

Caspar

Bournemouth University

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Caspar

Computer Assisted Self / Peer Assessment Ratings

User Guide

v2.0

www.CEMP.ac.uk/resources/caspar/



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1 CASPAR – an overview

1.1 Why use CASPAR?

Group work can be difficult to administer, complex to oversee and to ensure fairness and transparency, and can ultimately take up lots of staff time. However, group work is also a key skill that employers look for, and lots of educational learning situations and projects require students to work well in groups. Whilst students can share marks for group work, for example in a video project they are all contributing to, it is important to be able to *differentiate* between students. Degrees are awarded to individuals after all, and not to groups! CASPAR has been designed to take into account staff and student concerns with self and peer assessment, and it aims to answer those concerns through the features it offers. However, it is important to note that it is a tool, and therefore plays its part in group work and assessment, but the success or otherwise of its implementation rests on the engagement of the staff, and the students, involved.

If you are a teacher who is looking to use self and peer assessment as either a formative feedback tool or for summative assessment, then CASPAR has been designed for you. It is a 'one stop shop' for the forming of groups, supporting of group work, assessing groups using self and peer assessment, and the moderation of marks.

1.2 List of key features

- Sorts and manages students in groups
- Students input marks and feedback comments on themselves and others
- Ease of data management allows for multiple formative assessment points
- Students view graphs depicting their development over time
- Students read feedback from their peers
- Feedback can be anonymous or not
- Provides an online group journal that helps students keep a record of their project as it develops, and an easy way for staff to contact a group at a time
- Tutor views student feedback and marks easily, all information at fingertips
- The system points out potential marking discrepancies and late submission to aid moderation
- A large amount of feedback generated
- The system is flexible enough to be deployed effectively across a range of learning and teaching situations and disciplines

1.3 Stages of use

Put simply, the use of CASPAR follows these steps:

- Users are established – 'super-users', 'admin' and 'staff'
- CASPAR is set up with departments, courses and student data
- Projects are created
- Students are briefed on using CASPAR, and the role of self and peer assessment
- Projects move from 'pending' to 'current' status
- Students access CASPAR to write in their group journal, to view their feedback and to write feedback and provide marks for their peers and for themselves
- Staff access the projects to view feedback, and check / moderate marks as appropriate
- Projects move from 'live' to 'archive' status
- Staff undergo final check and moderation of marks
- Marks are printed / copied into a spreadsheet for further administrative use by course teams.
- Projects are managed / deleted by staff and admin users

2 Types of User

CASPAR provides different information and functionality depending on the type of user that logs in.

There are four types of user in CASPAR sites:

- Super-User
- Admin
- Staff
- Students

	Staff Accounts			Student Accounts
	Super-User	Admin	Staff	
Add departments, courses and staff	√	√	x	x
Add student data	√	√	x	x
Create Projects	√	√	√	x
View Projects	ALL	Those created and invited to	Those created and invited to	Those they are a member of
Moderate Projects	ALL	Those created and invited to	Those created and invited to	x

Hierarchically, these offer different levels of functionality. Super-Users have access to all project data in CASPAR, and can moderate all projects. This helps with answering staff and student queries about CASPAR and its use, and also provides a fall-back built-in redundancy for staff that are using CASPAR. It is important to note that when a member of staff creates a project (all staff can create projects) only themselves can 'see' that project data and moderate that project as a member of staff. It is hidden from all other users, except for 'Super-Users' and any other member of staff that are added during to the project during the project creation routine. When setting up a project, you can assign other staff members to have access rights for your project.

Admin and Super-Users can create 'departments' and 'courses', and populate and manage those courses with student data.

Staff types can use any student data in CASPAR to create and manage their own projects.

Students can only view and interact with projects that they are a member of.

A member of staff who is flagged in CASPAR as a 'super-user' type can upgrade 'admin' to 'super-user'. They can also upgrade 'staff' to 'admin'. 'Admin' staff can also upgrade 'staff' to 'admin', but can't upgrade 'admin' to 'super-user'; in short, you can only upgrade to the level you are yourself on.

3 Institutional Management

CASPAR can ultimately be set up and used by different institutions in varying ways. Here is an example of how it could be managed.

In a university such as Bournemouth, which has six academic departments, each department could have at least one admin member of staff, who uploads student data into the department structure. These could be a member of administrative staff who can pull student data out of unit-E, ready for importing into CASPAR.

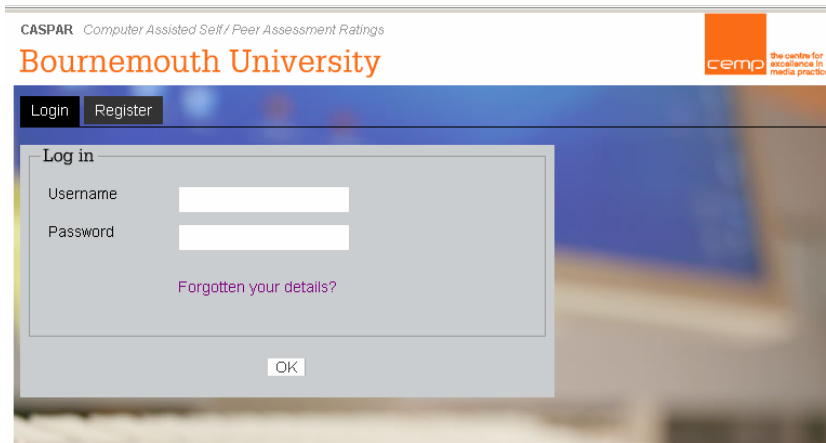
Staff within the departments can then create projects and manage them at will.

