

Online implementation of an integrated writing assessment

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Valeriia Koval¹, Ximena Delgado-Osorio², Claudia Harsch¹, Johannes Hartig²

¹University of Bremen, Germany; ²DIPF | Leibniz Institute for Research and Information in Education, Germany

1. MASK Project
2. Tools
3. Evaluation
4. Implications

- **Main objective** → Empirical foundation of the competence construct of integrated writing in a Lingua-Franca context (English).
- **Key element** → development and testing of valid criteria for evaluating integrated writing products.

Need for adaptation → online delivery of the project

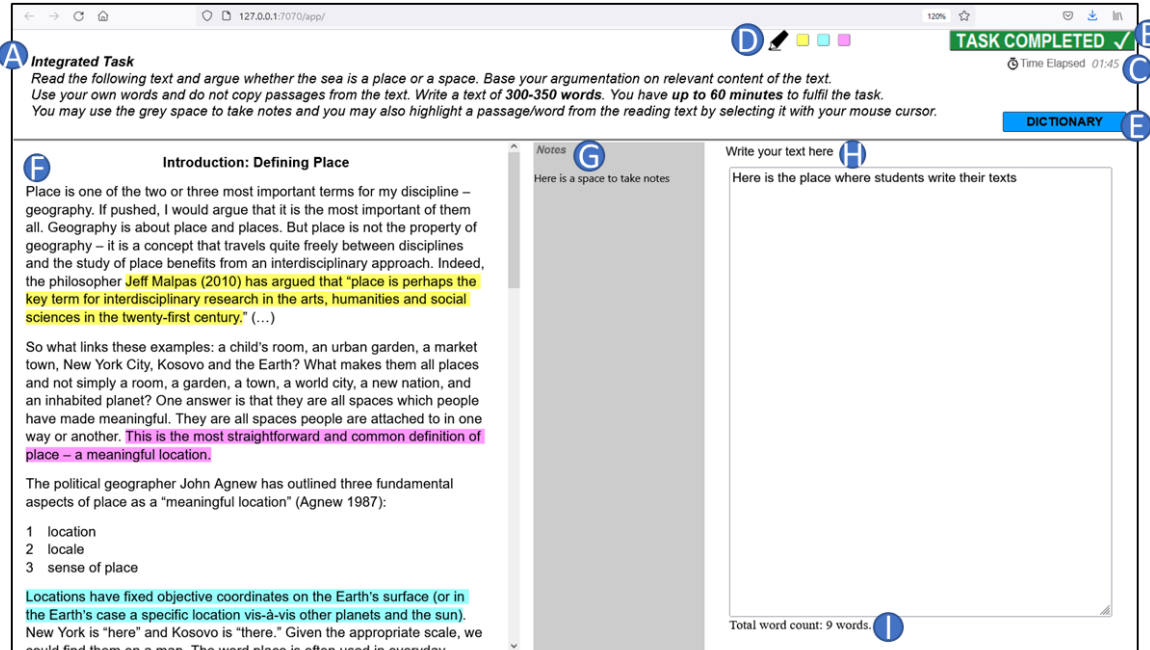
MASK implementation and online tools





Computer-based assessment tool

- Available free of charge for non-commercial projects
- Complex items/tasks without requiring any specific programming skills
 - Workshop participation is recommended
- Variety of items types (e.g., single/multiples choice, drag & drop, among others...)
- Log-data collection
- It has been used in several national and international projects (e.g., PISA)
- Constantly being improved



A Integrated Task

Read the following text and argue whether the sea is a place or a space. Base your argumentation on relevant content of the text. Use your own words and do not copy passages from the text. Write a text of 300-350 words. You have up to 60 minutes to fulfill the task. You may use the grey space to take notes and you may also highlight a passage/word from the reading text by selecting it with your mouse cursor.

