

LSE100 PORTFOLIO ASSESSMENT RECOMMENDATIONS

*This report presents an evaluation and recommendations for the
LSE100 e-portfolio approach for summative assessment
2014-2015*

*Geraldine Foley,
Assistant Learning
Technologist,
Learning Technology
& Innovation, The
London School of
Economics*

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Summary

LSE 100 is a mandatory first-year interdisciplinary course that runs in the Lent term in the first year and Michaelmas term in the second year. When first introduced, the course consisted of various in class formative assessment tasks (usually short writing tasks) which built up to the summative assessments, see details below

Lent term of the first year 2014

- F1 – Formative in class writing assignment
- F2 – Formative in class writing assignment
- S1 – Summative in class writing assignment
- S2 – Summative 1,500 word essay (submitted on Moodle)

Michaelmas term of the second year 2014

- F3 – Formative in class writing assignment
- S3 – Summative group project/presentation
- S4 – Summative in class writing assignment
- S5 – Summative unseen exam

In the 2015 Lent term, the assessment changed to a portfolio assessment method with students asked to submit weekly tasks, typically based on the reading each week. The culmination of these weekly tasks is then submitted at the end of the term along with a self-reflection piece

Lent term of the first year 2015

- S1 – Summative short writing task (submitted on Moodle)
- S2 – Summative group project/presentation
- S3 – Summative portfolio (submitted on Moodle)

Michaelmas term of the second year 2015

- In class submit draft outline of summative writing task to get feedback
- S4 – Summative short writing task (submitted Moodle)
 - S5 – Summative group project/presentation
 - S6 – Summative portfolio (submitted on Moodle)

Following on from the LSE100 portfolio assessment pilot study report, this report evaluates different options and tools for managing these new methods of assessment.

In the Lent term 2015 the course team used the Moodle assessment tool to manage weekly submissions of portfolio tasks but it did not work as well as hoped. Teachers were unable to view or comment on submissions quickly unless students brought a hard copy of their work to class.

The following section looks at various options in moving forward with e-portfolio assessment and with other changes to the assessment process. Developing more efficient marking processes is of particular concern to teachers, given LSE100 has upward of 1500 students enrolled in the course.

1.1 E-portfolio Platform Recommendations

There are several e-portfolio platforms including a plug-in within Moodle itself. Consultation with the LSE100 team highlighted the following requirements as priorities for any assessment system.

- To accommodate multiple teachers and a large volume of work being submitted at any given time.
- To allow for students to make multiple edits and multiple submissions of documents.
- To allow for Turnitin anti plagiarism checking.
- To allow for students self-checking via Turnitin.
- To allow for multiple markers allocated to each submission.
- To allow teachers to see all their student group submissions in one place.
- To allow teachers to give feedback to individual students and by student group.
- To enable teachers marking average to be calculated and compared
- To allow for storing of marks and transferring them onto student records

An overview of these and some alternative options can be found in Appendix 1 and a comparison of capabilities of the top 4 can be found in the table below.

Table 1: Comparison of e-portfolio plug-in or alternative tools and their capabilities to facilitate e-portfolio tasks

Possible requirements in marking workflow	Mahara plug-in to Moodle	Moodle E-portfolio plug-in	Q&A Discussion forums in Moodle	Document submitted to Moodle assessment
Allow for multiple edits and multiple submissions of documents	Yes outside of Moodle, but students must share their portfolio with their teacher (students may not share their work with their teacher or may change teacher). Once portfolios are created they can then be uploaded to Moodle as an assessment and the number of submissions can be controlled in Moodle.	Yes but students must share their portfolio with their teacher	Yes students can post files or type directly into the forum each week. They are given 30minutes to edit each post	Yes but must upload a new file to the assessment each time
Turnitin anti plagiarism checking	Yes if submitted to Moodle assessment using Turnitin plug-in and by export/import to Turnitin	No	Yes if submitted final portfolio via an assessment but not on the discussion forum posts	Yes using Turnitin plug-in and by export/import to Turnitin
Students self checking via Turnitin	Yes if submitted to Moodle assessment using Turnitin plug-in and by export/import to Turnitin	No	Yes if submitted final portfolio via an assessment but not on the discussion forum posts	Yes
Multiple markers allocated to each submission	Yes, in Moodle in the assessment settings. In Mahara only if students share their work with multiple teachers.	Only if students share their work with multiple teachers	Yes multiple teachers can be added to groups to view discussion forums or mark work submitted in assessments.	Yes
Markers able to view groups of students work	In Moodle using the class groups but downloading issues may occur due to high number of submissions In Mahara if groups are manually set up and students join them. But it is time consuming to set up groups and ensure they are accurate, students may not join them.	No can only view what has been shared with them	Yes	Yes
Markers able to provide feedback to students 1. individually 2. In groups	1. Yes in Mahara if a student share their portfolios. In Moodle through the feedback section in assessments 2. Yes in Mahara if they set up groups manually and students join them. In Moodle through the discussion forum for groups. Time for teachers to review and write feedback may be an issue – particularly if it takes a while to access files.	Yes if students share their portfolio's	Yes	Yes
Teachers marking average calculated and compared	No	No	Yes if students submit final portfolio on an assessment then marks can be exported out.	Yes marks could be exported out of Moodle and put into a database/excel sheet to allow for calculation
Marks stored and transferred onto student records	Marks can be stored in Mahara but currently no link to student records. In Moodle marks can be exported to Excel or through the link to LSEforYou.	Potentially yes but would need testing	Yes if students submit final portfolio on an assessment then marks can be exported out or transferred to LFY	Yes by exporting the marks and then uploading them to SITS as a CSV file and through the link to LSEforYou (although this is a new feature that has not yet been tested)

