

Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Making things easier: Strategies for managing large cohorts

Dr Anne Bellert, Faculty of Education

Elicia Kunst, Faculty of Health

Dr Chris Zehntner, Faculty of Education

Preliminary considerations

Assessment Design:

- As much as context allows, consider using a common genre/ type for assignments
 - Less cognitive load for markers and students
 - Link to available resources for that assignment type:
 - Learning Zone, Quick Guides, Lib Guides.
- Rubrics matter:
 - Make sure they don't just tell students the same information as the grade (E.g. satisfactory, good, very good, exceptional)
 - Not too many criterion:
 - 5 or less
 - Some things have to go together. E.g. writing and referencing
 - Aim for relatively consistent grading throughout.

Use SCU letter grade descriptors

Use them for grading (not so useful for feedback).

- To help inform grading decisions:
 - "Overall, what grade description best fits this submission?"
- Don't be swayed by 'standardised' considerations (the bell curve), the submission should be judged on its merits.
- SCU has a criterion-referenced assessment approach, we should not really be comparing this work to other submissions, rather deciding on which criterion is 'best fit'
- Use **this question** and the grade descriptors to 'make a call' about the overall quality of the submission
 - THEN grade in each criteria, with only minor variations from the decided grade.

SCU letter grade descriptions



- **Distinction**

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.

- **Credit**

The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as better than satisfactory or adequate or competent or capable in relation to the learning requirements specified.

- **Pass**

The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory or adequate or competent or capable in relation to the learning requirements specified.

- **Fail**

The student's performance fails to satisfy the learning requirements specified.

Rubrics matter

Analytic Rubrics – hard to make them meaningful.

This one isn't:

Criteria	High Distinction	Distinction	Credit	Pass
Identification and analysis of problem/issue 20%	Selects a complex problem/issue to investigate and provides a sophisticated analysis of the problem/issue.	Selects a challenging problem/issue to investigate, provides a very good analysis of problem/issue.	Selects an appropriate problem/issue to investigate and provides a good analysis of problem/issue	Selects a simple problem/issue to investigate and provides a basic analysis of problem/issue.

Rubrics matter

Analytic Rubrics – hard to make them meaningful.

This one is better:

<p>Application of readings & concepts presented in the unit materials, extended with original &/or critical &/or creative perspectives</p> <p>30%</p>	<p>Demonstrates solid understanding of the major themes of the unit, using readings & study materials to define concepts. Argument is original &/or critical &/or creative, going substantially beyond points raised in readings. Concepts are related to each other in interesting & creative ways.</p>	<p>Concepts are defined, but at times a solid understanding of the major themes of the unit relevant to the argument is absent. Argument is strong & interesting, but could be more critical or creative. Concepts are put in conversation with each other.</p>	<p>Concepts are defined, but a solid understanding of the major themes of the unit relevant to the argument is not demonstrated. Argument is plausible, but plays it safe & does not push boundaries. Concepts are not consistently linked with each other.</p>
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Supporting markers for 30 min marking

Unit Assessor (UA) to provide very clear 'Marker Guidelines':

- Explain what needs to be evident in the response
- List relevant learning outcomes (LO's), key concepts, readings
- Brief summary of unit content relevant to this assignment
- Markers should not need to spend hours reviewing unit content, but you want them to be able to make specific comments
 - "the submission needed to focus more on the concept of x, as explained in the Week 6 reading by Jones".

UA is the marking BOSS – sets a standard, monitors it, consistency is key:

- Be clear what you want, explicitly state that no extraneous information should be added, they must follow your protocol
- Follow-up, check, especially with new markers. Try to re-direct them to provide what you asked
- Minimise corrections – they matter, but not as much as formative feedback (how to).

Lessons learnt: 30 min marking



90 minute marking – the good old days!	30 minute marking – reality bites! (always use in-line rubrics)
Couple of comments every page Often in sentences	Very few comments in the text Mostly QuickMarks (or short comment)
Explicit feedback for what is right, identify some or all errors	Still important, but more generalised, with a few examples. E.g. sentence problem here, spelling error
Don't correct phrases or sentences – provide some correction to indicate it's an error but don't fix it for them	same
Read entire paper and then grade in each criteria, referring back to paper, add comments to examples of correct or errors	Read the submission through quickly Use the 'Make a call on the grade' method to 'call' an overall grade Now grade criteria, refer back to sections of the paper to read in detail
Provide an overall comment that follows somewhat of a formula – acknowledge submission, strengths, areas to improve. DON'T REPEAT THE RUBRIC	Same Important that students know why they didn't get a higher grade Give feedback about work in 'outlier' criteria. E.g. lowest, higher
Time allocation for each assignment = assignment weight as a percentage of the 90 mins.	Provide most feedback in 2nd last assignment, less in last assignment.