B TASK COMPLETED ✓

C Time Elapsed 01:45

D [Highlighting icons]

E DICTIONARY

F Introduction: Defining Place

Place is one of the two or three most important terms for my discipline – geography. If pushed, I would argue that it is the most important of them all. Geography is about place and places. But place is not the property of geography – it is a concept that travels quite freely between disciplines and the study of place benefits from an interdisciplinary approach. Indeed, the philosopher Jeff Malpas (2010) has argued that "place is perhaps the key term for interdisciplinary research in the arts, humanities and social sciences in the twenty-first century." (...)

So what links these examples: a child's room, an urban garden, a market town, New York City, Kosovo and the Earth? What makes them all places and not simply a room, a garden, a town, a world city, a new nation, and an inhabited planet? One answer is that they are all spaces which people have made meaningful. They are all spaces people are attached to in one way or another. This is the most straightforward and common definition of place – a meaningful location.

The political geographer John Agnew has outlined three fundamental aspects of place as a "meaningful location" (Agnew 1987):

- 1 location
- 2 locale
- 3 sense of place

Locations have fixed objective coordinates on the Earth's surface (or in the Earth's case a specific location vis-à-vis other planets and the sun). New York is "here" and Kosovo is "there." Given the appropriate scale, we could find them on a map. The word place is often used in everyday

G Notes

Here is a space to take notes

H Write your text here

Here is the place where students write their texts

I Total word count: 9 words.

Pilot and main study

Integrated writing tasks and sociodemographic questionnaires

1. *Items*: input text, highlight, dictionary, word counter
2. *Implementation*: participants randomization and groups
3. *Download data*: written products, answers from questionnaires and log-data

A Task instruction

B Button for completing the task

C Time elapsed (*min:seg*)

D Source-text with highlighting option

E Button for embedded dictionary

F Source text

G Note-taking tool

H Text box for writing task

I Word counter

Video conferencing platform

- Cloud-based peer-to-peer software platform
- Restricted free use, license from 139€ per year
- Safety measures: password-protected meetings, user authentication, waiting rooms, locked meetings, disabling participant screen sharing, randomly generated IDs, and the ability for the host to remove disruptive attendees











MASK application:

- Think-aloud protocols (TAPs) test-takers and raters, interviews, focus group interviews with the raters: screen sharing, audio-visual recording
- Rater training – screen sharing, breakout rooms, polls

Learning management system

- Free software
- Used by the varieties of education institutions in Germany
- Different imbedded applications: e.g., DoIT, Forum, Files, Schedule, Zoom





Universität Bremen


Seminar: 10-GS-1-02 How to evaluate source-based text products – rater training in a research project
Overview Administration Blubber Files Schedule Participants DoIT! Lehrevaluation Forum Zoom Raumbewertung More ...

Themen und Aufgaben dieser Veranstaltung



Preparatory tasks (4 Aufgaben)

-  1. Please read and sign the confidentiality agreement and return it to us asap via email (Can be found under Files). (5 Participants)
-  2. Please view the ppt "Preparation" under Files/Preparation, which provides you with the necessary background to the Seminar (2 Participants)
-  3. Sorting the rating scale descriptors (8 Participants)
-  4. Writing task (60 minutes) (13 Participants)



Homework 1 (1 Aufgabe)

-  Rating of the first text products **NEU** (1 Participants)

Homework 2 (2 Aufgaben)

-  TASK 1 (1 Participants)
-  TASK 2 (1 Participants)

Homework 3 (2 Aufgaben)

-  Part 1 (1 Participants)
-  Part 2 (5 Participants)

Übersicht

- Setup
- Results
- Options
- Statistic
- Copy data
- Import / Export
- Datelliste
- Punkteverwaltung
- Plagiats-Check

Rater training

- Sharing of materials
- Communication
- Rating tasks

File sync&share solution

- Open source
- High reliability, performance and productivity
- Accessible via App or Web browser
- Location on the University of Bremen Server for data protection

MASK application: Rating phase

- Sharing rating materials
 - Restricted access, each rater had their folder with scripts

Main function:

Identification of textual borrowings in written products

- Designed for the context of the MASK project (in cooperation with Torsten Zesch)
 - Does not compare with internet corpora
- An online application where raters can upload a source text and a student script for comparison
- Accessible via link in a browser
- Not public/open source