'Academic Services', separate to the departments, or an IT department, could provide additional support by having an academic member of staff with 'Super-User' status, as well as a technical member of staff having 'Super-User' status.

Alternatively, each department could have one 'Super-User' as well as a number of others (programme leaders or programme administrators) having 'admin' status.

Institutions should decide as a whole how to manage a system like CASPAR, using one of these methods or a variation, to ensure staff and students are fully supporting when engaging with it.

4 Logging into CASPAR

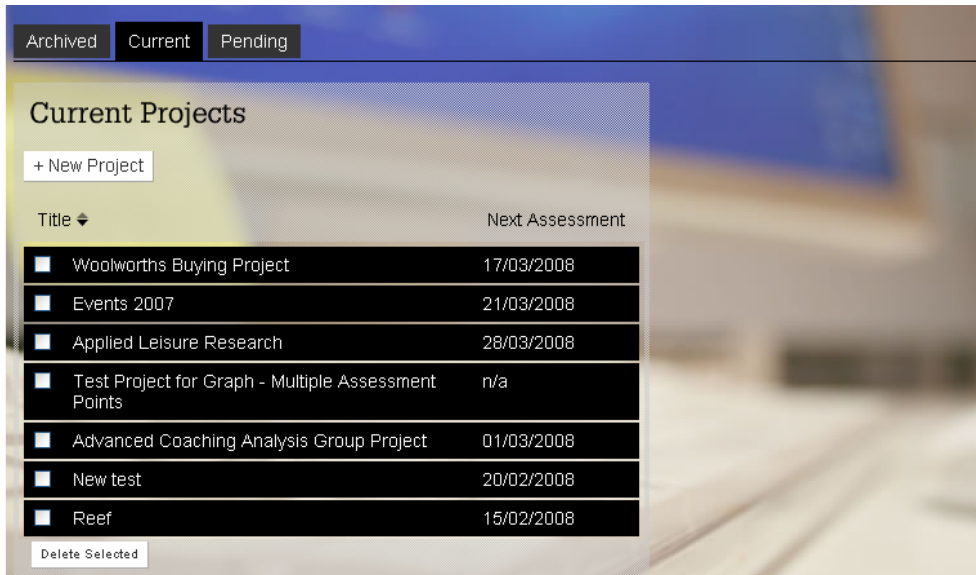


'Super-User' and 'Admin' staff need to add students and staff to CASPAR before they can log into the system. Please see sections 6 for more information about this.

Once staff and students have been added, they can log on to CASPAR. If they are a first time user, they need to click on the 'Register' tab. This prompts them to enter their email address. CASPAR then checks the email address against its list of staff and students. Providing it matches, it will send an email to that address, which contains a link to a webpage where the person fills in a username and password. Once this has been done, they can log in to CASPAR.

5 The Project Select Screen

The first screen you see is the 'project select' screen. (Please note that if you are an 'admin' user, you will default to seeing the admin tab first, where you can manage staff, student and course data). Click to the 'Projects' tab to select a project.



In the projects tab, you can select to view 'archived' projects (which have passed their end date), 'current' projects (which are currently live) and 'pending' projects (which have been created but have not yet reached their start date).

Super-Users – can see all projects in all tabs, and delete any project

Admin Users – can see and delete the projects they have created / been added to as a member of staff

Staff Users - can see and delete the projects they have created / been added to as a member of staff

Student Users – can see the projects they are included in

All users - click on a project title to enter it.

Staff Users can create projects by clicking on the '+new project' button. See 'Creating Projects' later.

6 The Admin Tab - Setting up staff, courses and student data

If you are an Admin or Super-User, you will see an 'admin tab' at the top of the screen, which allows you to manage staff, student, and course data. Move between these three tabs by clicking on them.

6.1 Staff tab

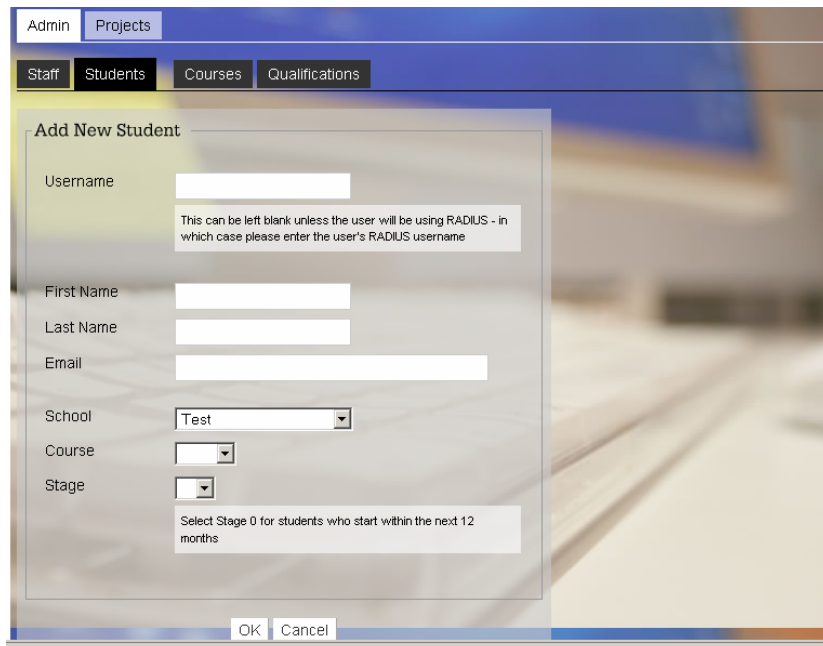
Here you can add new staff, search for existing staff (who have already been registered with CASPAR), delete members of staff, and change the attributes of the members of staff (to make them either Super-Admin, Admin, or Staff User). Please note that you can only change staff attributes up to your own level. Staff need to be added here before they can register and log onto CASPAR.

