

Grademark: Friend or foe of academic literacy?

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(Received 3 November, 2015; Published online 30 January, 2016)

Universities are turning more towards on line marking systems, for example Grademark, which are marketed as improving student writing and which provide suites of comment banks oriented at academic literacy. This is an opportune time for academic literacy educators to engage with these newly acquired resources in order to develop student writing at all linguistic levels. To begin a conversation, this article examines a small sample of student essays, which were written in a context where students who failed on their first attempt could resubmit their work after academic literacy intervention and re-writing. The graded essays provide an opportunity to observe how tutors engage with comment banks and general comments, and how students engage with feedback. They also reveal which linguistic strata are the most important for improving grades. The article shows that tutors' Grademark comments on students' first submissions are predominantly aimed at low level linguistic accuracy categories. It also shows that addressing linguistic higher order categories of structure and organisation moves student grades from fails to passes or credits. I then discuss ways to work collaboratively with discipline based academics to use Grademark feedback effectively for improving student writing. Specifically, I consider creating comment banks to address higher order language issues since addressing these issues is shown to immediately raise student grades, and creating resources for use before assessments to prevent many of the language accuracy errors.

Key Words: academic literacy, online marking, assessment feedback, academic literacy educators.

1. Introduction

Assessment and feedback are central university activities which are much discussed in the literature as having a major impact on the student experience (Biggs, 1999; Black & William, 1998; Hattie & Timperley, 2007, as cited in Williamson, 2011; Yorke, 2003), especially the experience of assessment in first year (Tinto, as cited in Gill, 2013). The importance of assessment feedback, while supported in theory, presents issues in the reality of university life for both staff and students. Staff face workload and time pressures for marking; for example, casual academics are paid limited marking time and may have huge marking loads to complete in a short time. Anecdotally, staff wonder why they make an effort when students do not engage with feedback, even to the point of not collecting marked assessments. Stone (2014) reports that some students accessing electronic marking do not open the program long enough to have read the feedback.

It is possible that students' lack of engagement with feedback may be due to their lack of satisfaction with its quality. For example, the UWS 2012 Commencing Students Survey rated clear assessment requirements to be of 'highest importance' and also showed that items related to assessment had the lowest student satisfaction ratings, with 'feedback' the lowest rating (UWS Student Feedback on Units Survey, as cited in Gill, 2013, p. 9) Nationally, Williamson (2011) (drawing on the work of Krause, Hartley, James, & McInnes, 2005) reports that "three

consecutive national surveys revealed two fifths of first year respondents were dissatisfied with the helpfulness of tutor comments on assignments” (p. 3). As students progress through a degree program, they may not engage with feedback from previous subjects, as they may not see the relevance and are future focussed.

Nevertheless, many educators are very committed to supporting and developing student literacy, and while language is not always the discipline academics’ focus, from an academic literacy educator’s perspective, feedback, as well as building content for the subject under assessment, provides a direct opportunity to improve students’ academic literacy and writing skills. This can be achieved in ways that are embedded as discipline specific skills and as generic, transferable skills, which can be shown to students to be relevant and useful in future assessments. As Williamson (2001) suggests, “Every written assignment presents an excellent opportunity to engage in the development of student writing” (p. 1).

Academic literacy literature has traditionally focused on written feedback. Coffin, Curry, Goodman, Hewings, Lillis, & Swann, (2003) in their excellent book *Teaching Academic Writing* devote a chapter to giving handwritten feedback on student writing. They foreground the online environment in a further chapter on computer conferencing and online web resources, but this work predates the online marking era. A more recent study by Chew (2014) comparing audio feedback to written feedback shows students’ positive response to the personal touch.

As a potential tool for assessment feedback, universities are turning more towards online marking systems (e.g. Grademark) which provide suites of comment banks, many of which are oriented at academic literacy at linguistic accuracy levels and are seen as a solution for improving student academic writing. If such online tools are introduced as a universal panacea for academic literacy without regard to their actual use by markers, they have the potential to be the foe of academic literacy because the problem will be seen to be solved with no further need for development. However, there is a potential for these newly introduced tools to be a friend of academic literacy because they provide an opportunity for academic literacy educators to engage afresh with discipline academics to provide appropriate writing feedback and support for student academic literacy within a discipline as well as enhancing generic skills. This also aligns with current best practice which suggests the need to embed academic literacy closely in discipline content (Krause 2006 cited in Gill, 2013; Thies, Wallis, Turner, and Wishart, 2014).

