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**1.- Presentation and summary**

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

**3.- Methodology**

**4.- Variables**

**5.- Early results**



<http://erubrica.org>

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)



<http://erubrica.org>

### 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

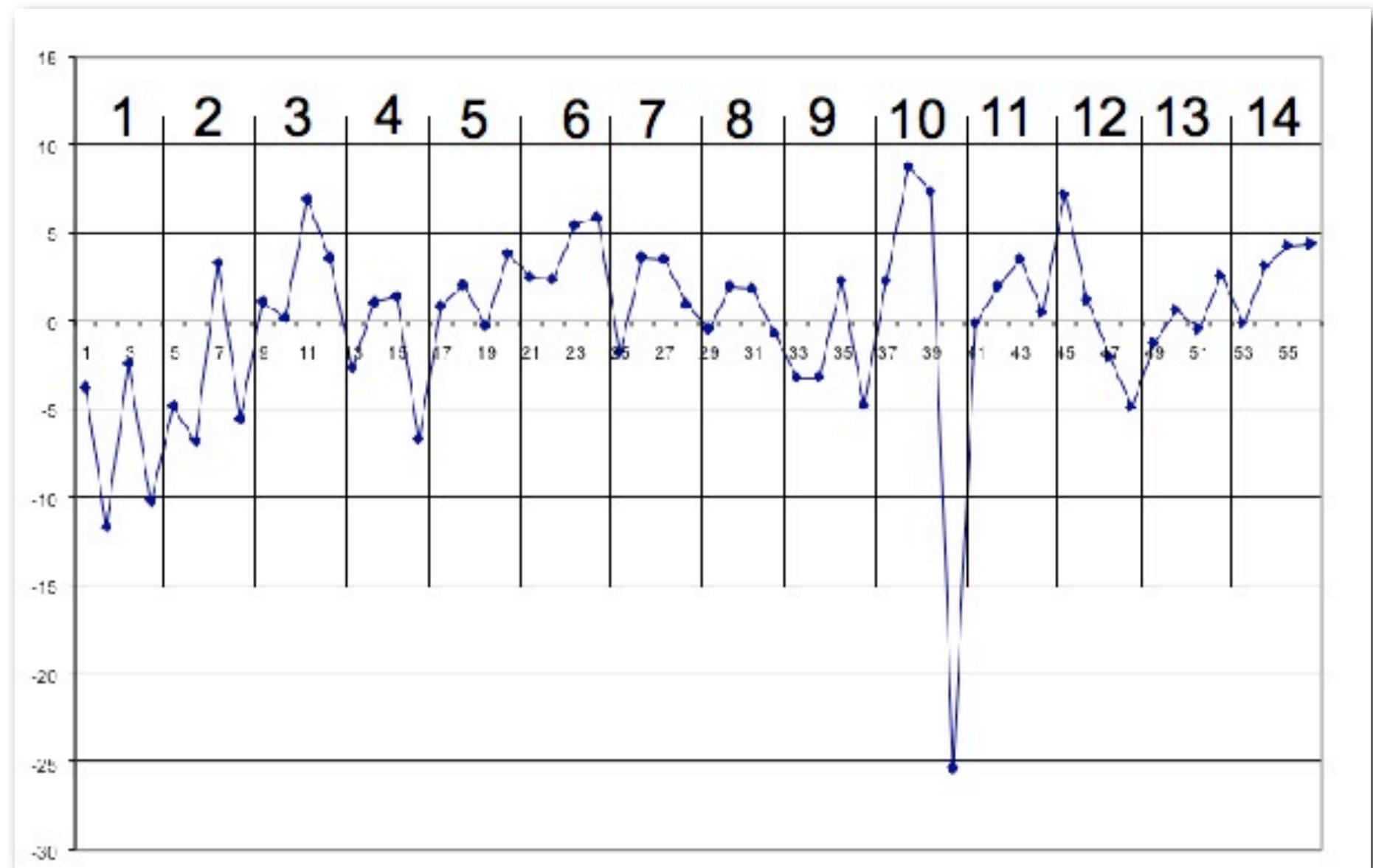
**Dependent variable:**

notes activities and global assessment of student

**Dummy Variable: assistance**

| eRubrics                  | Differents assessment                                   | Instituions         | Analysis and Design                                                                    | Objetives |
|---------------------------|---------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------|-----------|
| Tasks                     | - Assessment peer to peer                               | All instituions     | - Control B vs experimental A assessment tasks<br>- Student vs. teacher assessments    | Obj. 1    |
| <b>[*]Teamwork rubric</b> | - Self-assessment Tasks Teamwork                        | All instituions     | - Control vs experimental Ratings tasks self-assessment evolution                      | Obj. 2    |
| Presentations of projects | - Self-assessment Projects<br>- Assessment peer to peer | UGR, UVIGO<br>Y UMA | - Control B vs experimental A assessment projects<br>- Student vs. teacher assessments | Obj. 1    |
|                           | Self-assessment contents diary                          | UMA                 | - Analysis synchronic and diachronic<br>Self-assessment A and B                        | Obj. 1    |
|                           |                                                         | All instituions     | - Usabilidad y satisfacción<br>- Analysis synchronic and diachronic                    | Obj. 3    |
|                           |                                                         | UMA                 | - Daily maintenance of the system                                                      | Obj. 3    |

[\*] Everybody experiments the same rubric



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

Serrano Angulo, J. and Cebrián de la Serna, M. (2012). *Study of the impact on student learning using the eRubric tool and peer assessment*

**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**