6.2 Students tab

Here you can add and delete students, and view student data 'by course', as well as searching for individual students. You can add new students in two ways: (1) by

adding an individual student at a time, and (2) by importing student data in bulk. Students need to be added before they can register and log onto CASPAR.

6.3 Adding individual students



To add an individual student, simply click on “+new student” and input the data required, following the onscreen prompts. Please note that the course the student belongs to has to be already set up on the system (see ‘Courses tab’ later).

6.4 Adding bulk numbers of students (recommended)

Usually you will want to import a lot of students, a whole cohort at a time. CASPAR requires a Microsoft Excel spreadsheet, prepared as a “.csv” file. You need to have a Microsoft Excel spreadsheet with the following student data:

- First name
- Surname
- Email Address

Each category should be in its own column in the spreadsheet. It is also best to remove any column headings from the spreadsheet (e.g. first name, surname, etc).

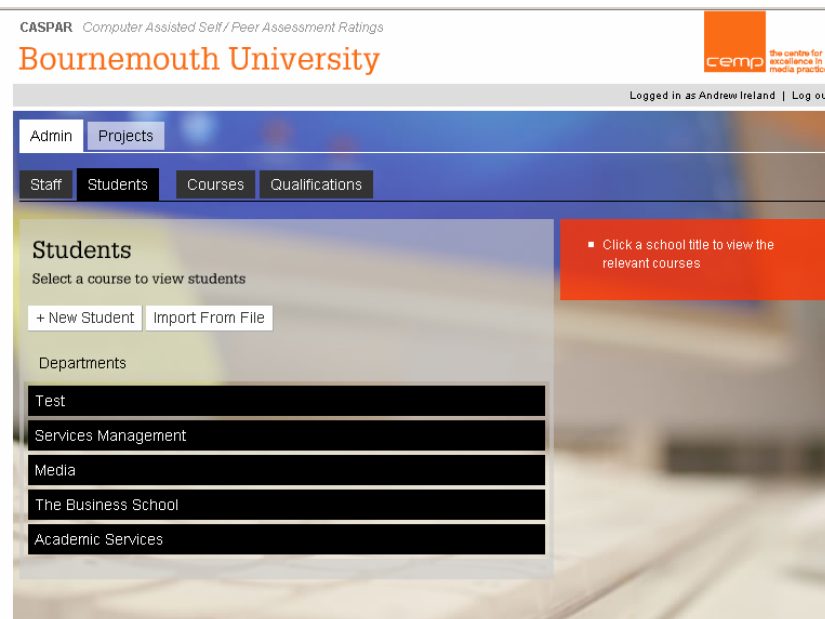
Save as a “.csv” type spreadsheet. Now, you’re ready to import the data.

Click on ‘import from file’, and browse for the .csv spreadsheet. Follow the onscreen prompts, which ask you to identify which columns in your spreadsheet relate to the four fields of student data required. Then add other information following the prompts such as course and level (‘stage’). A list of the students should come up, meaning you have done it. At this point, you could always delete any students from the list (that you know have left the course, for example) or add individual extra students if you need to (see ‘Adding individual Students’ above).

6.5 Courses tab

Here, admin users can view, add and delete departments and courses. Best to tread carefully! You can also search for staff and students here as well. To add a new department or a new course, just click on the relevant links, and follow the onscreen

prompts. It is important to add a course here before going through the process of inputting student data to populate it.



6.6 Qualifications Tab

Here, admin users can create new qualifications and course types, by following the prompts on screen. Examples of qualifications are: BA (Hons), BSc (Hons), MA, MSc. Examples of course types are: full-time, part-time, distance, online, short course.

7 Creating Projects

All Staff Users can create projects, using available student and course data. On the main Project tab, click on the “+ New Project” link to begin the project creation routine. This is a four stage process, which can be completed in any order (although it would be advisable to follow the four stages as they are presented to you if at all possible).