1.2 Recommendation of tools to facilitate E-portfolio tasks

Unfortunately there does not appear to be a platform that meets all the requirements. Taking into consideration the capabilities and limitations of the above options LTI would not recommend using an E-portfolio platform at this time. An alternative solution would be to combine two tools in Moodle, the '**Q&A discussion forum**' and the '**Assessment tool**'. Using a discussion forum may present teachers with the option to view their students' submissions at a glance and allow for quick group and individual feedback if required. However students would be able to view others student's submissions and this could lead to issues with plagiarism. An alternative is to ask students to email their portfolio documents to their teachers directly or to bring them in hard copy to the class each week. The final portfolio file could still be submitted as an assessment on Moodle and could be combined with the marking process recommended in the section below.

2. E- Recommendations for LSE100 marking processes

The co-ordination of marking is currently carried out using a bespoke database which is outside of the school systems and requires specialist knowledge to maintain and administrate. Previously marking pairs are manually allocated using the database and teachers are given hard copies of work in order to carry out blind marking. Teachers are required to enter their marks electronically into the database to allow teacher marking averages and student marks to be calculated, work that fall's greatly outside of the average is then third marked.

The course is currently in the process of moving from **double blind marking to single moderated marking**. This combined with the move from an unseen exam and in class written assessments mean that all coursework will now be in an electronic format and an alternative simpler marking system could be introduced. The requirements identified for this new process are listed below:

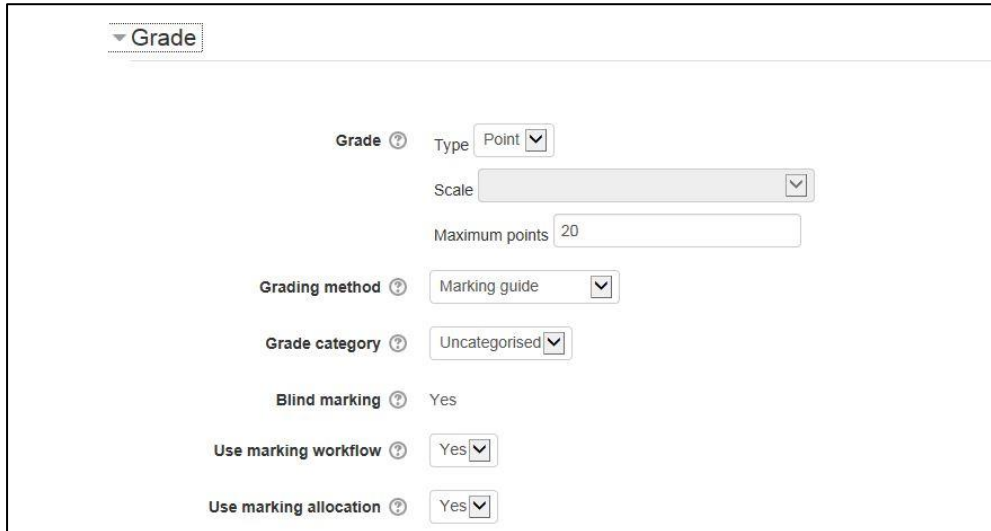
1. Assigning blind marking – the course office need to be able to assign markers to groups and individuals and have the option to change assigned markers.
2. Reviewing marking - need to be able to view all marks by teacher in order to calculate marking averages and identify work to be moderated.
3. Moderating marking – need to be able to manually select work to be moderated, give this blind marking to a second marker and then make the marks and feedback of the first marker available. Once discrepancies have been identified the first marker will then have to review and amend their original marks and feedback.
4. Producing reports - would like to be able to produce reports for the external examiner which contain all student submissions and marks and all feedback given to students.
5. Making marks available to students - would like to be able to email students when their work has been marked – with feedback and marks
6. Publishing final marks - need to have a record of all final marks on the school systems

Possible solutions to these requirements are discussed in more detail in the section below.

2.1. Assigning blind marking

Using Moodle marking workflow

Groups are created using data from LSEforYou. These groups are updated as and when students change class groups. Assessments are set up using groups with blind marking, marking workflow and marking allocation enabled under the grade settings.

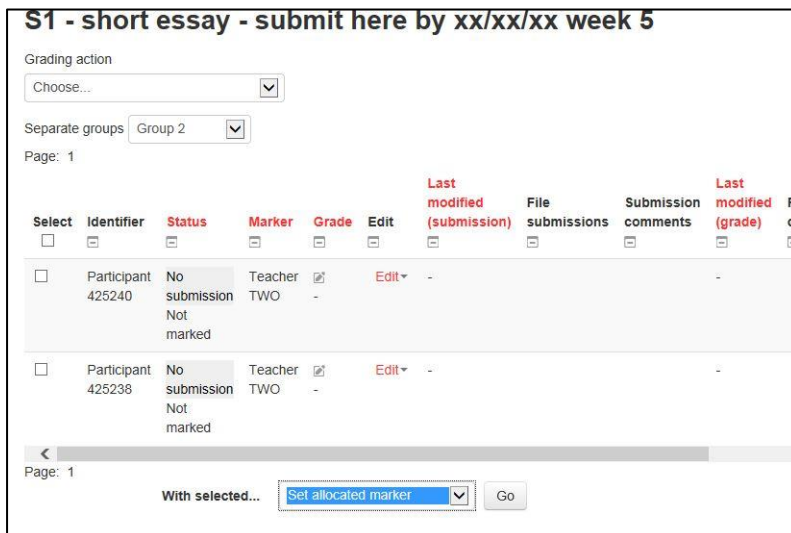


The screenshot shows the 'Grade' settings form in Moodle. The form includes the following fields and options:

