1.- Presentation and summary

2.- eRubric service for evaluation of the university learning:
   Objectives

3.- Methodology

4.- Variables

5.- Early results
1. Experimental evaluation methodologies and self-assessment peer eRubrics.

2. Evaluation of the methodological practices with the use of eRubrics

3. Experimentation federation technology in academic networking (authentication and federation)
Plurimetodológico

- Qualitative and quantitative data analysis

Quasi-experimental design groups

- Evaluation of tasks and projects peer to peer
- Self-assessment by erubrics

Analysis of contents

- Diary self-Reflection and self-assessment (Control and Experimental groups)
- Evaluation of tasks and projects peer to peer

http://erubrica.org
Independent Variable: erúbrica

-experimental group A with eRubric

-group B control without eRubric

Identifying variables:

levels, areas, degrees, universities, types of tasks and types of subjects

Dependent variable:

notes activities and global assessment of student

Dummy Variable: assistance
<table>
<thead>
<tr>
<th><strong>eRubrics</strong></th>
<th><strong>Differents assessment</strong></th>
<th><strong>Instituions</strong></th>
<th><strong>Analysis and Design</strong></th>
<th><strong>Objetives</strong></th>
</tr>
</thead>
</table>
| Tasks       | - Assessment peer to peer | All instituions | - Control B vs experimental A assessment tasks  
- Student vs. teacher assessments | Obj. 1 |
| [*]Teamwork rubric | - Selft-assessment Tasks Teamwork | All instituions | - Control vs experimental Ratings tasks selft-assessment evolution | Obj. 2 |
| Presentations of projects | - Selft-assessment Projects  
- Assessment peer to peer | UGR, UVIGO Y UMA | - Control B vs experimental A assessment projects  
- Student vs. teacher assessments | Obj. 1 |
|              | Selft-assessment contents diary | UMA | - Analysis synchronic and diachronic Selft-assessment A and B | Obj. 1 |
|              | All instituions | | - Usabilidad y satisfacción  
- Analysis synchronic and diachronic | Obj. 3 |
| [*] Everybody experiments the same rubric | | UMA | - Daily maintenance of the system | Obj. 3 |
Evolution assessment peer to peer of projects with rubric
group 40 students 2010
The longer == more internalization of competences

Differences according to what competences

The first most demanding assessment for peer to peer


Book:
Education in a Technological World: Communicating Current and Emerging Research and Technological Efforts
http://www.formatex.org/ict/chapters.html
Thank for your attention