Unit Assessor (UA) as Team Manager

Larger cohorts often mean a larger teaching team.

Often the teaching team will be mostly sessional staff:

- Experts in content, but not necessarily in teaching
- May have limited understanding of how the content fits into broader context of curricula.

Busy people:

- Limited time for teaching preparation
- Difficult to synchronise meetings.



Supporting the TEAM

Provide clear directions for the team.

- Clear and descriptive lesson plan
- Increased consistency in student experience
 - Highlight the content that the current lesson is aiming to build on or reinforce
- Include a summary of key points
 - What are the main things that you want students to gain or develop in the session?
- Make these accessible
 - Add to Blackboard content
 - Weekly content (hidden to students)
 - Tutor Resources folder (hidden to students)
 - Email to team at the start of the week
 - Encourage discussion among the team.



Supporting the TEAM (continued)

Use online and accessible tools for improved communication.

Keep class lists/ attendance online:

- In Grade Centre
- Google docs
 - Include students' email for ease
(Casual staff might not be as familiar with SCU systems).

Particularly important in marking:

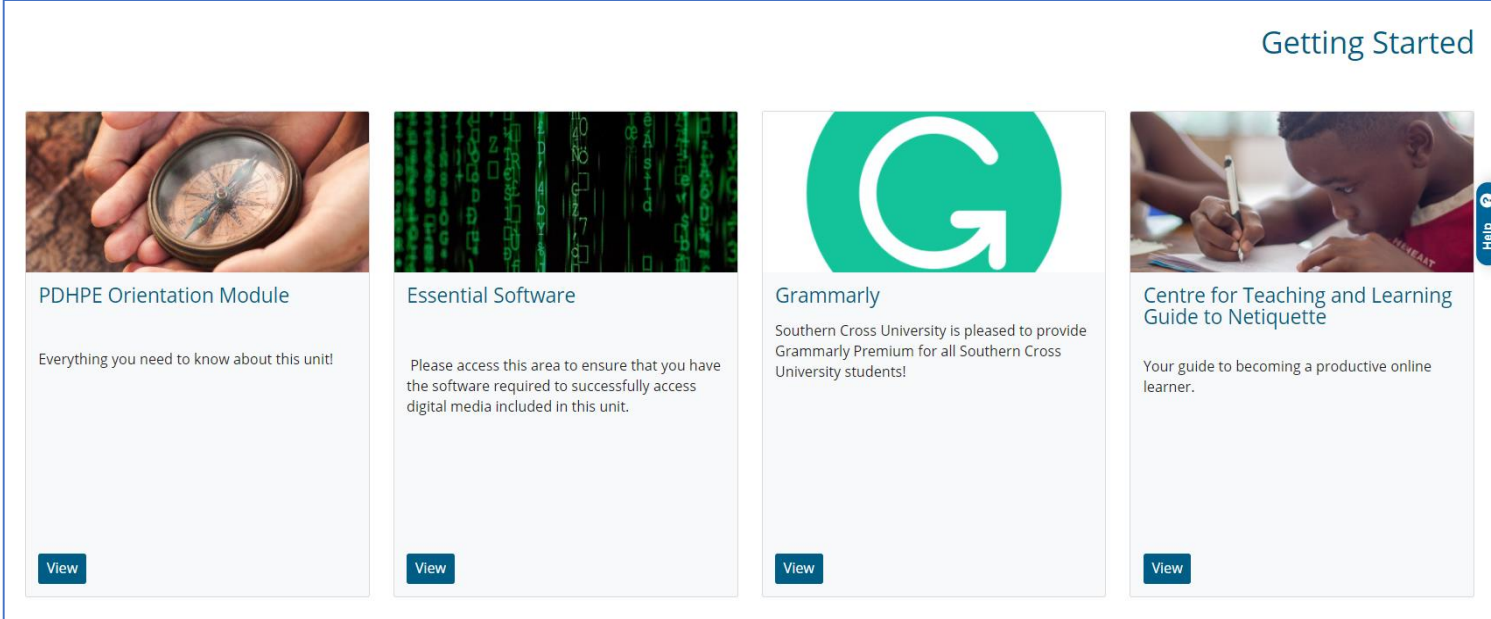
- Rubrics
- Marking criteria
- Clear criteria.

Orienting Students

Use an **ORIENTATION MODULE** to explain:

- Format of unit
- Points of contact (Who – When – How)
- Direct students to support materials and processes in Blackboard (BB)
- Use **EMAIL AUTO REPLY** to direct student queries back to Blackboard.