The stages are as follows:

1. Details
2. Students
3. Groups
4. Assessments

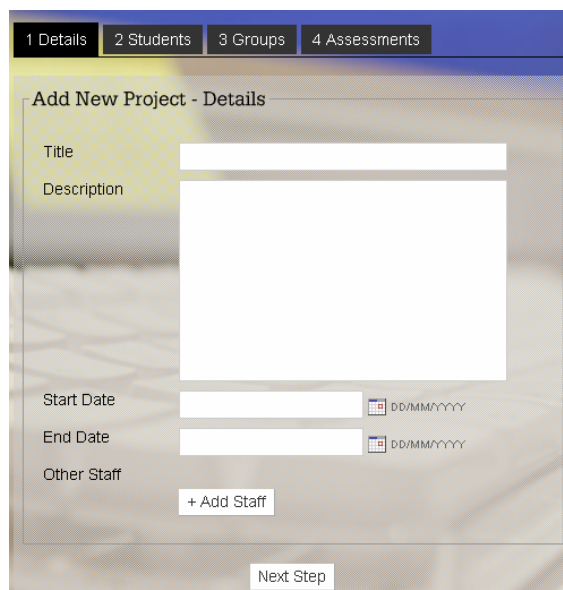
Before continuing, it is important to note that once a project has been created, you cannot add or remove students from the groups within it. You need to ensure that all data inputted as part of the project creation routine is correct at that time.

Data required during the project creation routine is as follows:

- The name of the project
- A short description of the project (optional)
- Start date
- End date
- Staff who you want to have viewing / moderating rights (need to be pre-registered users of CASPAR)
- Student data needs to have been inputted
- The number of groups you want
- Who should be in which group
- Should the student feedback be anonymous or not?
- How many days do you want students to be able to put in self and peer assessments leading up to each deadline?
- Date(s) for self and peer assessment
- Criteria for self and peer assessment (can be different for different dates)

If you can satisfy these questions you are ready to proceed and create a project.

7.1 Stage 1 – Details



The screenshot shows the 'Add New Project - Details' form. At the top, there are four tabs: '1 Details', '2 Students', '3 Groups', and '4 Assessments'. The '1 Details' tab is active. The form contains the following fields and buttons:

- Title: A text input field.
- Description: A large text area.
- Start Date: A date input field with a calendar icon and the format 'DD/MM/YYYY'.
- End Date: A date input field with a calendar icon and the format 'DD/MM/YYYY'.
- Other Staff: A section with a '+ Add Staff' button.
- Next Step: A button at the bottom of the form.

Follow the onscreen prompts to provide a name for the project, a short description (if you wish), a 'start date' for the project, an 'end date' for the project, and any other staff members who you want to have access to the project (to aid with support and moderation).

The 'start date' dictates when the project will move from 'pending' (in the project select screen) to 'current'. The 'end date' dictates when the project will move into 'archived projects'. The start date should come before the first 'window of assessment', and the end date should be after the last assessment deadline.

The 'window of assessment' is the period of time that you allow for student to submit self and peer assessments leading up to the deadline (e.g. 7 days). See stage 4 of project setup, later.

Click on 'next step'.

7.2 Stage 2 – Students

You are here: Projects > **New Project - Step 2**

Admin Projects

1 Details 2 Students 3 Groups 4 Assessments

Add New Project - Students

School

Course

Stage

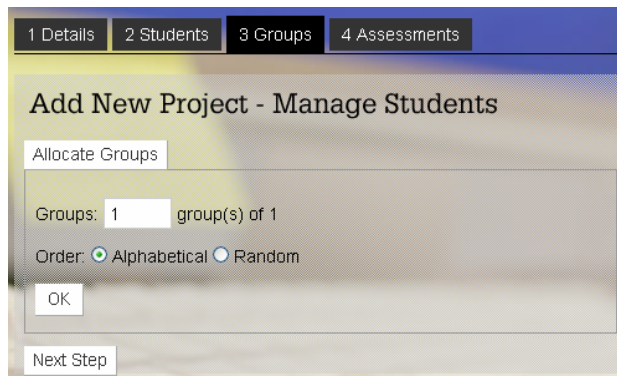
Select Stage 0 for students starting within the next 12 months

Show Students

Follow the onscreen prompts to select a department, a course and a stage. Click on 'show students' to view them in a list. Unselect any students that shouldn't be part of the project, and then click 'add selected students to project' to add them. You will then automatically be moved onto the next stage, stage 3.

It is important to note that some projects you set up may require more than one cohort of students to take part. This is absolutely fine. When you get automatically passed to stage 3, simply click on the 'stage 2 – Students' tab again, and repeat the process of adding another cohort of students. Keep doing this until you have added all the student data that you require.

7.3 Stage 3 – Groups



The screenshot shows a software interface with a blue header bar containing four tabs: '1 Details', '2 Students', '3 Groups', and '4 Assessments'. The '3 Groups' tab is active. Below the header, the main title is 'Add New Project - Manage Students'. A dialog box titled 'Allocate Groups' is open, containing a text input field with the value '1' and the text 'group(s) of 1'. Below this, there are two radio buttons: 'Alphabetical' (which is selected) and 'Random'. At the bottom of the dialog box is an 'OK' button. Below the dialog box, there is a 'Next Step' button.

In this stage students are allocated to groups. Follow the onscreen prompt to choose how many groups you require. You will see that the information that follows updates itself automatically to tell you how many students will, by default, be in each group, using an even distribution.

Next, choose if you want the students allocated to groups by either random selection, or alphabetical. Then click 'ok' to see a list of your students in each group.

Please note that groups are labelled 1,2,3... and this is not changeable at present in CASPAR. However, this labelling system is only something for staff to consider... students only see their own group in CASPAR anyway so they don't need to worry about what the groups are called.

Importantly, you can choose to manually assign students to groups as well as alphabetically and randomly. To do this you should work from a list and click students that you wish to 'move' into a specific group. Then, select the 'move to group' drop down box at the bottom of the screen and select a group to move those selected students to. Repeat this process until all students are in the right groups.

