DESIGN AND CREATION OF EVALUATION RUBRICS FROM GOOGLE APPS (WITH CORUBRICS): SELF-ASSESSMENT, CO-EVALUATION AND TEACHER ASSESSMENT IN HIGHER EDUCATION

M.A. Prats, J. Simón, E. Ojando, N. Carrasco

FPCEE Blanquerna - URL (SPAIN)

Abstract

In the presentation of the experience we will explain the process of designing and creating an evaluation section for an audiovisual activity (short film) that takes place between two subjects in the Degrees of Education (Infant and Primary): Management of Information and ICT and Basis of education: pedagogical relationship (https://www.blanquerna.edu/ca/fpcee/graus/graueducational-infantil/pla-d-estudis-vigent).

In the sense of proposing competency-teaching and learning activities (this is that students, among others, can apply what they have learned), the task they are responsible for is consistent with the contents worked on both subjects creatively and in an audiovisual format.

You can see two good examples:

https://www.youtube.com/watch?v=bmD3d5v8bFo and https://www.youtube.com/watch?v=6NgrAxNdRII

The work sequence we do from both subjects is:

1. Work from the subject of Management and ICT contents and activities about video and audiovisual language;
2. Work from the subject of Education Bases: the pedagogical relationship contents and activities about education, the concept of child, the role of the teacher and the school;
3. They are asked "the challenge" of proposing a brief audiovisual, short format, about one of the concepts worked on in the subject of Bases and with the premise that they must put into practice the audiovisual language to explain some story or story;
4. The rubric is defined jointly;
5. The dates of exhibitions and viewing of the works are coordinated.

The tool that is used to manage the assessment rubrics, as well as the possibility of selfassessing students, co-evaluating and assessing the teacher is the CoRubrics extension in Gsuite.

CoRubrics is a complement to Google spreadsheets that allows you to complete a full evaluation process with rubrics. It is used so that the teacher evaluates the students (or groups of students) with a heading and also for the students to co-evaluate each other with a rubric.

First, we will have to define the heading that we want to use and then indicate the students and their emails. Once done, the add-on (or template) will take care of:

1. Create a form with the contents of the rubric.
2. Send this form to the students by email or give us the link (if only the teacher corrects).
3. Once the form has been answered (for students or for the teacher), process the data to obtain the averages.
4. Finally, send the results to the students (to each one only their result) with a personalized comment.

Besides, CoRubrics allows:

1. Make comments when the heading is answered.
2. Co-evaluation, self-evaluation and teacher evaluation in a single CoRubrics.

See more http://corubrics.tecnocentres.org / @ CoRubrics
1 INTRODUCTION

ICTs are being gradually incorporated into the field of formal education [1] from the stages of early childhood education to higher education. This incorporation process is promoted by educational administrations and social demand, with the conviction that formal education cannot be left out of the processes of social and cultural transformation that are occurring around ICT and that these technological tools can help, in a variety of ways, improve teaching and learning processes. The development and production of the new technological generation and its application to educational processes has caused an intense debate on the possible changes or improvements that these ICTs are introducing in the teaching and learning practices. The experience accumulated in recent years indicates that the presence of ICTs, in isolation, is not a guarantee of improvement of teaching and learning processes in formal educational contexts [1] [2]: what teachers and students do with ICT in the classroom may not differ substantially from what was done before the incorporation of these technologies, so that the transformative potential of ICTs and these not updated technologies may not offer sufficient elements of added value that justify the economic, human and technical effort that their incorporation into educational processes [3] implies.

In the analysis of the factors linked to success in the implementation of pedagogical innovations supported by the use of ICT, the importance of the configuration and intensity of the factors involved in these processes has been noted for a long time, beyond its identification or description [4] [5]. In this sense, many researchers agree [6] [7] [8] [9] that research should lead to an understanding of the technological innovations, successful in different contexts. We have learned to recognize that the impact of technology on learning in complex environments cannot be addressed by analyzing it in isolation. It is therefore about knowing how technology is integrated into real educational groups and contexts; how technological resources are interpreted and adapted by users; how technological changes affect and influence the innovation of other dimensions of the educational process such as evaluation, management, communication or the development of the curriculum.

