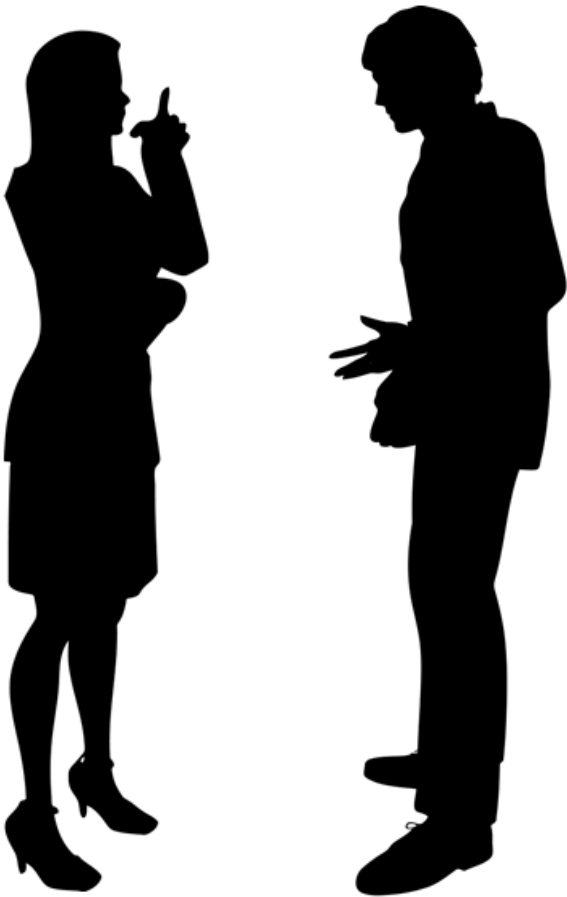


Mighty Moderation

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Once upon a time there was a

somewhat overstretched MSc Programme Director in Science Communication
and Public Engagement (on campus and online)

with 28 dissertations i.e. 56 pieces of independent marking

2 different types of dissertation project

and time-poor markers for whom teaching is a small part of their role



Priorities for assessment are that:



Each piece of student work receives a fair mark



Processes are transparent



Marking and moderation are a learning experience for all concerned



Conditions set for moderation
i.e. more than 7% different or
across a grade boundary in
the Common Marking Scheme
i.e. A, B, C, D

Results in around half the
dissertations requiring
moderation of marks

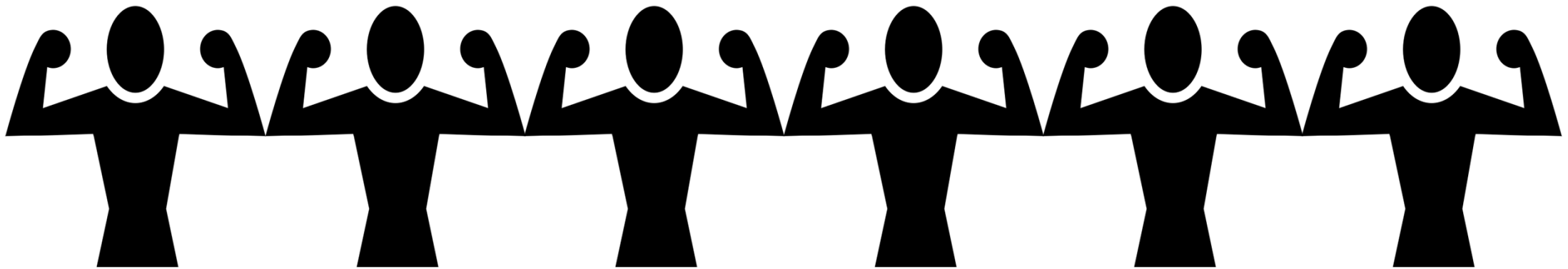
Could result in many individual conversations between many different markers

Pressure of time before Board of Examiners meeting



The solution

Mighty Moderation



- All markers in the same room at the same time (around 8-10 markers)
- Everyone hears everyone else's moderation conversation



I sold it as taking around an hour of time!

- very important for time-poor staff for whom teaching is a very small aspect of their overall work
- not having to arrange and make lots of phone calls or arrange attend lots of individual meetings
- perhaps not met before (issues of power relations/perceptions of expertise)
- overall a good learning experience



- Those who couldn't attend in person attended by Skype

- Two hours later the conversation was still going on



- Staff looked forward to the next meeting

- We can check understanding about our marking
- develop learning about feedback,
- and about the discipline,
- identify issues which arise,
- informs the development of assessment criteria for next year



Mighty Moderation as-

Community building and Assessment Literacy for staff.

The well conducted and thoughtful moderation practices we propose constitute ***professional learning and promote the enhancement of assessment design***, as well as **system-wide consistency of judgement** and maintenance of standards. (Bloxam et al, 2016)

.. “moderation with a focus on ***community building*** has been shown to add to ***assessors’ assessment literacy*** as well as knowledge of standards. This view is reinforced by empirical studies of face-to-face consensus building” (Bloxam et al, 2016)

Price et al. note that cultivating a community where dialogue, trust and participatory relationships can occur should result in more consistent judgements and a restoration of confidence (n.p.)

References

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