This article discusses opportunities for integrating academic literacy development with online marking feedback. The article introduces the features of Grademark (an online marking product) and illustrates its application by a close examination of a small selection of graded essays in a first year Humanities subject, where my work as an academic literacy educator was to provide support for students who were invited to resubmit their work having failed on their first attempt. I then discuss Grademark’s potential as friend of academic literacy support.

2. Grademark

2.1. General Description

Recent years have seen the introduction of commercial products for online marking. Turnitin has a strong market presence and is widely used in the tertiary sector as an anti-plagiarism tool. In its own marketing, Turnitin (2015) declares itself to be ‘the global leader in evaluating and improving student writing’, stating

The company's cloud-based service for originality checking, online grading and peer review saves instructors time and provides rich feedback to students. One of the most widely distributed educational applications in the world, Turnitin is used by more than 10,000 institutions in 126 countries to manage the submission, tracking and evaluation of student papers online.

Grademark is Turnitin’s online marking tool and has just celebrated 20 million graded papers (Turnitin 2015). The claims of Turnitin embed positive evaluation in nominal groups (e.g. “rich feedback”, “Grademark allows me to leave more thoughtful feedback for my students”), but these claims are not supported with evidence. These claims are then further disseminated by

university staff without further examination; for example, a library users' guide to Grademark states "QM [QuickMarks] are essentially a bank of comments that you can use time and time again to provide high quality consistent feedback" (UWS, 2015, p. 4).

The ease of use and the functionality of Grademark as an educational technology have been evaluated in the literature (Buckley and Cowap, 2013). Henderson (2008) evaluated Grademark from a university teacher's perspective, focusing on functionality and concluding that "in terms of its ease of use, speed and targeted comments, Grademark does represent an impressive electronic means of marking that eliminates repetition, organises the task and automatically enters marks" (p. 11.2). However, Turnitin's claim to be the "leader in evaluating and improving student writing" does not appear to be much evaluated in terms of its contribution to language learning and development. As Grademark use expands, so does the opportunity for engagement between discipline academics and academic literacy educators, so that appropriate language targeted comments become integrated in a manner that can be evaluated as high quality feedback for developing academic literacy.

2.2. Grademark Functions

Grademark at WSU is accessed through the Turnitin link in the Learning Management System of individual subjects. Grademark training is offered in a librarian run session that provides guidance on the functionality of the tool, but doesn't address the content of the feedback. To supplement this training, a library resource on feedback is supplied, but this has been sourced from the teaching development unit for handwritten feedback with no modification for Grademark or advice on using Quickmarks (QMs) appropriately. Thus, the use of online marking presupposes that the pedagogy of online marking is in place already.

Grademark feedback can be audio (voice comments) or written. A voice comment of up to three minutes can be directly recorded into Grademark. Written feedback can be provided in three forms: a general text comment (similar to a general comment in a hand marked assessment); a bubble comment, where a marker can add their own typed comments; or a QM comment where markers can drag a comment from an established comment bank, either provided by Grademark or created by markers for their own personal set. For example, the QM *Awk (awkward)* would appear as a notation on an assessment and could then be expanded in a further dialogue box: *The expression or construction is cumbersome or difficult to read. Consider rewriting.* General comments and bubble comments are similar to handwritten comments on an assessment and can include highlighting and striking through (putting a line through text for deletion). Original bubble comments can also be saved as Quickmarks. Quickmark comments can be similar to some handwritten notations but the extensive comment bank provides scope for increasing the number of comments.

Students access marked papers with general comments as the default view. Students can then select appropriate icons to access the full range of comments, either as a comment list or as "show on paper", and to access any voice comments. A student can download written feedback but not the audio. Grademark's predetermined Quickmarks comment banks can be extended by a marker's own comment bank. These comment banks stay with a marker, so they can be used across subjects and calendar years. Comment banks can be shared, allowing a set to be created for an individual subject of study or even a faculty. Figure 1 below displays a sample marked assessment, showing the notations described above.