You can still delete individual students from the project here, by selecting students and clicking 'remove from project' at the bottom.

When you are finished allocating students to groups, click 'next step' to move on to the final stage.

7.4 Stage 4 - Assessments

You are here: Projects > New Project - Step 4

Admin Projects

1 Details 2 Students 3 Groups 4 Assessments

Add New Project - Assessments

Anonymous feedback

Response time Students can make assessments up to days before each deadline

1

Date DD/MM/YYYY

Criteria

+ Criteria

+ Assessment Point

Save Project

If you want the feedback that the students will be writing for themselves and for their peers to be anonymous, tick the first box on the screen. You as a staff member will always see who wrote what, this option is only relating to the student experience.

The next option to consider is the 'response time'. When students submit assignments as part of their education, they are usually encouraged not to submit on the 'deadline day' in case they are late and potentially marked down. CASPAR enables you to mimic this practice by asking you to determine a 'window of opportunity' for students to complete self and peer assessments for each assessment date you put in. The default is seven days. Different institutions practice different penalties for late submission. Anyone submitting after a deadline in CASPAR will be flagged as 'late' (see 'Moderating Marks' later) so you as the tutor can take any action required.

CASPAR allows you to have multiple assessment dates, and with multiple criteria for each date. Follow the onscreen prompts to create different assessment dates, and write in criteria for each one. If you use the same criteria more than once, simply copy and paste it into the different boxes.

When you are finished, click on 'save project'.

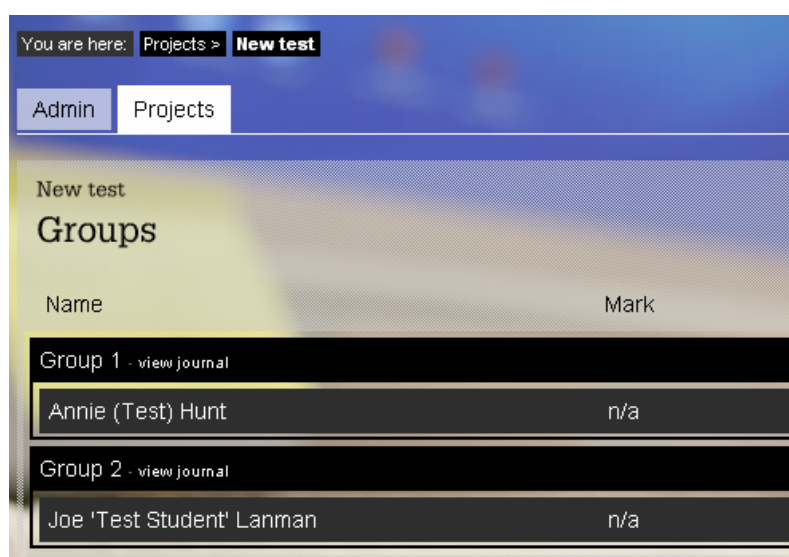
If you now click back onto the 'projects' tab at the top of the screen, you should be able to find your project, under either 'pending', 'current' or 'archived', depending on the start and end dates you put in.

8 Staff Users Only - Navigating Projects

In the main 'projects' page, select a project to enter it. Note that when students select a project, they move directly to their 'progress page' (see later) and skip over the page you will now see.

All staff users (including Admin and Super-Users) will see a 'top level' list of all groups in the project, with the names of each student listed in each group. This is the **main index page** for the project, and it provides you as a member of staff with useful information.

On the right hand side of the screen, there are two further features. A 'Print View' option, and a marking deviation tool. The 'Print View' tool simply reorganises the data on this page into a print-friendly page, which opens in a new window. This allows you to easily export the data, either by printing it or copying it into a word document or spreadsheet. The marking deviation tool relates to moderation, which is discussed later, in section 12.



The screenshot shows a web interface for a 'New test' project. At the top, there is a breadcrumb trail: 'You are here: Projects > New test'. Below this are two tabs: 'Admin' and 'Projects'. The main heading is 'New test Groups'. Below the heading is a table with two columns: 'Name' and 'Mark'. The table contains two groups, each with a 'view journal' link and a list of students.

Name	Mark
Group 1 - view journal	
Annie (Test) Hunt	n/a
Group 2 - view journal	
Joe 'Test Student' Lanman	n/a

Each group has a journal that the students in the group, and you as the member of staff, can access and write into. Click on 'view journal' by each group heading to view and write to that group's journal.