- Grade Type:** Point (dropdown)
- Scale:** (dropdown)
- Maximum points:** 20 (text input)
- Grading method:** Marking guide (dropdown)
- Grade category:** Uncategorized (dropdown)
- Blind marking:** Yes (checkbox)
- Use marking workflow:** Yes (dropdown)
- Use marking allocation:** Yes (dropdown)

Assigning marking

If a teacher (editor) then goes into the assessment itself 'view/grade all submissions' they can allocate markers by each group by selecting the group they want and 'set allocated marker'.



The screenshot shows the 'S1 - short essay - submit here by xx/xx/xx week 5' submission table. The table has the following columns: Select, Identifier, Status, Marker, Grade, Edit, Last modified (submission), File submissions, Submission comments, Last modified (grade), and Feedback. The table contains two rows of submissions, both with a status of 'No submission Not marked' and a marker of 'Teacher TWO'. The 'Edit' column for each row contains an 'Edit' link. Below the table, there is a 'With selected...' dropdown menu set to 'Set allocated marker' and a 'Go' button.

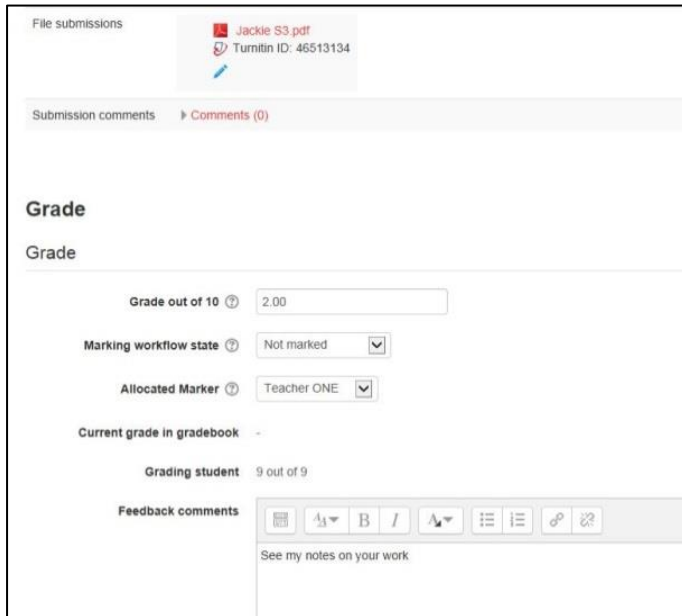
Select	Identifier	Status	Marker	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback
<input type="checkbox"/>	Participant 425240	No submission Not marked	Teacher TWO	-	Edit	-				
<input type="checkbox"/>	Participant 425238	No submission Not marked	Teacher TWO	-	Edit	-				

This means that when teachers log in they can only see and mark submissions by their own students that have been allocated to them for marking.

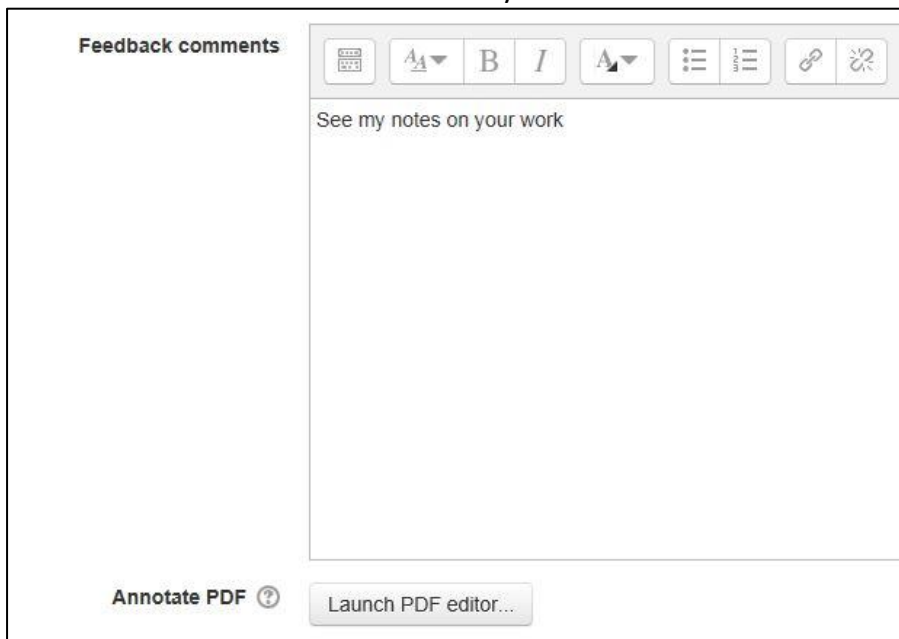
Once students have submitted teachers can go in and mark the work using a variety of methods detailed below.

Marking in Moodle

Select 'view/grade all submissions' and the class group or 'all participants' from the drop down menu. This will bring up a list of students, click on the grade icon on a student's submission. The students work can then be viewed as an attachment on the page itself. Teachers can enter their feedback and marks directly into the Moodle page.



