessments: fair

Re-calculate grades

First name / surname	Submission	Grades received	Grade for submission (of 5)	Grades given	Grade for assessment (of 5)
WORKSHOP example student	No submission found for this user	-	-	-	-
mol237 Test	peer assessment task	<ul style="list-style-type: none"> 2 (5) mol238 Test 2 (5) mol243 Test 1 (4) mol246 Test with Greg's PI 	2	<ul style="list-style-type: none"> 3 (5) mol239 Test 3 (5) mol244 with Greg's staff no. Test 3 (5) mol246 Test with Greg's PI 	4
mol238 Test	peer assessment	<ul style="list-style-type: none"> 4 (5) mol241 Test 4 (5) mol244 with Greg's staff no. Test 1 (4) mol246 Test with Greg's PI 	4	<ul style="list-style-type: none"> 2 (5) mol237 Test 3 (5) mol243 Test 3 (4) mol245 with pgo's staff no. Test 	5
mol239 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol237 Test 4 (5) mol243 Test 1 (4) mol245 with pgo's staff no. Test 	3	<ul style="list-style-type: none"> 4 (5) mol241 Test 3 (5) mol242 Test 3 (5) mol245 with pgo's staff no. Test 	5
mol241 Test	peer assessment activity	<ul style="list-style-type: none"> 4 (5) mol239 Test 3 (5) mol244 with Greg's staff no. Test 4 (4) mol246 Test with Greg's PI 	4	<ul style="list-style-type: none"> 4 (5) mol238 Test 3 (5) mol242 Test 4 (5) mol243 Test 	5
mol242 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol239 Test 3 (5) mol241 Test 1 (4) mol243 Test 	3	<ul style="list-style-type: none"> 1 (4) mol243 Test 4 (5) mol244 with Greg's staff no. Test 4 (5) mol246 Test with Greg's PI 	5
mol243 Test	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol238 Test 4 (5) mol241 Test 1 (4) mol242 Test 	3	<ul style="list-style-type: none"> 2 (5) mol237 Test 4 (5) mol239 Test 1 (4) mol242 Test 	5
mol244 with Greg's staff no. Test	peer assessment	<ul style="list-style-type: none"> 3 (3) mol237 Test 4 (5) mol242 Test 4 (5) mol245 with pgo's staff no. Test 	4	<ul style="list-style-type: none"> 4 (5) mol238 Test 3 (5) mol241 Test 4 (4) mol245 with pgo's staff no. Test 	5
mol245 with pgo's staff no. Test	peer assessment task	<ul style="list-style-type: none"> 3 (4) mol238 Test 3 (5) mol239 Test 4 (4) mol244 with Greg's staff no. Test 	3	<ul style="list-style-type: none"> 1 (4) mol239 Test 4 (5) mol244 with Greg's staff no. Test 2 (4) mol246 Test with Greg's PI 	4
mol246 Test with Greg's PI	peer assessment activity	<ul style="list-style-type: none"> 3 (5) mol237 Test 4 (5) mol242 Test 2 (4) mol245 with pgo's staff no. Test 	3	<ul style="list-style-type: none"> 1 (4) mol237 Test 1 (4) mol238 Test 4 (4) mol241 Test 	4