Rating phase

Minimum number of words required for match (default is 3): enter number
e.g. 2

e.g. 1

Source Text

Green marked passages are matches

While the Netherlands is a small country (some 34,000 km²), it is densely populated (some 460 inhabitants/km²) and has a large active economy. Geologically, the coastal zone mainly consists of a series of deltas and flood plains of the rivers Scheldt, Meuse, Rhine, and Ems,^[1] bordered by coastal barriers (in the north in the form of barrier islands), a large (former) lagoon, tidal inlets, and coastal plains. The total length of the Dutch coastline is more than 400 kilometres, which can be divided into three different parts: the tidal inlets and estuaries in the south (now mostly controlled by open or closed barriers), the uninterrupted duned Holland coast, and the Wadden Sea area (featuring a series of barrier islands) in the north. At present, almost one-third of the country is located below average sea level. A further third has to be protected against flooding by rivers in periods of high discharges (...). Low-lying countries such as the Netherlands, because of their physical characteristics, are highly vulnerable to the consequences of^[2] extreme climatic events such as storm surges and periods of extreme precipitation. As a consequence, sea level as an expression of climate change has become a dominant boundary condition for the existing land and its users for thousands of years. The 1953 storm surge disaster, which claimed 1835 lives and flooded^[3] 165,000 hectares of land in the Netherlands^[4] (GERRITSEN, 2005), triggered another huge hydraulic undertaking: the Delta Project (...). The Netherlands had to be secured against similar extreme disasters. In the socioeconomic context of that time, the only feasible solution seemed to consist of the closure of all sea inlets,^[5] except for the entrance to the Port of^[6] Rotterdam and the^[6] entrance to the Port of^[6] Antwerp. In 1958, the^[6] Delta Act^[11] was^[12] passed, and work started to shorten the total length of the coastline^[13] and thus the length of the^[14] potentially vulnerable coastal defences. Extensive research work, carried out in the first decades of the Delta^[12] Project, focused on technical feasibility of the innovative engineering of the structures. This included research work on the hydrodynamics and morphology of the coastal zone in order to guarantee the stability of the structures (WATSON and FINKL, 1992). Safety levels of the new or reinforced coastal defence structures were defined based on the occurrence frequencies of extreme storm surge levels, which should lead to a small (say 10%) probability of failure. Relative sea-level rise of 10-20 cm/century over the last few centuries was taken into account in the design and construction of the coastal defences. Economically favourable conditions triggered a change in societal perception, which required the reconciliation of safety with environmental issues, and public pressure led to a revision of the Delta^[12] Plan. Accordingly, parliament decided (1979) to preserve the Eastern Scheldt's tidal flats^[17] and saltmarshes with their abundant flora and rich fauna and the high-yield shellfish fishery. This resulted in the construction of a storm surge^[2] barrier in the mouth of^[18] the Eastern Scheldt tidal^[19] basin that can be closed when storm surges approach (SAEJUS, 1982). This marked a second turning point in the history of Dutch water management. After a thousand years of adaptation and another thousand years of protection strategies, the Netherlands would^[6] now adopt a more integrated approach. The Eastern Scheldt case shows the first signs of an upcoming paradigm shift affecting all three components of the triangle: policy, management, and knowledge. This paradigm shift in the approach of water and coastal management that is observable during the last decades represents a major challenge for the current century: the challenge to adopt an approach according to^[20] the principles of working with nature in a transdisciplinary way. In a critical evaluation of the morphological, ecological, and socioeconomic effects of the Delta^[12] Project, SAEJUS et al. (2004) advocate working with nature in any future flood protection project in estuarine and coastal environments. A number of their recommendations exemplify this: (1) If there is still a choice, leave untouched estuaries and deltas alone. (2) If there is already a history of human intervention, try to adopt the most flexible approaches to safety and development. (3) Reversible and local measures within the limits of the natural processes are preferable. The recommendations of SAEJUS^[21] et al. (2004) regarding working with nature are in line with today's management policy to maintain the coastline with soft solutions. Nevertheless, implementing the recommendations appears to be complex. For instance, sea dikes may hamper natural processes, but^[22] from an economic viewpoint, let alone from a socioemotional

