Pilots Completion Report

Document details

Document owner	Dan Jagger
Document author	Sharon Gardner / Dan Jagger
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Date	Version	Change details

Title of the Pilot	Graide Software Evaluation
Pilot ID Number	19

Pilot Completion Report Template

Report Category	Report Requirement
	Overall Rating *(Fully Delivered)*
Summary	*Please give a summary of what your pilot delivered. With a focus on progress toward the original aims. (Circa 1000 words)* The purpose of this flexible learning project is to enable the FSE eLearning team to run a pilot with academics to investigate Graide. This is assessment software designed to support academics and improve the student experience, using AI to streamline the grading process and generate tailored feedback for every learner. Graide integrates with existing Virtual Learning Environments (VLEs) including Blackboard and Canvas. The software was put forward by teaching and learning colleagues, based on its specialised STEM capabilities - in particular, handling equations and using AI to generate models to automatically suggest feedback. This can make it faster for academics to mark, whilst also providing higher quality feedback to students in a timely manner. The pilot was delayed by a year, for operational reasons. During this time, Graide introduced functionality for essay-type marking. This impacted on the evaluation, as it turned out most evaluators were interested in this aspect, feeling that equation evaluation is adequately covered by existing software. The aim of the project was to support innovation through the evaluation of emergent technology to improve academic efficiency and student learning. This is an ongoing process, and the pilot also aims to inform future evaluations. The Flexible Learning pilot covered the cost of the software and training provided by the vendor, with all other aspects covered by the three faculties. **Deliverable 1 - Conduct internal IGO review of Graide software** We worked with Graide and the Information Governance Office to get two Information Governance Risk Reviews (IGRRs) approved, to enable us to integrate Graide with our VLEs – both Blackboard and Canvas. The software was approved for use in Blackboard after several months. Later, when a further approval was sought for Canvas, the IGRR process was much lengthier due to the number and scope of questions, some of which did not appear relevant to the governance process (such as the pedagogical rationale for using the software). It may be that the process has

changed somewhat in the interim, but much time was invested in this aspect of the project. Both IGRRs were ultimately approved.

Deliverable 2 - Install LTI integration with Blackboard

The integration with Blackboard was straightforward and completed during a call with eLearning, the UoM VLE team, and Graide's technical staff.

Deliverable 3 - A workshop demo of Graide features and benefits

We organised an in-person workshop with Graide representatives to demonstrate the software's features and benefits. The workshop was promoted via FSE faculty communications channels and other faculties were invited to participate.

Representatives from all faculties attended. The event was also filmed and made available online for those who could not attend.

After the workshop, follow-ups were conducted with interested parties and the list of evaluators comprised:
- 12 course units (FSE:8, FBMH: 2, Humanities: 2)
- 1145 students

Attendees asked many questions during the in-person session, with interest focussed on the essay/text functionality recently introduced to Graide.

Deliverable 4 - Work with Graide to deliver training packages for Pilot staff

Learning Technologists (eLTs) from all Faculties participated in an online train-the-trainer session with Graide to enable them to support pilot participants. eLTS proceeded to discuss initial requirements with academic evaluators. Following that, a meeting was setup between Graide, the eLT and the academic to discuss the nature of the assessment, how it could best be added to Graide and what we could expect in terms of results. It became clear that some assessments were not currently suited to automated/suggested marking in Graide (for example, assessments where topics varied by student).

Over both semesters, academic staff from nine course units were involved in this stage, representing 793 students.

Following these sessions, some evaluators dropped out, because Graide did not cater to their particular case and/or requirements.

Deliverable 5 - Semester 1 and 2 runs with several units using Graide for Formative and Summative Assessments

In semester 1, a pilot ran on one course with around 100 students in FSE, supported by Graide and the FSE eLearning team.

	In semester 2, pilots ran on three course units with 270 students.

All pilots were summative. However, some were not run in real-time – in one case the assignments were uploaded to Graide after the fact to enable the academic to assess the software, without student involvement.

Deliverable 6 - An evaluation Report on Graide Usage

Please refer to the accompanying report - Software Evaluation Report: Graide Pilot Feedback - for a detailed evaluation of Graide's usage.