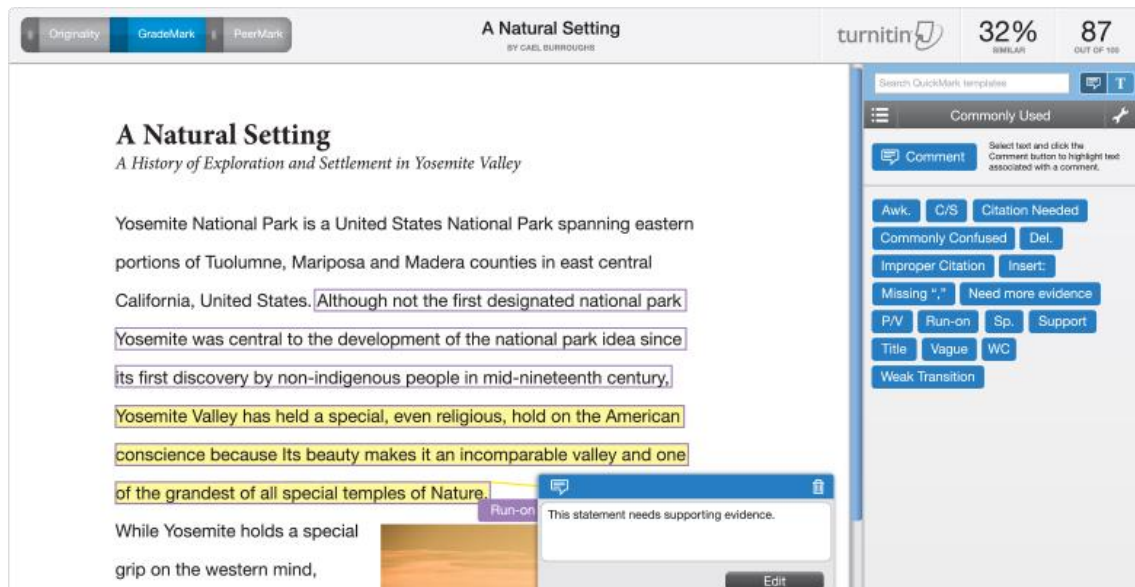


Figure 1. Sample page from Turnitin website 2015.

Grademark organises Quickmark categories according to principles based on frequency of error. Table 1 below displays the categories of Grademark comment banks. They are contrasted to linguistic domains in section 2.3.

Table 1. Grademark Comment Banks.

Category	Comments
Commonly used	Missing “ ” C/S (comma splice), awk, vague, weak transition, insert, sp, improper citation
Composition	Thesis, needs topic, wordy, S/V agreement, tense shift, awkward, P/A (pronoun/antecedent agreement) vague, wk transition, insert,
Format	Sp, improper citation
Composition marks	Awk, R/O (run on)
Usage	There/their/they’re TT2 (to, too, two)
Punctuation	No “”, missing “”, misplaced apostrophe, C/S, Block

Further, Grademark has a marking rubric template for rubric creation. Marking comments can be linked to a relevant criterion in the rubric. A Grademark report can be generated for a whole student cohort. It presents frequency statistics for different QMs and can be used for a focus for feedback and for preparation for future teaching. The software can also be used to determine if students have accessed feedback.

2.3. Grademark in use

As the movement towards online marking increases, an opportunity is created for academic literacy educators to engage with discipline educators. Understanding how discipline academics use Grademark is a first step to engaging with them and creating effective tools for academic literacy development. This article now moves to a close examination of a small set of graded essays to begin to explore how the Grademark tool is used within the demands of a university. It then discusses potential advantages and disadvantages of Grademark and opportunities for academic literacy educators to engage with Grademark.