If the student has submitted a PDF file the teacher can select the option to 'annotate PDF' and make comments on the file itself. They should also enter a mark and feedback comments.



Once a teacher has marked the individual student they can save changes or save and show next.

Marking outside of Moodle

Alternatively teachers can download a grading worksheet under the 'grading action' drop down tool bar. This will generate an excel worksheet with all the students in that group listed with a space for marks and feedback. Teachers can then enter the marks and save the worksheet and then select 'upload grading worksheet' from the drop down list and update the marks and feedback. The student work can be downloaded by selecting 'download all submissions' and all submissions with the participant numbers (if using blind marking) on each file name.

Online submissions

It is possible to enable students to type their assessment directly into Moodle, you can then limit the word count (although this is not displayed to students unless they go over the limit).

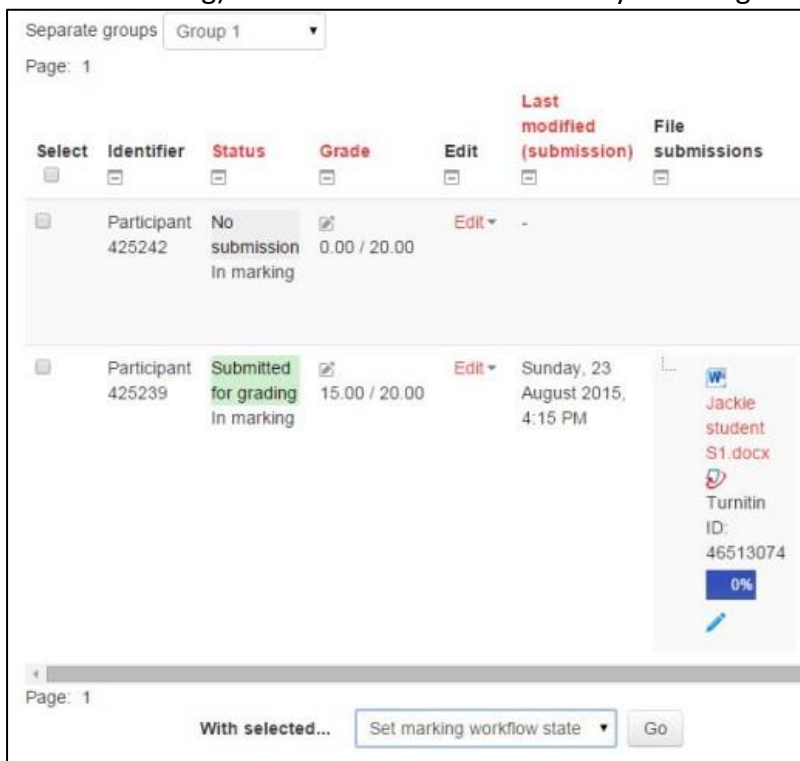
 The word limit for this assignment is 80 words and you are attempting to submit 238 words. Please review your submission and try again.

To set up this feature select '**online text**' from the submissions types in the assessment settings. However Moodle times out after 30minutes and there is a risk that students may loose their work – it is also harder to download – the file is a html document so we would not recommend this setting.




2.2 Reviewing marking

Managing marking

Once a teacher has marked their work they change the status from 'in marking' to 'marking completed'. They need to have selected their group (or all participants if they have completed all their marking) and then select all students by selecting the button at the top under 'select'.

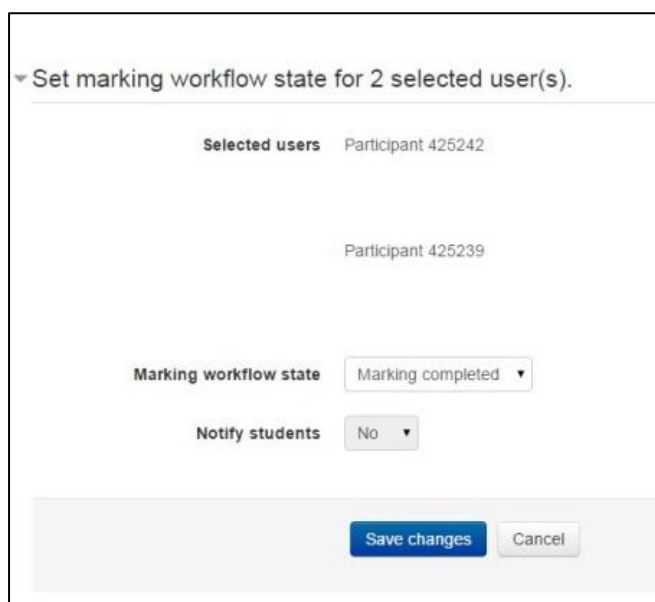
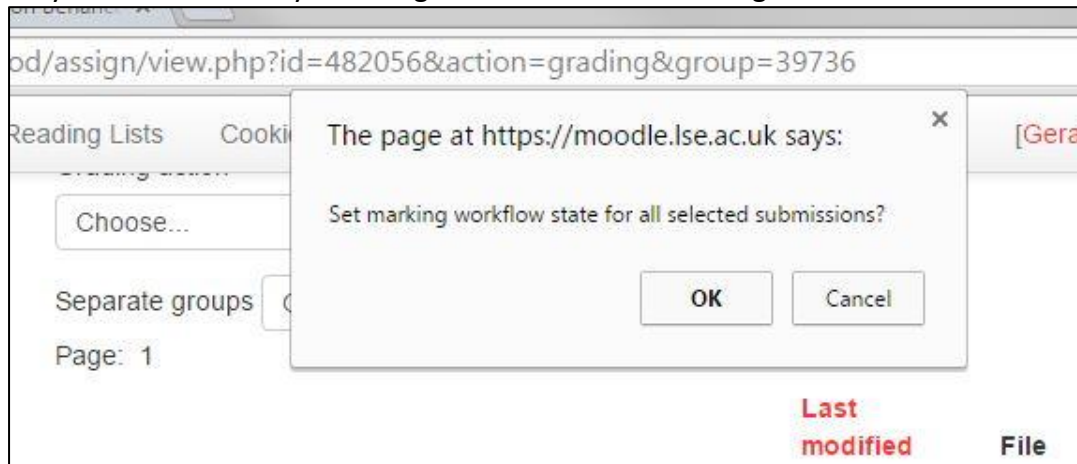