Deliverable 7 - Feature and usage comparison between Gradescope/STACK/Graide

This comparison is covered in the accompanying report - Software Evaluation Report: Graide Pilot Feedback. |
| Deliverables | *Please list your pilot's deliverables*
- Conduct internal IGO review of Graide software
- Install LTI integration with Blackboard
- A workshop demo of Graide features and benefits
- Work with Graide to deliver training packages for Pilot staff
- Semester 1 and 2 runs with several units using Graide for Formative and Summative Assessments
- An evaluation Report on Graide Usage
- Feature and usage comparison between Gradescope/STACK/Graide |
| Relevance | *Has the pilot topic and its activities met the information/experience needs of the intended stakeholder groups? To what extent are the completed pilot outcomes still in line with the needs and priorities of the Flexible Learning Programme?*

- This project explores innovation in marking and feedback and its potential for achieving the aims of improving the speed and quality of feedback to students.
- The pilot has given insights into what kinds of limitations are faced in using AI to support marking and feedback at UoM.
- The pilot has informed how future such evaluations can be prioritised and conducted to highlight requirements, challenges, risks and opportunities.
- The pilot has identified processes that can be a barrier to innovation in Teaching and Learning.
- As demonstrated above, the pilot provided valuable insights for any future activities and recommendations. |
| Efficiency | *To what extent did the methods/approaches used in this pilot lead to improvements in efficiency (financial/staffing/resourcing etc)? What other approaches could be considered in light of the pilot -* |

	would these be more or less efficient?
	The pilot identified both the types of assessments and the ways in which academics are looking to use AI in their marking and feedback processes. This will be valuable in feeding into future evaluations of AI technologies and AI add-ons to the existing software portfolio. It also highlighted the fact that there can be significant setup work involved up-front with benefits more apparent in future years. Future proposals for such evaluations should include a preliminary exploration of these factors.
Effectiveness	*To what extent did the methods/approaches used in this pilot lead to improvements in effectiveness (learning/outcomes/experience/flexibility etc)? What other approaches could be considered in light of the pilot - would these be more or less effective?* T The pilot provides an excellent basis for approaching the evaluation of AI software and AI additions to existing software in future.
Outcome	*what extent was the pilot able to meet/exceed its objectives? To what extent has the pilot led to improved outcomes or behaviours in the stakeholder groups? Were there any other unintended positive or negative outcomes from the pilot?* The pilot fully met its outcome, which was to determine whether or not Graide would be a valuable addition to the UoM software portfolio. The pilot has improved understanding of some of the current capabilities and limitations in applying AI software to marking and feedback.
Sustainability	*To what extent has the pilot identified the potential for its activity to lead to the long-term behaviour/operational change? What would need to happen to make these changes happen?* Software evaluation has always been a key part of supporting and innovating in Teaching and Learning. The pilot did highlight some barriers to this process, notably the IGRR process.
Financial	*See separate report but use this space for any financial narrative that needs to accompany the report.*

Lessons Identified / Learned	*Please Consider enabler and inhibitors in the following areas:*
	  • *Systems and process*
	  • *Incentives and capacity*
	  • *Policy and strategy*
	  • *Student experience*
	  • *Physical Estate*
	  • *Culture*
	
	The IGRR process at the time of the pilot was time consuming, the questions were hard to interpret. It would be beneficial to have additional support from ITS/IGO to enable faster completion

| | There was a considerable up-front work involved for evaluators in setting up the software before they could see benefits.

In some cases, there were benefits to being able to trial the software on marking without exposing students to it.

There was a misconception that the AI was completely marking the assignments, this was not the case, it was supporting faster and higher quality marking by making suggestions. |
|---|---|
| Materials or publications | *Please list all the materials/publication against this evaluation report*

Graide Evaluation ID19 Results Report; IGRRs: 6489 (Blackboard), 8129 (Canvas) |
| Report approval and comments | *To be completed by a delegated person agreed by the workstream governance group.* |

Cost Type	Description	Costs and Total
Staff	*Insert staff name and grade, post, FTE in the quarter in this quarter and the post.*	*Please add the cost of each post and the total claim for staff, this can then be added to the retrospective costs in the forecast form.*
Non-Staff	*Please add in any actuals (received and receipted paid in the quarter).*

Non staff can include any other approved cost category including:
- *Goods*
- *Services (inc. Consultancy)*
- *Travel*
- *Fees* | *Please add the cost of each post and the total claim for staff, this can then be added to the actuals in the forecast sheet.* |
| Adjustments | *Please add any adjustments from previous quarters. This will be added or subtracted from your quarterly request for payment.*

Please give details of the original cost and the reason for the adjustment. | *Please give the adjustment amount.* |
| Final reconciliation | *Please calculate the total costs of the pilot and the total income to ensure the claim has covered all eligible costs.* | |

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Request for payment	*The payment in the next box should include all staff costs, non-staff costs and adjustments total.* *By submitting this form, you are a confirming that the figures are correct to the best of your knowledge and the correct processes for recruitment procurement and selection have been followed.*	*Please provide:* • *total staff costs* • *total non-staff costs* • *total adjustments* • *final reconciliation* • *Total request for payment*