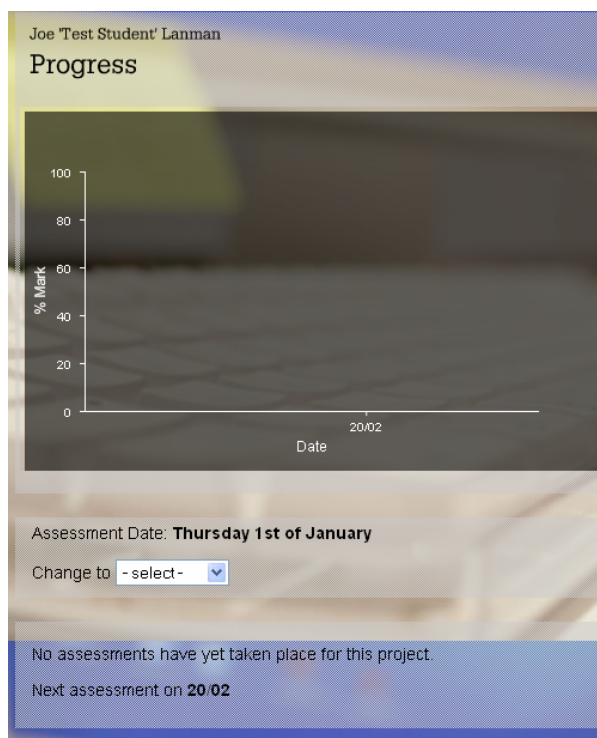
By the side of each student's name, CASPAR displays their current averaged mark. If no assessment date has yet passed, it will simply display 'n/a' (as in the example above). After the first assessment date, it will display the averaged mark calculated from the students in the group. After the second assessment date (if you have more than one) it will display the average of the *two* averaged marks so far... and so on. In short, it always tells you the student's up-to-date averaged mark.

Next to the mark you may also see one of two red icons – either a clock face, or a small graph icon. These are moderation tools, and will be discussed later (see 'Moderating Marks' later).

Clicking on a student's name will take you into their 'progress page' (see next).

9 Progress Pages – staff and student views

This page is at the heart of CASPAR. It includes two sections – a graph displaying grades and progress over time, and self / peer written feedback by students. On the right of the screen also is some information about the project – its title, description, staff involved, and a list of students in that particular group.



Options and functionality differ between student and staff views so it makes sense to discuss each separately.

9.1 The Student View

Three tabs are present at the top of the page. These allow the student to navigate between the three pages that students come into contact with while using CASPAR. The first tab is 'progress'. This always returns the student to the current page. The second tab is 'assessments', where students make self and peer assessments (see 'Making Assessments' later). The third tab is 'journal' (see 'The Journal' later).

The graph shows the student how they are doing so far. The vertical axis measures percentage grades, whilst the horizontal axis measures time. Assessment dates that have been dictated by the staff member setting up the project are displayed on this axis. After assessment dates pass, the graph updates to display the averaged mark the student received for that assessment date. On the right of the graph is the students overall average mark (of course, after the first assessment date, this mark will be the same as the first assessment mark). An example of the graph is in 'the staff view', next.

Underneath the graph is student feedback, presented in paragraphs, student by student. This is only visible after the first assessment point has passed. If there is more than one assessment point in the project, then there is a drop down box which the student can use to choose which assessment point he / she wishes to view feedback for.

9.2 The Staff View

On first glance it looks like the staff view of the 'progress page' is the same as the student view, however it shows an 'exploded view' of the student data.



The graph works the same as for the student view, except for each assessment date it shows a visual indication of the different markers – crosses are used to show how markers are marking differently. This can help with moderation (see 'Moderating Marks' later). If you 'roll over' these crosses with your mouse, the student marker that each cross represents is written on the screen, with the mark they put in displayed as well.

The feedback below the graph again works the same as for the student, although it also displays the name of the person who wrote each paragraph of feedback. It also shows how the different markers are applying the criteria by displaying the criteria, and the grade selected (a, b, c, d, or e) in each case. See 'Making Assessments' for more information.

9.3 Seeing what the students see

As the staff and student views of CASPAR differ somewhat, it may be useful for staff to be able to add themselves as a student to a project, so they can see what it is like to be a student using the system. This may also help with briefing students on how to use it, if you as a member of staff can easily log in as a student, and show them what to do. To do this, simply add yourself as a student by registering a different email address to the one you registered to be a member of staff. Although you *can* register your staff email address to be a student, CASPAR will always show you the staff view, so a different one is required instead.

10 The Journal

Communication breakdowns are often the cause of problems in group work. Therefore, we have included an online journal as part of CASPAR's functionality. This helps groups easily keep in contact with each other, this is particularly important if they can't meet up often due to the 'geographic dispersal' of group members. Staff that are associated with the project can also use the journal to communicate with a whole group at a time, for example to arrange a group tutorial.

Staff access the journal through the main 'index page' for the project, which contains the list of students arranged in their groups. There is a link to each group's journal next to each group's name.

Students access the journal through their 'progress page', by clicking on the 'journal' tab at the top of the screen.

Each post to the journal is accompanied by that person's name and the date / time of the post. This can help students go back through and review what happened, and when, during the life of the project.

11 Making Assessments

This is a key component of CASPAR, and is designed to be as user-friendly as possible. The assessment tab is only visible in the student view.

From a student's 'progress' page, they click on the 'assessments' tab at the top of the screen. Two further tabs become visible: 'Open Assessments' and 'Closed Assessments'. If the project is currently in the 'window of opportunity' for an assessment date (i.e. within the date range specified for students to submit assessment for any given assessment date; the default on project setup is 7 days) then the names of students to be assessed with be visible in a list under 'open assessments'. Clicking on a student's name in this list will bring up the peer assessment proforma, discussed next.

11.1 The Peer Assessment Proforma

Criteria	A	B	C	D	E
Enthusiasm and effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribution to group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping to deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceptance of feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability in attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Mark %

Comments

OK Cancel

The proforma is divided into three sections: Criteria, percentage grade, and feedback. All three sections must be completed before CASPAR will accept the assessment. First, the student should click either 'a', 'b', 'c', 'd', or 'e' by each of the criteria. A = excellent, E = poor.