The screenshot shows a Moodle submission table with the following columns: Select, Identifier, Status, Grade, Edit, Last modified (submission), and File submissions. The table contains two rows of data:

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>	Participant 425242	No submission In marking	<input checked="" type="checkbox"/> 0.00 / 20.00	Edit ▾	-	
<input type="checkbox"/>	Participant 425239	Submitted for grading In marking	<input checked="" type="checkbox"/> 15.00 / 20.00	Edit ▾	Sunday, 23 August 2015, 4:15 PM	 Jackie student S1.docx  Turnitin ID: 46513074 0% 

At the bottom of the table, there is a 'With selected...' button, a 'Set marking workflow state' dropdown menu, and a 'Go' button.

They can then choose 'set marking workflow state' from the drop down list and confirm that they want to do this by selecting 'ok' and then 'Save changes'.



Teacher (editors) can then filter the assessments by those that have been marked and not yet marked, they can also filter by marker or group. All the marks and feedback can then be exported to excel by selecting 'download grading worksheet'. Marking averages can then be calculated by teacher.

2.3. Moderating marking

The excel spreadsheet of all marks will allow manual selection of which pieces of work need to be moderated by second markers.

If marks need to be changed then teacher (editors) or teachers can change the marking workflow state from marking completed back to 'in marking' so that the marker can make changes to their marks and feedback.

Other titles such as 'in review' and 'ready for release' can also be used if required to keep track of groups/markers that have completed the marking process.






Once all the marks have been confirmed and agreed then they can all be selected and the marking workflow state changed to 'released' this will make the marks and feedback available to students. There is also an option to notify students so that they receive an email. N.B. Teachers do not have the option to release marks.

If blind marking is used then all students will be identified using a participant number. Teacher editors have the option to view the student identities in the grade book under the 'blind marking user id's' option. Teachers do not have this option.

Blind marking user IDs

Blind marking user IDs

The following are the generated participant identifiers for all blind marking assignments where the user identities have not yet been revealed.

Name	Registration Number	S1 - short essay - submit here by xx/xx/xx week 5	S3 E-Portfolio submit here by xx:xx on xx/xx/xx	S4 short essay - submit here by xx:xx on xx/xx/xx	S6 Eportfolio - submit here by xx:xx on xx/xx/xx	S5 - Group project presentation submit here by xx:xx on xx/xx/xx	S2 - Group project/presentation submit here by xx:xx on xx/xx/xx
 Jonny Student	Participant 425243	Participant 425243	Participant 425253	Participant 425264	Participant 427813	Participant 427821	Participant 427830
 Julie Student	Participant 425244	Participant 425244	Participant 425255	Participant 425257	Participant 427809	Participant 427815	Participant 427826
 Joe Student	Participant 425245	Participant 425245	Participant 425254	Participant 425261	Participant 427812	Participant 427820	Participant 427829
 Jess Student	Participant 425240	Participant 425240	Participant 425247	Participant 425256	Participant 427811	Participant 427816	Participant 427824
 Jehoshaphat	Participant 425240	Participant 425240	Participant 425247	Participant 425256	Participant 427811	Participant 427816	Participant 427827

Additional features

Enable Turnitin

This can be enabled as a plug-in to allow all submissions to be submitted through Turnitin in Moodle itself. You also have the option to show the results to students. If you do not wish to show the results to students they will still see that their work has been submitted to Turnitin. As per the Turnitin platform you can set how much of the work is checked for example you can exclude the bibliography or small matches. You can also select what the work is checked against and if the work is stored in the repository.

[QM](#) Launch Quickmark Manager Refresh Su
[Launch Peermark Manager](#)

Enable Turnitin

Display Originality Reports to Students

When should the file be submitted to Turnitin?

Allow submission of any file type?

Store Student Papers

Check against stored student papers

Check against internet

Check against journals, periodicals and publications

Report Generation Speed

Exclude Bibliography

Exclude Quoted Material

Exclude Small Matches

Attach a rubric to this assignment

[Launch Rubric Manager](#)

Using a rubric

‘Attach a rubric to this assignment’ allows for a rubric to be visible to students when they are submitting their work.

2.4. Producing reports

Activity completion

This allows a quick view to see if students have completed the activities in your course.

▾ Activity completion

Completion options locked One or more students (2) has already marked this activity as completed. Changing completion options will erase their completion state and may cause confusion. Thus the options have been locked and should not be unlocked unless absolutely necessary.

