

MODERATION FOR FAIR ASSESSMENT IN TRANSNATIONAL LEARNING AND TEACHING PROJECT

Project Partners

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Project Team Members

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Project Aims

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- Identify key processes, principle and issues associated with a range of moderation practices in a variety of transnational teaching modes
- Identify and promote good practice across disciplines in processes associated with moderation of assessment from both *quality assurance* and *quality control* points of view.

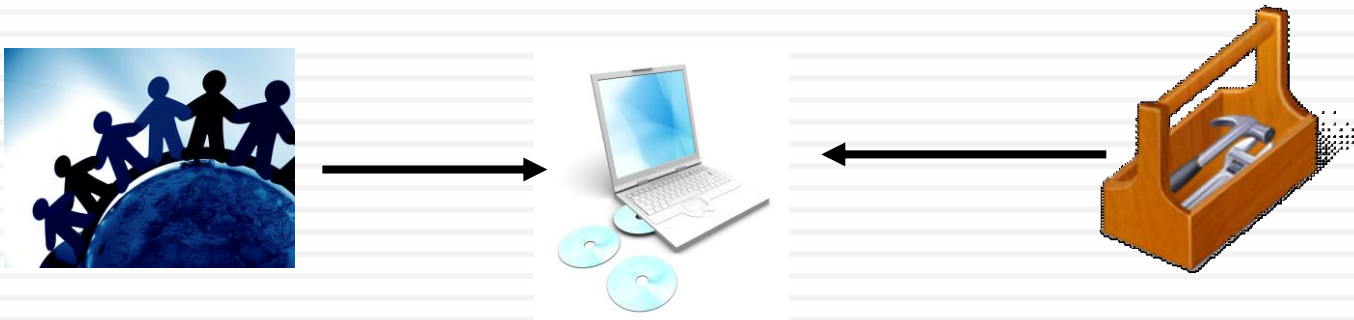
Project Deliverables

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- Online, downloadable toolkit for involving the whole teaching team, including partner organisation staff, in assessment moderation practices;

<http://resource.unisa.edu.au/course/view.php?id=285>

- Collaboratively authored glossary of TNE terms.



Key Research Concerns

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How notions of ‘equivalence’ and ‘comparability’ play out in the design, implementation, and moderation of assessment in TNE in terms of:

- assessment tasks and moderation activities
- contextual issues
- induction and other professional development activities and resources

Project Outcomes

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1. Collation of moderation related information in TNE

- Review of the literature
- Map of staff experiences
- Identification of challenges
- Identification of good practice

2. Development of a transnational community of practice through the research framework

3. Creation of a critically-negotiated framework of inclusive practice for moderation of assessment in TNE settings

Project Schedule

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Phase	Task	Duration
1	<i>Literature review and ethics approval</i>	October 2008-May 2009
2	<i>Australian and transnational data collection</i>	June-December 2009
3	<i>Data analysis, production of preliminary toolkit, and further dissemination</i>	June 2009-July 2010
4	<i>Implementation, evaluation and refinement</i>	May-September 2010

Research Framework

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The research sample is drawn from three Australian universities and for each, three of their partner institutions

PLUS

Anonymous and confidential contributions from non-project partner staff on their positive and/or challenging TNE moderation experiences.

Data Collected

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- Primary data collected by face to face interviews, and online surveys
- Interviews with academic and administrative staff in Australia and overseas
- 85 interviews conducted in eight different sites
- Over 100 responses received to online surveys
- Toolkit pre-test and trial feedback

Data Analysis

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- Qualitative data analysed using Nvivo 8
- Survey data analysed using SPSS
- Interviews recorded and transcribed selectively
- Around 30% of survey data from academics in Australian universities other than the project partners

Online Survey Results

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- There were 103 valid responses. Australian based staff form the majority (71%) of total survey respondents.
- Majority of respondents (72%) were from the discipline of business. Other disciplines represented are humanities (11%), engineering (7%) and health sciences (2%)
- Majority of respondents (65%) are lecturers. Program directors comprise 21% of respondents.
- Approximately half of all Australian staff have a PhD, while 16% of TNE partner staff have a doctorate.

Online Survey Results

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- Approximately half of all TNE partner staff and one fifth (22%) of Australian staff have less than five years of TNE experience.
- Approximately 78% of Australian based TNE staff travel overseas to TNE locations. Half of those who travel take 1-2 trips per year. The most common trip duration is 4-6 days.
- Half of all respondents have variable frequency of communication with their TNE counterparts with respondents estimating 81% of communication is using email

Online Survey Results

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- Overall 58% of respondents believe communication is satisfactory. A higher proportion of TNE partner staff (68%) consider communication as satisfactory as compared to Australian staff (53%).
- Overall 53% of respondents believe moderation is satisfactory. A higher proportion of TNE partner staff (64.5%) consider moderation as satisfactory as compared to Australian staff (47.2%).
- Strong correlation found between satisfaction with communication and satisfaction with TNE moderation

Interview Findings

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Candidates for good practice:

- Induction and ongoing professional development
- Clear guidelines around processes, responsibilities and expectations
- Clear and regular communication
- Provision of feedback (to partner institution staff)
- Courses being run synchronously in Aust and at the TNE site (aids the overall process)
- Co-publication (an indication of close collaboration)
- Development of strong relationships

Interview Findings

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Candidates for good practice (cont):

- Use of marking schemes/guides/keys/rubrics
- Newsletter update (one institution's way of keeping in touch)
- Onsite visits where possible (both ways)
- Collaborative setting of assignments and marking
- Supply of materials to facilitate processes
- Swapping texts (e.g. sending examples of marked work of Australian students to partner institution staff)
- The importance of a team approach

Interview Findings

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Challenges:

- Some partner institution staff are unhappy with the Australian centric content of TNE courses
- It can be difficult to build relationships
- High changeover of staff, both in Australia and at TNE sites
- Communication media difficulties –time zone and bandwidth
- Cultural expectations -both sides
- Expectations around culture and communication –both sides
- Inexperience of Australian and partner institution lecturers
- Locus of control –Australian unis sometimes overbearing and

Interview Findings

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Challenges (cont):

- Blow-outs in marking turnaround
- Staff feeling like they're out of the loop
- Perceived arrogance of some Australian staff
- Disjuncture in policy and practice
- Limitations of what sessional staff can/should contribute
- Confusing terminology (e.g. unexplained acronyms)
- Timing issues –when courses don't line up neatly in Australia and at the TNE site
- Variability of experiences overall

Please be involved

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- Visit our wiki: <http://altc-tne-moderation.wikispaces.com>
- Use the Assessment Moderation Toolkit at:
<http://resource.unisa.edu.au/course/view.php?id=285>
- Contact Gavin Sanderson (gavin.sanderson@unisa.edu.au) or Shelley Yeo (s.yeo@curtin.edu.au) about any aspect of this Project.
- Know more at the ALTC website <http://www.altc.edu.au/project-moderation-fair-assessment-acu-national-2008>
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