A First Step Towards Video Enhanced Rubrics for the Formative Assessment of Complex Skills: A literature review and a plea

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What is the problem? [1]
Inloggen
#1 Lost in translation [2]
#2 Task analysis \[3,4,5\]
#3 Different expert, different rubric [3]
General idea

= better formative assessment
The main qualities of a Rubric

- Strategy
- Anxiety
- Objectivity
- Assessment
- Feedback
- Friendship bias

Transparant
Skill
Mastery
Levels
The main qualities of Video

Presentation [16]

Collaboration [17]

Information literacy [18]
Cognitive Affective Theory of Learning with Media [29]

Shared qualities of Rubrics and Video

Foster self-regulatory skills [19-28]

- Effective presentation of supporting information
- Dynamic superiority effect

Transparant Skill Mastery Levels

Cognitive Affective

Theory of Learning with Media [29]
The Synthesis!

Combining Video and Rubric may foster a rich mental model, improving feedback quality and formative assessment.

Sensory Memory
- Verbal Information
- Non-verbal Information

Working Memory
- Verbal Mental Model
- Non-verbal Mental Model

Long-Term Memory

Self Regulation
Emotion, Motivation & Affect
Choose version based on viewing behaviour

Open cases interviews

VER less=more
n=15

VER focussed
more=more
n=15

VER

DT
n=25

MM
RT

Text

DT
n=25

MM
RT

Video

DT
n=25

MM
RT

Choose version based on viewing behaviour

Baseline

1st run

2nd run

VER
n=60

FB
CS
MM

VER
n=60

FB
CS
MM

Rubric

n=60

FB
CS
MM

Rubric

n=60

FB
CS
MM

Video

n=60

FB
CS
MM

Video

n=60

FB
CS
MM

DT = Dual Task measurement
RT = Retrospective Think-aloud protocol
MM = Mental Model accuracy measurement

CS = Complex Skill mastery measurement
FB = Feedback quality measurement
MM = Mental Model accuracy measurement
VER = Video Enhanced Rubric

Choose version based on viewing behaviour

VER = Video Enhanced Rubric
MM = Mental Model accuracy measurement