Completion tracking Show activity as complete when conditions are met

Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity

Student must submit to this activity to complete it

Expect completed on Enable

This also allows students to see on Moodle if they have completed each activity according to the settings chosen in each assessment.

Module 1

S1 - short essay - submit here by xx/xx/xx week 5

S2 - Group project/presentation - submit here by xx:xx on xx/xx/xx

Once you have set up your assessments with activity completion details you can then set up the completion details for the whole course. Go to 'course completion' in the administration block and, select 'Course is complete when all conditions are met' and then select all activities to be completed.

You can then access a quick view to see if students have completed the activities in your course by going into 'Administration', 'Reports', 'Course completion'. This report can be filtered by course group or student name.

Criteria group		Activities						Course
Aggregation method		All						All
Criteria		S1 - short essay (20%) - ...	S2 - Group ...	S3 - E-Portfolio submit ...	S4 short essay - submit ...	S5 - Group project ...	S6 Eportfolio - submit here...	Course complete
First name / Surname	Email address							
Jelena Student	lsect07@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonny Student	lsect01@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joe Student	lsect04@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jehoshaphat Student	lsect06@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Student	mattlingard@gmail.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jackie Student	lsect02@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Student	lsect03@yahoo.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jess Student	lsect05@yahoo.co.uk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athina Student Chatzigavrili	uczaach@ucl.ac.uk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Calculating marks

Gradebook Allows for an overview of all students on the course with their marks for individual assignments and in total. There are various settings that can be selected to calculate the grades. See below for the LSE100 calculations using a point system in each assessment, a course total and then setting up grade letters for the final mark.

User report - Jess Student

Grade item	Weight	Grade	Range	Percentage	Letter grade	Feedback
Test LSE100 assessment course						
S1 - short essay (20%) - deadline xx/xx/xx week 5	-	10	0-20	50 %	P	
S2 - Group project/presentation - submit here by xx:xx on xx/xx/xx	-	10	0-20	50 %	P	Good work
S3 - E-Portfolio submit here by xx:xx on xx/xx/xx	-	10	0-10	100 %	DI	Extremely good
S4 short essay - submit here by xx:xx on xx/xx/xx	-	20	0-20	100 %	DI	This is outstanding
S5 - Group project presentation submit here by xx:xx on xx/xx/xx	-	15	0-20	75 %	DI	Very good, please see my comments on your work
S6 Eportfolio - submit here by xx:xx on xx/xx/xx	-	5	0-10	50 %	P	Needs work
Course total	-	70	0-100	70 %	DI	

Exporting marks

Course wide results can be downloaded via the grade book (as above).

Course completion data can be downloaded via the course completion report (as above).

Assessment level details can be downloaded by going into the individual assessments and 'view/mark all submissions' (see below).

To download details at assessment level, make sure that 'offline grading worksheet' is selected in the feedback types in the assessment settings then go into the assessment to 'view/grade all submissions' and then select the group you want or all participants if you want all students. Then select 'download grading worksheet' from the dropdown list under 'grading action'. This will then export an excel spreadsheet with the marker name (if allocated marking has been

used) all the student marks and feedback (with participant numbers if you are using blind marking and have not yet revealed student identities).

2.5. Making marks available to students

The marking workflow settings can be used to hide marks from students until they are confirmed, this process is controlled by teacher editors so teachers cannot accidentally release marks. Individual assessment marks can be made available to students in Moodle via the grade book, and via email once they have been released. If preferred marks can be kept hidden from students and exported to be released on LFY.

Final marks can be calculated using the grading settings and then made available to students via the grade book and/or exported to excel so they can be published onto LSEforYou. The link between Moodle and LFY may also be a possibility but would need testing.

2.6 Publishing final marks

See above.

Summary of marking process recommendations

Moodle appears to have the capabilities to meet the requirements of the new assessment process. LTI can provide training on the processes to LSE course office staff (and teachers if necessary). They can also give support in producing guides and instructions for staff and students.