The essays explored here are selected from one large (643 students) first year subject in a Humanities Faculty, which has several tutors. The subject has a typical first year first semester discussion essay, integrating arguments from students' own experiences, their text book and five academic sources. WSU is supportive of transitioning students, and the Humanities faculty allows students to resubmit one essay if they have failed for academic literacy reasons. In this subject students were also offered a re-writing workshop, prior to resubmission, run in cooperation between the academic literacy advisor, the subject coordinator and a support librarian¹. As I prepared for my section of the support workshop, I examined the essays of failed students, which had been marked using Grademark. Although it did not seem to be addressed in the tutor comments, the most frequent and obvious issue to me was text structure. Therefore, during the workshop, rather than focussing on linguistic accuracy directly, I focussed on text structure and organisation, using a practice exercise to mark the first words of each sentence and then applying that skill to a review of each student's essay. Introductions were then re-oriented to form an organising pattern and paragraph topic sentences reoriented to create cohesive texts. I was then interested to see what level of linguistic correction students attempted and whether that improved their marks.

My concern is that while academic literacy educators are interested in and skilled at discussing language across all language domains, discipline academics, because of the ease of use of the tool, may initially focus excessively on the functionally easy to use drag tools. They may therefore over emphasise the linguistic accuracy domain to the detriment of the more complex rhetorical purpose.

To contextualise the review, I also wanted to determine if the Grademark comments were different for the students who had not failed the unit, so I commenced the review with a consideration of two essays each for HD, Cr and Pass. Then I closely considered the work of four students who failed the essay, attended the workshop and resubmitted their work. The essays are analysed for language domains following Coffin et al (2003 pp. 13-15, 105). These domains are theoretically grounded and are general enough to be applicable across a range of texts and academic literacy uses, while providing a framework for institutional variation. For example, at WSU the academic literacy advisers have modified the language domains for our own emphasis on separating referencing language conventions from the complex issue of evidence integration.

In contrast Grademark does not appear to be aligned to any linguistic based theory (see Table 1 in Section 2.2). Composition is the category most aligned to higher level academic literacy but even within that category there are linguistic accuracy comments (e.g. spelling) interspersed with rhetorical issues e.g. *needs topic*.

Table 2. Language Domains (following Coffin et al., 2003).

Language Domain	Examples
Linguistic Accuracy	» Spelling » Grammatical accuracy » Punctuation » Word choice
Text Structure	» Introduction » Conclusion » Overview of literature

¹ The overall contribution of the team approach to academic literacy support has been reported to the university (Best Practice first year, first semester Core units: Contemporary Society essay resubmission support workshop 2014) and is beyond the scope of this article.

Table 2 cont'd.

Language Domain	Examples
Register	<ul style="list-style-type: none"> » Appropriate referencing conventions » Use of specialist terminology » Use of formal or informal language
Rhetorical Purpose	<ul style="list-style-type: none"> » Appropriate forms of argument » Reference to literature/other appropriate sources » Use of personal experience » A critical perspective
Content	<ul style="list-style-type: none"> » Relevance to question » Factual errors » Coverage

3. The language domains of graded essays

The tables presented in this section summarise tutors' Grademark marking annotations (for general comments, bubble comments and Quickmarks) for the language domains. The failed essays (Table 6) include academic literacy advisor and librarian notes.

3.1. Successful Essays: High Distinction (2 essays)

General Comments: Global comments on the work: *Well done, Outstanding work, wonderful work.*

Table 3. Language Domains for High Distinction essays.

Language domain	Quickmarks	Bubble comments	Literacy Adviser notes
Linguistic Accuracy	10	5	QMs- comma, sp. italics use
Text Structure	1		positive
Register			
Rhetorical Purpose	2	2	Positive appraisal – <i>well argued, great point.</i>
Content	0		
Total	13	7	

3.2. Successful Essays: Credit (2 essays)

General comments: These praise structure, *Good work. Well-structured essay* and also give some direction for improvement in content, e.g. *You could of also got more marks by discussing what you meant by power.*

Table 4. Language Domains for Credit essays.