The incorporation of ICT in the centers’ educational projects must be accompanied by pedagogical innovations referring to different dimensions such as structures and forms of school organization, teaching methods or evaluation systems, among others [10]. Rather than focusing on computer performance relative to student performance, many researchers point out that research projects must be developed aimed at understanding the characteristics of successful technological innovations, both in local, regional and national contexts.

1.1 Contributions of ICT in the field of evaluation

In this case, [11] without valuing the educational framework modified due to the introduction of technology, three major changes that technology has contributed to in the context of evaluation are highlighted. At the risk of inaccuracy in the classification of the facts, we identify each contribution through a tag that seeks to characterize the type of contribution made by technology. In summary, it is about:

1. Automatic evaluation, in the sense that technology contains databases with data that are related to each other and students can be offered answers and immediate corrections. Electronic tests including correct answers exemplify this type of contribution.

2. The second contribution of technology in the assessment field is identified by a more encyclopaedic type of assessment, referring to the accumulation of content that is handled from a more complex source or from different sources. In this case, the clearest example is the elaboration of monographic essay works on a specific topic for which the Internet is considered as a repository of exceptional and very complete information.

3. And the third remarkable contribution refers to collaborative evaluation. In this field, technologies come in relation to the visualization of the collaborative processes involved in an evaluation of these characteristics. This contribution has different illustrations such as virtual debates, conversation forums and working groups.

1.2 New concept about assessment: evaluate to learn!

Evaluate to learn, in the sociodigital context, are as follows [12] [13]:

Keywords: teacher assessment, digital resources, self-assessment, co-aevaluation, Gsuite.
Changing the assessment means changing the entire teaching-learning system;

Move from an assessment of learning to an assessment to learn and especially as a learning challenge:
  - It should be rewarding and assessment serves to learn;
  - What does it mean to learn? Review (evaluate-regulate) the ways of thinking, of doing, of speaking, of feeling ...
  - To think that the student is the protagonist of the evaluation since he/she is the one who has to correct what he/she does not do well enough;
  - Qualifying (giving marks) makes sense as a certification or accreditation of what has been learned.

Evaluation ... what is it?
  - 1st stage: collect data (from assignments, questions, observations...)
  - 2nd stage: analyze them, evaluate them, try to "understand" the reasons for the difficulties that are detected (lists of criteria, headings...)
  - 3rd stage: make decisions (training or qualification) - the student or teacher himself

2 METHODOLOGY


In the sense of proposing competency-teaching and learning activities (this is that students, among others, can apply what they have learned), the task they are responsible for is consistent with the contents worked on both subjects creatively and in an audiovisual format.

You can see two good examples:
https://www.youtube.com/watch?v=bmD3d5v8bFo and https://www.youtube.com/watch?v=6NgrAxNdRII

The work sequence we do from both subjects is:

1. Work from the subject of Management and ICT contents and activities about video and audiovisual language;
2. Work from the subject of Education Bases: the pedagogical relationship contents and activities about education, the concept of child, the role of the teacher and the school;
3. They are asked "the challenge" of proposing a brief audiovisual, short format, about one of the concepts worked on in the subject of Bases and with the premise that they must put into practice the audiovisual language to explain some story or story;
4. The rubric is defined jointly;
5. The dates of exhibitions and viewing of the works are coordinated.

The tool that is used to manage the assessment rubrics, as well as the possibility of self-assessing students, co-evaluating and assessing the teacher is the CoRubrics extension in Gsuite.

CoRubrics is a complement to Google spreadsheets that allows you to complete a full evaluation process with rubrics. It is used so that the teacher evaluates the students (or groups of students) with a heading and also for the students to co-evaluate each other with a rubric.

3 RESULTS

First, we will have to define the heading that we want to use and then indicate the students and their names and emails. Once done, the add-on (or template) will take care of:

1. Install the add-on and activate it: create a blank spreadsheet and go to the Add-on’s menu and search CoRubrics, and then Create template of CoRubrics;
2. In the first tab, write the rubric;
3. Configure name and mails of the students and teachers;
4. Go to the Add-on menu and create a form with the contents of the rubric;
5. Send this form to the students by email or give us the link (if only the teacher corrects);
6. Once the form has been answered (for students or for the teacher), process the data to obtain the averages;
7. Finally, send the results to the students (to each one only their result) with a personalized comment.