Getting Started



The screenshot shows a Blackboard interface with a 'Getting Started' header. It contains four modules, each with a thumbnail image, a title, a brief description, and a 'View' button:

- PDHPE Orientation Module**: Thumbnail shows hands holding a compass. Description: 'Everything you need to know about this unit!'.
- Essential Software**: Thumbnail shows green digital code. Description: 'Please access this area to ensure that you have the software required to successfully access digital media included in this unit.'.
- Grammarly**: Thumbnail shows a green circle with a white 'G' and an arrow. Description: 'Southern Cross University is pleased to provide Grammarly Premium for all Southern Cross University students!'.
- Centre for Teaching and Learning Guide to Netiquette**: Thumbnail shows a student writing. Description: 'Your guide to becoming a productive online learner.'.

A 'Help' button is visible on the right side of the page.

What can students expect?

EXPLAIN:

- Staff introductions
- Where the unit fits
- Structure of unit
- T&L arrangements
- How to be successful.



This unit builds on Foundations: PDHPE and provides you with knowledge of relevant syllabus and curriculum requirements for teaching PDHPE to children early years - 12.

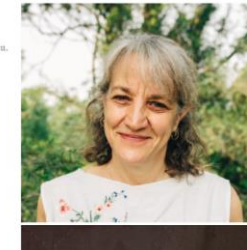
You will design integrated assessment and teaching and learning strategies which maximise both student engagement and inclusivity from early childhood to primary and then to secondary school settings.



Dr Chris Zehntner
Unit Assessor
Chris.Zehntner@scu.edu.au



Jared Frazer
Tutor (PE)
Jared.Frazer@scu.edu.au



Lisa Siegel
Tutor (Health)
Lisa.Siegel@scu.edu.au

Cath Henry
Tutor (Health)

CONNECT THE DOTS

Link unit content to:

- Unit **outcomes**
- Module **objectives**
- **Assessment** items.

ASSIGNMENT SUPPORT:

- Assignment **Explainer** (video presentation)
- Student directed **Assignment discussion forum** (Monitored by UA)
- Assignment **FAQ** forum (The UA post definitive answers here)
- Live Q and A - 1 week out from due date (Live and recorded).

Manage marking expectations

What can students expect in the marking process?


- ✓ **Comment box in “Grades”**
(refined comment according to grade – personalise)
- ✓ **In-text comments** on submission via Turnitin
(Tutors use QUICKMARKS + Personal comments)
- ✓ **Review the criteria** in the embedded rubric.

FEEDBACK TO USER

Grade out of 50

Comments

Congratulations on completing your Health Unit Proposal. Please see your paper for comments that will help to explain your grade.
I grade this work as HIGH DISTINCTION. The Health Unit Proposal, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant content, and shows exceptional ability to integrate the pedagogical principles covered throughout the unit.

Chris  2



Overview of Content:
Throughout this learning sequence, the student stage includes analysing and interpreting scenario learning content. Within this learning content. Within this problematic. Within the next research to be able to safely reporting when something does lesson within this learning sequence

Criterion 3
I am looking for significantly more detail in relation to the scope of your learning sequence


[Convert to QuickMark](#)


-- /50 24 of 343

Rubric


EDUC2015_  

-- /100 [Apply to Grade](#)

Criterion 1


Criterion 2


Criterion 3 1

Criterion 4


Criterion 2
Rationale justified the unit topic and approach using scholarly sources.

High Distinction
Rationale establishes a deep understanding about the importance of this health topic to the nominated grade level. Includes an extensive range of relevant references from scholarly sources utilised to substantially support the rationale.

Managing multiple markers

Develop a **marking protocol document**, you can add detail as frequent questions from markers arise.

- **How to mark** step-by-step
- Understanding **GRADE CENTRE**
- Assignment support materials (link to assignment explainer, rubric, task description, etc)
- Link to **APA 7th**
- How to comment in **FEEDBACK STUDIO**
- **Feedback** summary
- **Late submission** process (link to policy)
- **FAIL** process (link to policy)
- How to deal with **Plagiarism** (link to AI).

Managing the process

Communicating through the Grade Centre...

Use the SORT function in Grade Centre to:

- Moderate Fail and HD submissions
- Identify and email non/late submissions.

Bulk email non-submitters who don't have an approved extension

Marker can't access submission

Approved extensions

Extreme circumstances

AT2 EXTENSION	NOTES AT2	SUBMIT ASSIGNMENT 2 HEALTH UNIT PROPOSAL HERE
--	Emailed - 17/5	--
--	Emailed - 17/5	--
--	Emailed - 17/5	--
--	Emailed - 17/5	--
--	Url private-emailec	!
17 May	--	!
--	--	!
--	--	!
--	--	!
21 May	--	!
17 May	--	!
--	--	!
17 May	--	!
--	--	!
--	--	!
21 May	COMPASSION	--

Thanks for listening!

Questions



Image from <https://depositphotos.com/>