Language domain	Quickmarks	Bubble comments	Literacy Adviser notes
Linguistic Accuracy	3	6	<i>Improve your expression</i> does not guide student further.
Text Structure	1	1	
Register		5	All issues concern integrating references.
Rhetorical Purpose	5	3	All QMs say <i>Nice work</i> . It is hard to ascertain a language domain.
Content		5	
Total	9	20	

3.3. Successful Essays: Pass (2 essays)

General comment: The comments commence with positive feedback, e.g. *This is a good start*, then comment on content, before concluding with remarks about academic literacy, e.g. *You also need to work on your written expression/literacy. Frequent issues with phrasing, sentence structure and grammar are adversely affecting your argument.*

Table 5. Language Domains for Pass essays.

Language domain	Quickmarks	Bubble comments	Literacy Adviser notes
Linguistic Accuracy	11 strikethroughs	27	Only one positive comment, all the rest are corrections. Spelling is corrected in a bubble comment. <i>This does not work grammatically</i> has no further explanation.
Text Structure		1	
Register		5	
Rhetorical Purpose	1	14	<i>Vague</i> – a very general comment. Comments mostly refer to referencing conventions.
Content		9	
Total	10	56	All marking is negative or corrections

3.4. Failed Essays, which were resubmitted after students attended workshop

The four essays considered in this section failed on first submission. After workshop attendance students resubmitted their essays. Three students successfully improved their grades to Credit. One student still failed because of her general English skill level. The language domains are summarised with the addition of advice given in the workshop and changes made prior to resubmission.

General Comments: There is only one positive comment, *This is really interesting work but...* The comments focus on lack of content, inappropriate register (*opinion piece*) referencing and structure.

Table 6. Language Domains for failed essays (4 essays).

Language domain	Quickmarks	Bubble comments	Literacy Adviser notes
Linguistic Accuracy	7	33	One student was able to correct direct error marking, e.g. <i>critical to criticism</i> but where the comment was more abstract e.g. ‘not a word’ for <i>racialism</i> she could not change it to <i>racism</i> .
Text Structure	2	-	
Register	5	8	e.g. <i>What does this mean?</i> <i>Wordy</i> was not appropriately applied.
Rhetorical Purpose	3	9	Errors were mostly concerned with argumentation and evidence, <i>unclear</i> .
Content	-	3	
Total	17	53	
Librarian comment	In their rewritten essays students added extra journal articles and also improved the quality of the referencing, while not always doing it perfectly.		
Academic literacy comment	I worked with students to change introduction and to include more orientation to the question, to modify thesis statement and to include a structure plan. Students also made improvements to the coherence of their arguments in revised versions, especially in the earlier sections, as well as making the relevance to the question much clearer. Where one tutor’s comments were mostly related to punctuation and spelling, minor grammar and referencing mechanics, the student did not correct all the spelling and grammar notes and still passed on the resubmitted essay.		

4. Discussion of essay marking using Grademark

4.1. Successful essays

High Distinction essays had the shortest general comments but the most positive appraisal, *nicely put*, *great point*. These comments do not expand on the reason for the appraisal. There are still errors of linguistic accuracy, which were also noted in general comments, but while corrected they clearly do not interfere with meaning and do not decrease the overall grade. Credit essays were positively appraised with comments that still address linguistic accuracy and corrections in QMs. Pass essays have a little positive appraisal in general comments but all the Grademark text annotation is correction.

4.2. Failed Essays

Three of the four essays which initially failed moved to a credit grade. The student with the most severe fail (10/30) still failed (12/30). She had errors of English language proficiency that were too widespread to be dealt with in one tutorial. In the general comments there is only one positive comment, in contrast to accepted feedback pedagogy (Williamson, 2011). General comments addressed higher order linguistic issues in a generalised way, but these issues were not followed up on with specific comments on the essay. Rather, essay annotations focused on using Quickmarks and Bubble comments to annotate for linguistic accuracy. Overall, linguistic accuracy was the most frequent language domain commented upon by markers, followed by rhetorical purpose which is often associated with referencing conventions rather than integrating evidence.

Importantly, when resubmitted essays were re-marked, tutors did not take linguistic accuracy errors into account, as many went unchanged in the regrading from Fail to Credit. This shows

that the higher order categories of Text Organisation, Register and Rhetorical Purpose are the domains that have the most impact on marks and are the domains that tutors are mostly responding to, despite the ease of annotating linguistic accuracy. Developing a set of Quickmarks about higher order categories is an area where academic educators can support the tutors' general comments and exemplify changes required.