Students need to write a percentage grade in the 'overall mark' box, following advice provided about how they should interpret criteria and apply to percentage grades. For an example of this advice, written as a 'marking plan', see the appendix at the end of this User Guide. This can obviously be modified to suit different learning situations where CASPAR may be applied.

Lastly, students write some formative feedback comments that should justify the mark they have put in.

Once the proforma has been submitted, the name of that student being assessed disappears from the list of 'open assessments', as it has now been submitted. It cannot be recalled and re-submitted. However, it can be *viewed* again, to help the student remember and compare how they are assessing others in the group, over time. By clicking on the 'closed assessments' tab, they can view past proformas.

If a student clicks on the 'assessments' tab when there is not an assessment window 'open', it will simply say to them when the next assessment can be made.

CASPAR will update students 'progress pages' with the new averaged marks once the assessment deadline has passed. The graph will update, the feedback will update. Feedback is displayed in the order of submission, not in alphabetical order.

It is important to also bear in mind two other things. Firstly, if a student doesn't do their self and peer assessment for a given assessment date, their own 'progress page' *will still update* to include the assessments made of them by their peers. This will trigger CASPAR to identify this student as being 'late', meaning the staff can moderate the mark (in short, fail their mark for this assessment, or cap it at the pass mark, whichever, and whatever the staff member wants to do, in consultation with their institutional regulations). See the next section 'Moderating Marks' for more information.

Secondly, if a student submits marks late (i.e. after the peer assessment deadline has closed) then their marks and feedback will be made use of, and still added to their peers 'progress pages'.

11.2 How marks are calculated

At each peer assessment point, a student's grade is calculated by averaging the marks submitted. It is important to know that if there are five students in a group, and only four students submit marks, then the grade awarded is divided by four, not five (which would be unfair on the student concerned as it would result in a lower mark). If at a later date the fifth student submitted their mark, then the grade is recalculated by dividing by five, taking the new mark into account.

If there is more than one peer assessment point in a project, then a student's final grade is the mean of the averaged grades awarded for each peer assessment. So, for example, if there are two peer assessment points, and a student is awarded an averaged grade of 60% for the first, and 70% for the second, then their final grade for the project will be 65%.

12 Moderating Marks

An important and powerful tool in CASPAR is its ability to highlight potential marking discrepancies, and moderate marks as a result. It is beyond the scope of this User Guide, and indeed CASPAR, to say how staff should act in any given situation – that is for the staff members involved to decide. CASPAR simply provides the functionality, which hopefully in most circumstances is all that is required to deter students from ‘abusing’ the system. Students should feel empowered to take responsibility for the marks and feedback they write without needing a ‘safety net’ of staff moderation.

When a staff member clicks on a project to enter it, they are presented with the project’s index page, with the list of groups, with student names and grades. (See ‘Staff Users Only – Navigating Projects’ for more information). By the side of student names, staff may notice one of two red icons.



12.1 Red Clock Face

This means the student has been late submitting self / peer assessment marks and feedback. Now it is up to the member of staff to decide what to do. Either they should leave the mark untouched (no moderation of marks has taken place) or they should moderate that student’s last peer assessment grade to take into account the late submission. Staff should act in accordance with their institutional regulations.

12.2 Red Graph

This relates to the last peer assessment date only. If any marks contributing to a student’s averaged grade are +/- 20% different to the average, then the red graph icon will appear by the side of their name. On the right hand side of the ‘index page’ of a project, there is functionality to change this percentage to another figure. This only affects the current project.

Staff can click on the student’s name to enter their ‘progress page’, and view the graph to see which student(s) marks are 20% different to the others. The staff can then view the corresponding feedback to see if the mark awarded is justified by the feedback written. Now it is perfectly possible that the mark is justified, that from this particular student’s point of view, application of the criteria have led to a different mark than the others. However, it is also possible that the mark is *not* justified to the satisfaction of the staff member, and this is where they can do something about it. They can moderate the averaged mark for that peer assessment date. Maybe this is done after speaking with the student concerned in a tutorial – it is up to the staff member to consider how best to deal with the situation.

13 Further information

CASPAR has been developed by the Centre for Excellence in Media Practice, based in the Media Department, Bournemouth University. Please visit the website at <http://www.cemp.ac.uk> for more information about CASPAR. There is a JISC-MAIL list to support CASPAR as well, details on how to join the list can be found on the website.

The appendices that conclude this Users Guide contain some examples and handouts that help support your use of CASPAR in learning and teaching. These were produced during the GWAMP project, and are included here as further dissemination of that project's outcomes. GWAMP (Group Work and Assessment in Media Production) was a project funded by HEFCE during 2000-2004 and was led by Bournemouth University. Other GWAMP resources are available online, again in the Centre for Excellence in Media Practice website.

