

Gyan for Higher Education Assessments

Gyan for Higher Education: Agile Continuous Learning

Gyan

Gyan for Faculty, Student Research

Gyan offers Agile Continuous Learning

Rapidly de-assemble, reassemble internal learning content, OER

Course Workbench

Skills Based Personalized Learning



Continuous Knowledge Portal

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Lifelong Learning



Continuous Knowledge Portal Assessments, Credentials

Personalization

Resume



Content presented based on a Skills based personalized learning path.



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Structure a course around Gyan content

Research

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Discover, curate, synthesize content

Gyan

Gyan Assessments grade essays and open text responses for both content and comprehension against a rubric and with reference to course material.

Traceable analysis for each metric in the rubric.

Rapidly scale the essentially non-scalable manual and subjective task of open response assessment.

Gyan Assessments



- \checkmark Set up assessment details in LMS and export configuration to Gyan.
- ✓ Configure and train Gyan. Set up the prompt, rubric and the learning material and train Gyan on a sample size of 10 scored responses or less.
- ✓ Student responses are sent to Gyan from Canvas / Moodle.
- \checkmark Gyan scores the essays in real time.
- ✓ Gyan scores and analysis/rationale are sent back to Canvas / Moodle.
- ✓ Gyan can be calibrated to instructor preferences and provides instant feedback, longitudinal analysis, reinforcement of student progress and class-level analytics.



Looking at any of the texts we have read so far for this class, including this week, write a 4-5 page literary analysis essay that looks at the historical, psychological, feminist, ethnic/cultural studies **and/or** close reading of the text. I encourage you to use literary theory in your analysis.

In other words: your essay should be specific and thesis driven, and you should have a theoretical framework for your analysis.

Nota bene: **Your sources should be academic in nature.** Please use the ASU library and databases for your source material. The Huffington Post and other online sources are useful for beginning your thinking about a topic, but they are NOT academic sources.

Also, you'll want to remember that a thesis statement is more than a statement of topic. "This essay will explore gender in Ethan Frome" is a bad thesis statement for a couple of reasons. First, it's really just a statement of topic. Second, saying "this essay is about" is lazy and self-referential. Referring to your essay as an essay is one of my pet peeves. A better thesis might be "Edith Wharton explores gender roles in this domestic novel by exploring the themes of responsibility and desire."

Developing Your Thesis: Ask yourself what interests you about the text(s), and use that answer as a way of guiding you to your own interpretation of it. Then, develop an idea. For example, pick a theme, or a literary motif, such as love and hate, peace and war, life and death, society, capitalism, tradition vs. change, feminism or misogyny, and make a claim about what that theme or motif does in/or for text.

Although summary of the text is needed, you are to provide your own unique interpretation of the work. I encourage you to explore the development, and impact of political, socio-cultural, religious, economic, and/or natural phenomena to better understand intercultural dynamics.



Sample list of Gyan metrics to score for "Content"

Rubric tor Conter	nt (25/100 points)						
	· · ·					Co	ontent
This criterion is linked to a Learning Outcome Content	Greatly Exceeds Expectations	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Failing		
	Author makes	Author makes connections between	Author waivers in	Author has little	Author has failed to		Relevance
	connections between textual support and	textual support and thesis, though some	connection between textual support and	connection between textual support and	focus the text itself, relying instead on		Focus
	overall main idea/ theme and thesis.	may be more stilted. The WHY is	thesis. Some ideas are unoriginal or only	· ·	research to analyze the time period or		Uniqueness
Thematic analysis of	Moves beyond WHAT happens and analyzes		skim the surface of the novels' content.	simply identifies elements to outline	author without using adequate textual		Depth of Thought
iterature	the WHY. Author has	manner, leading to	The thematic ideas may not be	the plots of the novels. Essay may be	reference for a substantiated claim.		Persuasiveness
	expressed unique insight, depth of	more obvious conclusions or	incorporated throughout the essay	unoriginal in thought, leading to a	The essay lacks depth and does not		Analytical Response
	convincing and	showing less depth of thought overall, yet	well, resulting in a weaker argument	regurgitation of already- stated facts	interpret text, simply revisits and		Thesis
	enlightening paper.	essay is still sound and interesting.	overall. 18-19 pts	and observations.	summarizes.		Support