4.3. Voice Comments

Regarding voice comments, Chew (2014) found that students like the “personal touch” of audio feedback and claims that “it is more engaging and helpful than written feedback”² (p. 130). In the essays reviewed for this article, there were no voice comments, but in later semesters the use of the audio feedback tool had increased. On listening to voice feedback for a selection of general essays in the subject, it appears that all advice is given in a friendly tone, suggestive of Chew's “personal touch” but that different tutors show different approaches to the task. Some comments appear pre-planned and directly aligned to the written general comments and some are created as the tutor talks, with less constructive advice. This suggests areas for tutor training: to explain the attributes of the different modes and to reinforce that audio feedback may need as much preparation as written feedback.

4.4. General observations of Grademark use

General comments seem to be the section where tutors give the most feedback on higher order errors. Bubble comments often directly correct a spelling error, which is actually more targeted than the general Quickmark, *sp*. In this subject, tutors used the supplied Quickmark sets without the addition of their own comment banks. Many of the annotations brought an error to a student's attention, e.g. *you are misusing this semi colon*, but they did not supply further information for correction. While arguably this is not the role of marking, it does suggest a possible opportunity to create links to suitable resources, e.g. punctuation, to help students. Some comments are difficult for students to determine the exact error, e.g. the QMs *awkward*, *vague*, *wordy*, and this suggests areas for staff development and for the creation of subject specific comment banks. For this subject overall, the marking rubric was rarely used as a Grademark resource, suggesting a further area for discussion and staff development.

5. Using Grademark for staff development in academic literacy

Grademark is a relatively new tool at UWS and many educators are very committed to supporting and developing student literacy. The use of Grademark provides multiple points of contact for academic literacy educators to engage with discipline academics. Language for feedback can be discussed at Grademark training workshops, within university formal staff development foundation in teaching courses, in faculty professional development days, in team meetings and in one to one consultations with academics. The sections below suggest areas of engagement. I have used these topics to give an introductory talk to a discipline team meeting, where the focus was on developing consistent and useful feedback.

5.1. Student access to Grademark

During the workshop for resubmission, some students revealed that they had not opened all their feedback because of their inability to navigate the pages. This can be easily addressed by a procedural guide for students and if students are given a few minutes in a tutorial to access their feedback³.

² It should be noted however, that this conclusion was reached without examining the actual language of the feedback.

³ UWS provides devices for all students, so they can access the internet in class.

5.2. Using QMs and repetitive bubble comments judiciously

In my own staff development interactions, when discipline academics are asked to create lists of their pet peeves about language, they invariably discuss linguistic accuracy issues, especially concerning punctuation, and these biases have a direct influence on their marking feedback. Because of the ease of Turnitin to ‘drag and drop’ linguistic accuracy comments it is possible to overly focus at this level and provide an excessive amount of comments, to the detriment of other language domains. One reviewed essay showed 27 errors on one page and 91 errors in total for a 1000 word essay. We need to consider the benefit for a student, especially when they are focused on repeated linguistic accuracy errors. Turnitin (2012) reports *Missing comma* as the most frequent comment, which suggests this is a widespread issue. As irritating as they may be, missing commas are not the main issue for academic literacy.

Discipline tutors are not expected to be grammar teachers and their understanding of grammar is variable. The range of grammar Quickmarks, some of which are quite technical (e.g. antecedents) create the potential for incorrect annotation. In this review there were some incorrect tutor comments, e.g. correcting a student’s ‘passive voice’ which in fact was ‘active voice’. Other bubble comments, e.g. *This does not work grammatically*, provide no further explanation and students were unable to self-correct their work. Academic literacy advisors can help develop extended relevant comments and embedded links to further resources for grammar.