Learner Text

Red marked passages are matches

Because the Netherlands a mainly underneath sea-level the coast is the only 'protection' against floods. The Netherlands dot a very large coastal zone and many big rivers (for instance rhine and ems).^[1]

In 1953 was a storm surge^[2] disaster that took many lives and flooded^[3] a lot of hectares of land in the Netherlands.^[4]

The only feasible solution was to close all sea inlets^[5] to get more protection. The only exceptions for that solutions were Nieuwe Waterweg for the port of^[6] Rotterdam and the^[6] Westerschelde for the port of^[6] Antwerp.

Therefore in 1958 the^[6] government made the Delta Act^[11] to protect the country more against floods. The impact of the Delta^[12] Act was^[12] that it shorten the length of the^[13] coastline^[13]. The main reason why this was so bad, was that this would mean the Netherlands would^[6] have less coastal defense area in cases of war.

With the time the economics of Netherlands changed and got a bigger meaning in society. So the government decided to safe/preserve the Eastern Scheldt's tidal flats,^[17] saltmarshes and the shellfish fishery. They wanted to master it by constructing a storm surge barrier in the mouth of^[18] Eastern Scheldt tidal^[19] which is openable and closable.

This showed the challenge to adopt an approach according to^[20] not destroy nature.

Dikes became very important for the coastal safety of netherlands but they dont go within the recommendations of SAEJUS.^[21] They for instance influence natural processes but^[22] removing them or getting rid of them would have a too large impact on the country and would not be justifiable.

Currently it is observable in the Dutch policy, that they try to mitigate the consequences of^[23] floods instead of strengthening the^[24] defense towards floods. But also they arguing to update the recommendations 1) to 3) of SAEJUS because they are too old/not up to date.

Features:

- Keywords
- Modification of the string length
- Mark borrowed segment

Online questionnaire platform

- Free for non-commercial research; for commercial use starts at €49
- Intuitive interface to create online questionnaires with more than 30 questions types
 - Integration of audio, video and images
 - With the possibility to use own program code
 - Data export to SPSS, R, Stata and Excel
- Adheres to the strict requirements of German data privacy laws, fully encrypted



50% completed

Script information

Dear **r01**, this is the script you are currently rating:

Task: T01Neth (Summary Natural Sciences)

Script ID: T01Neth-0001

Text rating

Select the corresponding level for each dimension and explain your choice.

	5	4	3	2	1	Code 0 only own ideas are used	
1a. Mining ST for relevant ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
1b. ST ideas Correctness and precision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2. Linguistic processing ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Ratings phase

- Simple survey that raters accessed via link
- Restrictions for certain answers

Online survey tool

- Restricted free use, license from 34€/month
- Variety of survey designs: own survey design (HTML, CSS, JS)
- Control of participation
 - Later continuation of the survey by participants
 - Prevent multiple participation
- Data export in different formats (e.g., SPSS, R, CSV, etc.)
- By default not encrypted
 - Own configuration for responses and participants data

Skills

Please answer the following questions based on your experience during the **previous semester (summer semester 2021)**.

*7. Looking back on the beginning of your studies, how good was your English regarding the academic demands?

👉 Please choose the appropriate response for each item:

	1 (not good at all)	2	3	4 (very good)
Was your English good enough to cope with the academic demands?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*8. Were you experiencing any difficulties in the classes that were taught in English?

👉 Please choose the appropriate response for each item:

	1 (none at all)	2	3	4 (a lot)
Difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*9. During the last summer semester 2021, how well did you get on with regard to your English language skills? Please rate the following aspects on a scale from 1 (not well at all) to 4 (very well)














































👉 Please choose the appropriate response for each item:

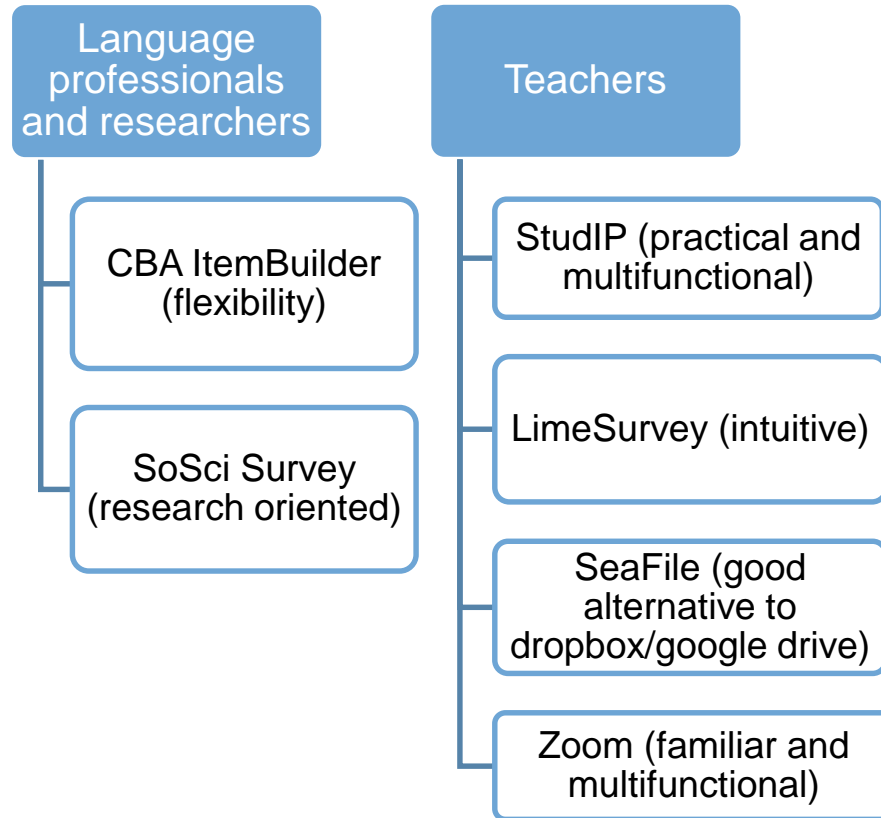
	1 (not well at all)	2	3	4 (very well)	Did not use English
Listening to lectures, seminars, or tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking notes during lectures, seminars or tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participants' follow-up survey

- Sending invitation to participate
- Monitoring participation
- Reminders
- Download data

Evaluation

Tool	Availability	Usability	Data Protection	Pros	Cons
CBA ItemBuilder	 Free for non-commercial	 Training required	 Very good	<ul style="list-style-type: none">  Innovative items / flexibility  Log-data 	<ul style="list-style-type: none">  Time  Skills needed
Zoom	 License needed	 User-friendly	 Measures required	<ul style="list-style-type: none">  Familiar  Multifunctionality 	<ul style="list-style-type: none">  Data protection issues  Price
StudIP	 Free, but hosting needed	 User-friendly	 Very good	<ul style="list-style-type: none">  Multifunctionality  Monitoring 	<ul style="list-style-type: none">  Access needed
SeaFile	 Open source, hosting possible	 User-friendly	 Very good	<ul style="list-style-type: none">  Good data protection 	<ul style="list-style-type: none">  Rather unknown
Anti-plagiarism tool	 Not public	 User-friendly	 Very good	<ul style="list-style-type: none">  Easy to use  Adjustment possible 	<ul style="list-style-type: none">  Limited access  Basic verbatim identification
SoSci Survey	 Free for non-commercial	 Requires some time to familiarize	 Very good	<ul style="list-style-type: none">  Research oriented  Good data protection 	<ul style="list-style-type: none">  Overcomplicated for simple surveys
LimeSurvey	 License needed	 User-friendly	 Measures required	<ul style="list-style-type: none">  Modern interface  Monitoring of the participation 	<ul style="list-style-type: none">  Lower data protection standards  Price



- Choosing tools according to different online assessment contexts, purposes and resources
- Important to consider for each tool
 - Availability
 - Usability
 - Data protection
- Be flexible
- Stay updated about new features



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Thank you for your attention!

Valeriia Koval (koval@uni-bremen.de)