Appendix 1: Comparison of e-portfolio platforms and solutions

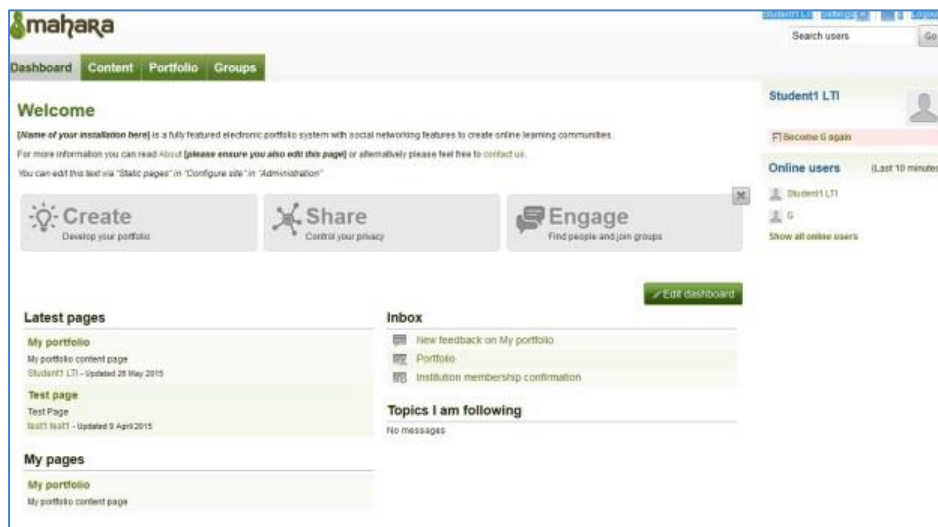
- Mahara

Cost: Free

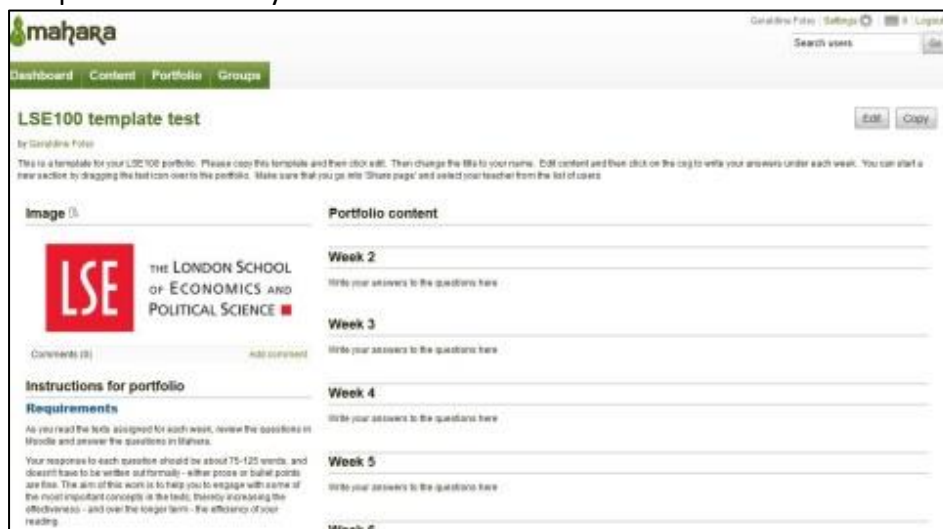
Compatibility with School systems: External platform but can be installed as a plug-in to Moodle assessment. This would mean that students would complete their work within Mahara (logging in with their LSE username and password) but could then submit their Mahara files/portfolio's to a Moodle assignment.

Usability: Not too user friendly as an interface, students will have to be given quite detailed instructions on each process and teachers will only have access to work if students share it with them.

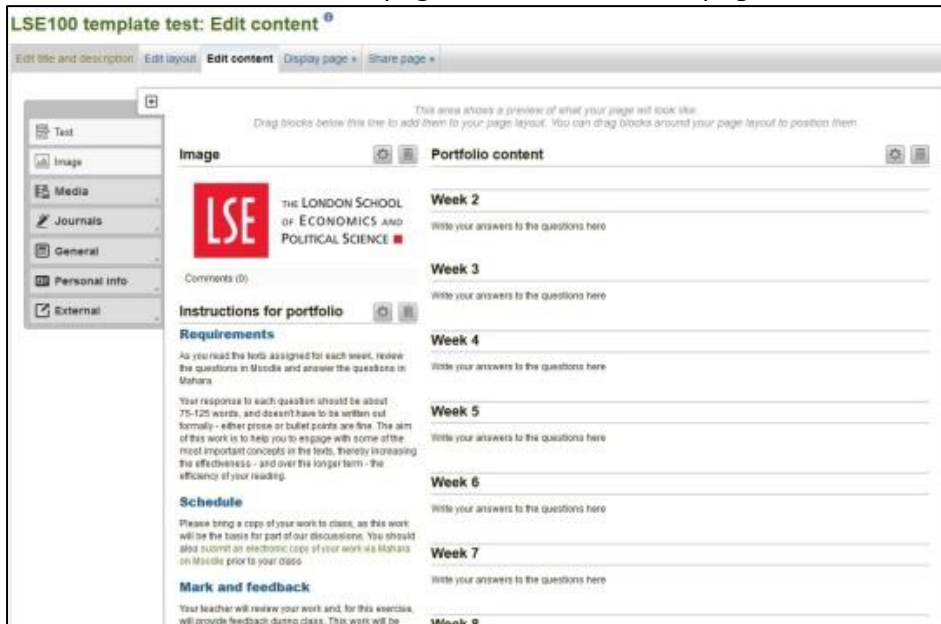
Description:



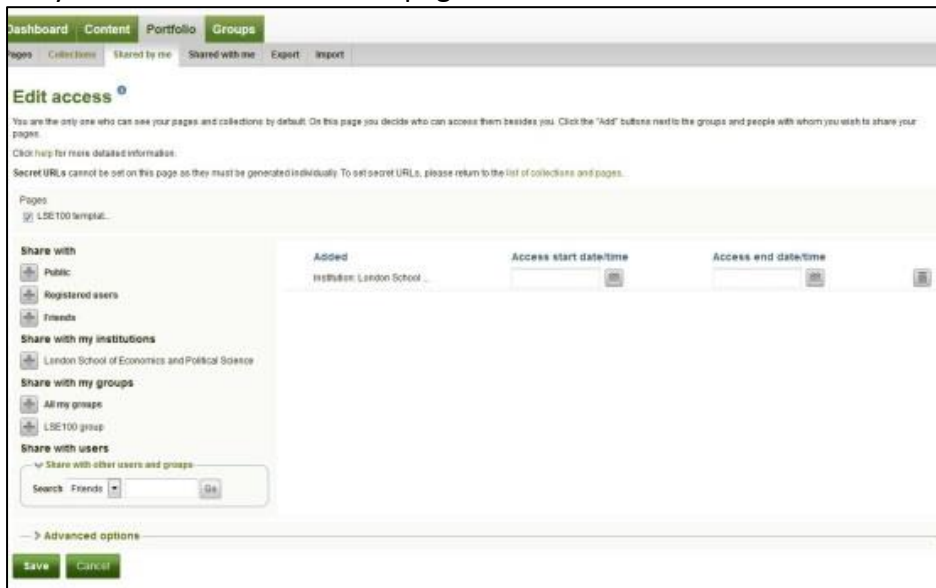
Users can set up templates for students to use but the students then have to copy and edit the template before they can use it.