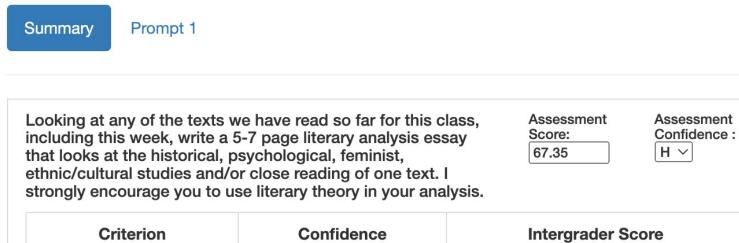
Dubric for Contont (25/100 points)

As student responses are

submitted, they are run

against the assignment rubric

in Gyan to auto-grade them.



Once graded, the responses are returned with an interactive report.
 For each response, there is a summary of how the student performed.

•

Style	I ∽ 15.75 I ∽ 13.55	
	H ~ 13.55	
Support		
	H ~ 13.35	
Conventions	H ~ 14.8	
Formatting	⊣ ∽	

ntent	s	core : 15.75	Confide	ence : H 🗸
Expression name	Weightage	Confidence	Feedback	Intergrader Score
Relevance	0.15	H ~		3.75
Focus	0.15	H ~		1.85
Uniqueness	0.15	H ~		0.45
Depth of Thought	0.1	H ~		1.45
Persuasiveness	0.1	H ~		1.55
Analytical Response	0.15	Η ~		3.75
Thesis	0.05	Η ~		1.25
Support	0.15	ΗΥ		1.7
e	S	core : 13.55	Confid	ence : H 🗸
Expression name	Weightage	Confidence	Feedback	•
Fluency	0.167	ΗΥ		Score
Focus	0.167	H ~		2.1
	0.167	H V		2.1

There is also a detailed view of individual metric scores side-by-side with the student's response.



Cont	ent	So	ore : 15.75	Confide	ence : H 🗸	
	Expression name	Weightage	Confidence	Feedback	Intergrade Score	
	Relevance	0.15	H ~		3.75	
	Focus	0.15	H ~		1.85	
	Uniqueness	0.15	H ~		0.45	
	Depth of Thought	0.1	H ~		1.45	
	Persuasiveness	0.1	H ~		1.55	
	Analytical Response	0.15	H ~		3.75	
	Thesis	0.05	H ~		1.25	
	Support	0.15	H ~		1.7	

Sty	le	Score : 13.55			ence : H 🗸
	Expression name	Weightage	Confidence	Feedback	Intergrader Score
	Fluency	0.167	H ~		2.6
	Focus	0.167	H ~		2.1
	Cohesion	0.167	H ~		2.1
	Sophistication in Transition	0.111	H ~		1.25

A Teenage Dream

In Joyce Carol Oates' short story, "Where Are You Going, Where Have You Be en" explores the phenomena of the ideals men have towards women in the 196 0s. Fifteen year old Connie is consumed with boys, her style, and appeara nce. Overall, looking her best and gaining the attention of other boys is the most important aspect of her life. One night when she's spending time with a boy at a restaurant, she notices a man that shout out at her, "Gonn a get you, baby." This ultimately foreshadows Connie's next encounter wit h the same man, who comes to her home uninvited, and she ends up leaving w ith him unknowing of what will happen to her. This story depicts the oppr ession of women during the 1960s, when Civil Rights and Sex Revolution was just beginning to start. Oates' short story "Where Are You Going, Where H ave You Gone," depicts Connie's lust for the loss of innocence through tee nage rebellion, and the violent reality of adulthood she endures through A rnold Friend.