3.1 Install the add-on and activate it: create a blank spreadsheet

![Add-ons menu with CoRubrics selected](image1.png)

*Figure 1. Install and activate the add-on Co-rubrics in GSuite.*

3.2 In the first tab, write the rubric

![Rubric sheet with levels, aspects, and descriptions](image2.png)

*Figure 2. Create and write the rubric.*

3.3 Configure names and mails of the students and teachers

![Student and teacher tabs](image3.png)

*Figure 3. Configure name and mails (students and teacher tabs).*
3.4 Go to the Add-on menu and create a form with the contents of the rubric

Figure 4. Create a form with the contents of the rubric.

3.5 Send this form to the students by email or give us the link (if only the teacher corrects)

Figure 5. Send the form to the students.
3.6 Process the data to obtain the averages

![Figure 6. Process data.](image)

3.7 Send the results to the students (to each one only their result) with a personalized comment

![Figure 7. Send the results to the students.](image)

4 CONCLUSIONS

The main conclusions are:

1. Co-evaluation; Self evaluation and assessing the teacher:
   - The CoRubrics add-on lets you see a 360 assessment about your students. His self-assessment, the co-evaluation from his colleagues and finally the assessment of the teacher. It's important to say that you can change the values in the final average sheet.

2. Automated registration and immediate personalized evidence:
   - The CoRubrics add-on lets you too give to the students a quick feedback about his learning process from the view of teachers and colegues and is very easy to provoke his self-reflection about his learning process too. We think that this it's very important and mantain the immediate personalized by mail (preserve the secure and privacy).

3. You need to know how to move around in the Google Aps Edu environment:
   - It's very important to say that you need a certain level about digital competence to move in GSuite. It's very easy, really! But, sometimes the technology fails and you need to know how to move in the Google Apps Edu (GSuite) environment.
Joint construction of the rubric:
  o If you want to win the game with your students and understand that the process to evaluate
    is learn, it's very important make the transparency and honesty from the start of the learning
    process. So, it's magic to co-construct with your students the rubric.

New version of the latest version: evaluation targets:
  o The new version of the Co-Rubrics add-on supports the evaluation targets and you can see
    the differences about self-assessment, co-assessment and teacher assessment in a
    graphical image.

Stay in touch and update:
  o Follow on twitter @CoRubrics and Follow the CoRubrics tutorial in
    http://corubrics.tecnocentres.org

ACKNOWLEDGEMENTS
The Improvement and Innovation Program for Teacher Training (MIF) has the role of contributing to
the improvement of initial teacher training. To this end, it promotes research in university teaching in
teacher training degree courses, awards scholarships for international mobility for university teachers
working in teacher training degree courses, encourages the exchange of experiences, and launches
activities for debate and dissemination. This project has been subsidized by the ARMIF program (2015
- 0036) by the Generalitat de Catalunya.

REFERENCES
(Coords.) (2008), Cómo valorar la calidad de la enseñanza basada en las TIC (pp. 9-13).
Barcelona: Graó, 2008.

enseñanza presencial: algunos ejemplos de uso de una plataforma virtual de enseñanza y
aprendizaje como apoyo a la docencia presencial en el ámbito de la Psicología de la
Educación. Communication presented at the II Congreso Internacional "Docència Universitària i

[3] Lafuente, M., Evaluación de los aprendizajes mediante herramientas TIC. Transparencia de las
prácticas de evaluación y dispositivos de ayuda pedagógica. (Doctoral thesis. Universitat de
Barcelona), 2003.

[4] Nachmias, R. Et al., Factors involved in the implementation of pedagogical innovations using

[5] De Pablos Pons, J., Algunas reflexiones sobre las tecnologías digitales y su impacto a
diferentes niveles sociales y educativos, in L. Aires et al., Comunidades Virtuais de

[6] Oliver, M., An introduction to the evaluation of learning technology. Educational Technology and


[8] Colás, P., Evaluación de la implantación de las tecnologías de la información y la comunicación

TPACK development. In C. D. Maddux, (Ed.). Research highlights in technology and
teacher education (pp. 99-108). Chesapeake, VA: Society for Information Technology in
Teacher Education (SITE).

[10] Area, M., Tecnologías de la información y la comunicación en el sistema escolar. Una revisión
de las líneas de investigación. Revista Electrónica de Investigación y Evaluación Educativa
[online], vol. 11(1), 2005.