Students can create and edit pages and collections of pages.



They then have to share these pages to make them available to teachers.



Teachers can set up groups and invite students to join them but they cannot force subscription. They can also search for friends and send them individual messages but it may be easier for teachers to send messages to students via school systems such as Moodle, LseforYou or email. *Workflow:* Students would have to create their LSE100 portfolio's in Mahara, they would be asked to share these with their teacher (providing they knew who their teacher was) to allow the teachers to view the weekly submissions. In order to guarantee that teachers had access to the final assessment students would have to submit the final portfolio via Moodle. The final portfolio would then show as up a Mahara file in the assessment and marking could be assigned using groups.

Marks and feedback could then be entered electronically and this could be transferred directly to LSEforYou.

Summary: One of the most popular E-portfolio platforms in HE, integration with Moodle allows for submissions to be run through Turnitin and synchronization with class groups which may be useful for marking the final submissions. Even though Mahara is appropriate for portfolio based assessment LSE100 current requirements with regards to ways submitted assessment are viewed and marking processes may mean that the actual platform itself may be overly complex for users.

- **Exabis E-Portfolio**

Cost: Free

Compatibility with School systems: Block within Moodle which can be added as an activity.

Usability: Quite straightforward and easy to use as pretty basic, also within Moodle so students would not need to go to another platform.

Workflow: Students would have to create 'notes' or files each week and share them with their teachers. They could then submit their final portfolio through an assessment on Moodle so that it could be run through Turnitin and marked.

Summary: This is a simplified e-portfolio platform but would be sufficient for LSE100's needs and more user friendly than external options. However it still requires students to share their work with a teacher (perhaps from a list of all teachers) before they can see it and does not allow for submissions to be submitted through Turnitin.

- **Foliotek**

Cost: Unknown but likely to be per student

Compatibility with School systems: External platform but states that compatible with Moodle.

Usability: Appears to be very user friendly with nice interface and lots of user-help (video guides etc.) on the platform itself. Many features are not needed.

Description: Similar to Mahara students would have to share their portfolios with teachers.

Workflow: Unknown

Summary: Nice platform but will be another programme for students to learn and does not give the data that is required for marking purposes.

- **DIG[cation]**

Cost: Free version with Google app's but there are no assessment management functions with these accounts (and seems to require a domain address). Classpacks are priced at \$34.95/year plus the number of student accounts. Student accounts purchased in a classpack are provided with the discounted cost of \$80/10 student accounts/year.

Compatibility with School systems: External platform – students require a gmail account if using the free service.

Usability: Unknown

Description: Similar to Mahara students would have to share their portfolios with teachers.

Workflow: Unknown

Summary: As above

- **Q&A Discussion forums in Moodle**

Cost: Free

Compatibility with School systems: Within Moodle

Usability: Extremely basic so should be easy for students and staff to use. Staff can manage their settings regarding receiving forum posts, students can be forced subscribed if necessary. Groups should update automatically from registers. Students would only be able to view and respond to the posts sent from their own teachers.

Description: Q&A discussion forums could be set up for each teacher using their groups. The teachers would post the portfolio tasks for that week as a thread in the forum to each group and the students would have to post their replies (and usually allow 30 minutes editing time) before they could view others postings. The teacher could then view all the students' responses in one place at a glance. They can easily download and print out the responses if they wish using the compile discussion forums block. They could also respond to individual or all postings (so give individual or group feedback) and if they wish they could rate postings (this could act as a formative mark?).

Students would then have to submit their final portfolio as a file submission via an assignment. They may want to copy and paste their submissions from the forum or re-write their submissions using the feedback from their peers postings and the teacher. The self-reflection element of the portfolio would mean that students would not be able to use each other's submissions.

Workflow:

Teachers start a discussion thread each week with the portfolio questions and then view students submissions in one place. Students then submit a word document which collates their postings and add in their self-reflection.

Summary:

The most basic solution – would require one discussion forum per teacher (so 40 in total) which may look messy on the Moodle site and would require students to know their teachers' names and teachers to post messages out to each of their groups each week. It would allow for teachers to see all replies at a glance for each of their groups. Combining with the assignment tool would allow for submissions to be put through Turnitin.

Assessment tool in Moodle

Cost: Free

Compatibility with School systems: In Moodle

Usability: Students used this method in Lent term 2015 but had to submit their final portfolio file to a different assessment. Although instructions were clear many found this process confusing and some submitted to the wrong assessment. Due to the high number of submissions teachers found viewing the files each week impossible as it took too long to download their students' submissions.

Description: Students would submit a word document with their e-portfolio answers via an assessment on Moodle. They would be asked to update the same file each week and then submit their final file in the same place.

Workflow: As above.

Summary: Straightforward system which should work but would encounter the same problems regarding teachers viewing their students' submissions each week.