In the 1960s, there was a huge social movement going on in America where s ocietal norms were no longer just black and white anymore. Oates wrote "Wh ere Are You Going, Where Have You Been" during the time of the Civil Right s movement, the Sexual Revolution, Bob Dylan's music, and news of Charles Schmid's serial killings. People of color were demanding equal rights, an d women were asserting their rights as being just as equal to men. Women b egan to question their role in society, and looking at life less conservat ively as they have in the past. **Oates uses Connie to illustrate the transf** ormation teenage girls going through during their adolescent years, and th e anxieties and struggles with the way they look, as well as their sexuali ty. The awakening of feminism is an important aspect of the 60s, where wom en began realizing that they wanted independence from men, and not to be s een as the "wife" anymore. Women were learning the strength of their voic e, and were not to be oppressed any longer. Bob Dylan was a famous poet, m usician, and writer, with some of his most popular work being created duri ng the 60s. Oates influence on this short story is from one of Bob Dylan's songs "It's All Over Now, Baby Blue," which haunted her. Another important influence on the story was "The Pied Piper of Tucson" serial killer Charle s Schmid. Schmid was ironically enough "constantly trying to compensate fo r his short stature" and "wore oversized cowboy boots stuffed with rags to

- By checking the box next to each metric, Gyan highlights the areas of the student's response where they fulfilled the metric requirement in question.
- If we check the box next to Relevance, for example, we can see that this student's response is highly relevant to the assignment prompt and the story they discuss in their response.

Prompt 1

Summarv



Co	ntent	So	ore : 15.75	Confidence : H V		
	Expression name	Weightage	Confidence	Feedback	Intergrade Score	
	Relevance	0.15	H ~		3.75	
	Focus	0.15	H ~		1.85	
	Uniqueness	0.15	H ~		0.45	
	Depth of Thought	0.1	H ~		1.45	
	Persuasiveness	0.1	Η ~		1.55	
	Analytical Response	0.15	Η ~		3.75	
	Thesis	0.05	H ~		1.25	
	Support	0.15	H ~		1.7	
Sty	le	So	ore : 13.55	Confide	ence : H 🗸	
	Expression name	Weightage	Confidence	Feedback	Intergrade Score	
	Fluency	0.167	Η ~		2.6	
	Focus	0.167	H ~		2.1	
	Cohesion	0.167	ΗV		2.1	
	Sophistication in Transition	0.111	Η ~		1.25	
	Sophistication in Range	0.111	H V		1.75	

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In the 1960s, there was a huge social movement going on in America where s ocietal norms were no longer just black and white anymore. Oates wrote "Wh ere Are You Going, Where Have You Been" during the time of the Civil Right s movement, the Sexual Revolution, Bob Dylan's music, and news of Charles Schmid's serial killings. People of color were demanding equal rights, an d women were asserting their rights as being just as equal to men. Women b egan to question their role in society, and looking at life less conservat ively as they have in the past. Oates uses Connie to illustrate the transf ormation teenage girls going through during their adolescent years, and th e anxieties and struggles with the way they look, as well as their sexuali ty. The awakening of feminism is an important aspect of the 60s, where wom en began realizing that they wanted independence from men, and not to be s een as the "wife" anymore. Women were learning the strength of their voic e, and were not to be oppressed any longer. Bob Dylan was a famous poet, m usician, and writer, with some of his most popular work being created duri ng the 60s. Oates influence on this short story is from one of Bob Dylan's songs "It's All Over Now, Baby Blue," which haunted her. Another important influence on the story was "The Pied Piper of Tucson" serial killer Charle s Schmid. Schmid was ironically enough "constantly trying to compensate fo r his short stature" and "wore oversized cowboy boots stuffed with rags to boost up" his height (History). Many of the characteristics of Charles Sch mid are illustrated through Arnold Friend. The influence of society's much

- In this example, we check the Depth of Thought metric, which analyzes how well the student connects the content of the story to overall themes and real-world context.
- This student identifies some foreshadowing at the beginning of the story, and they later connect the story to a larger social movement occurring in the U.S. at the same time as publication.

Summary

Prompt 1



- \checkmark Gyan Assessments is configurable to the instructor's rubric requirements.
- ✓ It auto-grades the student responses, while providing complete scoring transparency and optional instructor customization of both scores and feedback.
- \checkmark It integrates directly into your LMS.
- \checkmark It eliminates the bias inherent in manually assessing student responses.