Appendices

- A Top Ten Tips for Group Work
- B Group Contact Details
- C Interview Exercise - Get to know your group
- D Sharing Responsibility in Your Group
- E Group Meeting Report
- F Group Review Exercise (part 1)
- G Group Review Exercise (part 2)
- H Example Marking Scheme for Peer Assessment

Top Ten Tips for Group Work

1. Responsibility

Distribute responsibility to give everyone part-ownership of the project

2. Problems

Deal with group working problems as they arise; don't let them fester and grow

3. Contributions

Ensure every group member is listened to and allowed to contribute

4. Individual Commitments

Make sure the every group members' time commitments and constraints are taken into account when arranging meetings

5. Contact Details

Swap contact details to help keep in touch with each other. Use a notice board to leave messages or use an e-mail list if available

6. Communication

Make sure all group members are kept informed about decisions, dates and meetings

7. Dominating Members

Don't allow members to dominate and take over other peoples' tasks and responsibilities

8. Regular Contact

Have meetings at least once a week at a time and place everyone can manage

9. Meeting Chair

Elect someone to chair the meetings to ensure it moves along swiftly and all key discussion points are addressed and action points decided

10. Minutes

Elect someone to take minutes of meetings to help keep a log that will help you and your tutor reflect on your group work

Some things to think about...

- o When is it ok to be late or miss a group meeting?
- o What does "on time" mean?
- o How should you communicate to the rest of the group if you're running late?
- o What do you do if a group member's work isn't up to scratch?
- o What should the group do if a member is not pulling their weight?

Sharing responsibility in your group

Project Name

Every group member should have an equal share of the responsibility of your project. Your first group activity is to complete this form. If you have worked as a group before, try to choose a different role to give you opportunities to learn new skills.

The chart below is to give you an idea about the level of responsibility your role has, and when it comes into play. If your group divides the roles as shown below, your group will function more effectively as a team and you will each have a share of the responsibility.

Some roles have supporting jobs. These are listed in italics, in the left hand column.


Role	Planning	Production	The Edit	Responsibilities total
Director	1 (meetings input)	4	1 (advice)	6
Camera <i>Director assistant</i>	1 (meetings input) 1	3	1 (advice)	6
Sound <i>Note taker</i>	1 (meetings input) 1	3	1 (advice)	6
Production Assistant <i>Meeting Chair</i>	3	2	1 (advice)	6
Production Manager	4	1	1 (advice)	6
Editor <i>Runner</i>	1 (meetings input)	1	4	6

Name	Role
	Director
	Camera
	Sound
	Production Assistant
	Production Manager
	Editor

Group Meeting Report

Name of group		Date of Meeting	
Members Present			
Members Absent			
Summary of Meeting			
Things to be done and who by			
Place and time of next meeting			
Who should attend			

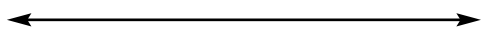
Group Review Exercise (PART 1)

Rate your group on the following		Weakness				Strength
1	Working together as a group					
2	Commitment to the group's goals					
3	Effectiveness of group meetings					
4	Communication among group members					
5	Members getting their work done on time					
6	Quality of work produced so far					
7	Motivation of group members for the project					
8	All members sharing the workload					

10. Are there any strengths or weaknesses not mentioned above? If so, describe them.

11. What do you like best about your group?

12. What do you like least about your group?

Overall rating		Not performing well				Performing very well
	Groups performance so far					

Group Review Exercise (PART 2)

Group

Referring to PART 1 of this exercise that you completed individually, now as a group discuss the strengths and weaknesses that you each identified and complete PART 2 below.

As a group, reach agreement about the following:

A. The groups top three strengths:

1

2

3

B. What can the group do to reinforce and ensure these strengths are utilised?

C. The groups top three weaknesses:

1

2

3

D. What can the group do to correct these weaknesses?

E. Do any group working problems or issues remain that need further discussion?

Marking Scheme for Peer Assessment

70+% First Mainly As

This mark applies only to students who have consistently made a full and exemplary contribution to group work.

They have been fully involved in group discussions and decision making, and can always be relied upon to carry out all the allocated roles and tasks within the group work. They have shown highly-developed technical abilities that allow them to perform their roles effectively, and / or they have consistently demonstrated good project management skills by planning and delivering key tasks in an exemplary manner. They have shown a willingness to accept and act upon advice and criticism made by their colleagues in the group as well as the tutor. They have demonstrated an excellent professional attitude and are always present, on time, and fully involved.

60-69% II i Mainly As and Bs

These students have made a good range of contributions to group discussions, and have shown themselves to be reliable in carrying out their allocated roles and tasks. They have developed good technical abilities and understandings to allow them to perform their role effectively, and / or they have good time management and project management skills that enable them to plan and deliver their part of the group work. They have shown an ability to act upon advice and criticism made by their colleagues, and their good professional attitude is evidenced by their commitment and punctuality for group meetings and activities.

50-59% II ii Mainly Cs or a mixture of grades

Students in this category have made a fair contribution to group discussions. They may have needed to be supervised to ensure completion of their tasks, and may have required some technical or project management support. They may have sometimes been late to group meetings or activities or have been unreliable in meeting deadlines. Their work is competent but lacks flair.

40-49% III Mainly Ds

These students have not contributed much to group discussions and have proved to be unreliable in completing tasks without supervision and technical support. They do not work easily in a team and are not willing to accept advice and criticism.

Under 40% Fail Mainly Es

Students in this category have performed unsatisfactorily in the group activity. This mark is awarded exceptionally and you should discuss with your tutor before submitting the form.

Such students have not made an acceptable contribution to the group work and have consistently shown themselves to be unreliable in meeting deadlines and completing allocated tasks. They do not accept advice or criticism and have not demonstrated a competent level of technical skills.