Reviewing Quickmarks and Bubble comments with markers is an opportunity to return to the pedagogy underlying feedback and the student experience. In the resubmitted essays in my sample, students did not correct all of the linguistic accuracy errors and yet still improved their grades, which shows that although linguistic accuracy errors are easy to annotate they are not the major issues for the essays. When asked how they would like students to improve, tutors talk about higher language domains of argumentation and evidence integration, which are more time consuming and difficult to give feedback about.

5.3. Creating resources for correction and prevention of errors

In thinking about how Grademark fits into student development, marking rubrics can be aligned to linguistic domains to make assessment expectations clear. Teams can discuss what level of feedback they will concentrate on for a particular assessment and what kind of supplementary support is required. Grademark comment banks provide the opportunity for links for English language proficiency. Grademark class reports, which display frequency statistics for each of the Quickmarks, provide an evidence base for subject teachers to see the central focus of their current feedback, areas where English language proficiency errors could potentially be prevented, and areas to develop Quickmark comments to address higher order academic literacy issues. For example, a history subject review showed many corrections of capital letters, so now we have created a page of hints for common history capitalisations, which can be used prior to assessment (to hopefully decrease the amount of marking required) and as a link to be placed in the Quickmark comment for essay correction. Another subject has created its own content comment banks based on frequent errors, e.g. *Would have like to see another example here rather than summarising what was in the lecture*.

Although much of the focus has been on improving failed students, comment banks are equally useful for high distinction students for expanding general appraisals, for example, *nice work*, to show how these have been created in language. An opportunity for prevention is the use of annotated exemplars for assessment tasks, which address relevant linguistic domains before an assessment (Henderson-Brooks & Matruggio, 2013).

5.4. An opportunity for research

This small sample of essays from one subject suggests opportunities for further research into Grademark use for academic literacy support. It would be interesting to investigate differences in use across faculties, as well as staff and students’ attitudes to Grademark. A longitudinal study of intervention for one cohort could show if the students do develop their academic literacy skills in response to feedback. A close examination of student scripts aligned to the

linguistic domains will also reveal rich data for determining appropriate academic literacy and English language proficiency support requirements.

6. Conclusion

This article has shown that, in a small sample of essays, Grademark comments selected from Grademark's comment bank are predominantly aimed at low level linguistic categories. Yet, a workshop for academic literacy intervention shows that addressing linguistic higher order categories of structure, organisation and evidence integration can actually move student grades from Fails to Credits. This close examination of a small sample of graded essays suggests that as well as Grademark being a tool for student support, it is also a tool for discipline academic professional development so that their language understanding can extend the academic literacy learning needs of students, embedded within their discipline. This initial review also suggests a further opportunity for a study of a wider range of essays and of student and staff points of view about how they use Grademark.

The use of such online marking tools will no doubt expand. If the rhetoric of Turnitin (e.g. *rich* feedback) goes unexamined so that Grademark is introduced without integrating it into pedagogic practice then it can potentially be a foe for academic literacy. Management will assume that academic literacy is being addressed without regard to the full capacity of the tool. Tutors have limited marking time and judicious feedback choices need to be made. The ease of use of grammatically focused comment banks allows a potential over emphasis on linguistic accuracy, which can distract from the more difficult and important issues at text level and thus will not support students' development of discipline academic writing. Without thought to the role of feedback in student development, the volume of available comments can allow excessive correction in a way that overwhelms and deflates students.

If, however, universities embrace the opportunity that a new mode of marking (and its accompanying excitement) creates, then academic literacy educators can work with discipline academics to develop staff understanding of relevant language domains for each discipline in a well theorised and considered manner. Together we can create appropriate general and specific feedback comment banks to address academic literacy issues at all levels of language. Further, we can create links to supplementary literacy resources and develop relevant resources for assessment preparation. In such a way, Grademark can be an important friend to academic literacy educators, discipline educators and, most importantly, students.

Acknowledgements

I wish to thank my colleagues Judy Reading, outreach librarian and Dr Shane Hersey, discipline academic, for their involvement in the resubmission workshops and for their feedback comments on student referencing and discipline content. Thanks also to my academic literacy colleagues, Dr Erika Matruggio and Dr Thuy Vu for their initial Grademark comment banks and to Lauren Ross and Dr Van Tran for their discussions about language domains.

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