



Charles Sturt
University

SoTL for SSWA - QUASAR Showcase

A storybook: Sharing a personal journey of using multiple strategies for moderation in 202430 WD HCS111

Background reading for the 4 minutes presentation

Dr Monica Short



Acknowledgement of country

We would like to acknowledge the Ngunnawal and Ngambri people of Australia who are the traditional owners and custodians of the lands from which we present today. These lands were never ceded.

We pay our respects to Elders past, present and emerging of all First Nations.

We also extend respect to any other First Nations people present today.



Acknowledgement

Faculty of Arts and Education colleagues and the International Network of Co-operative Inquirers colleagues for encouraging me to research about pedagogy, grow my scholarship of teaching and learning, attend conferences about teaching and to try multi-strategies for moderation in subjects such as in 202430 WD HCS111 - Introduction to Human Services.



Presenting a roundtable at the Higher Education Research and Development Society of Australasia Conference

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All feedback on this presentation welcomed.
Presentation being shared in a few settings.

Context - b/c every subject offering is different with different needs

202430 WD HCS111

- Inspiring cohort of people studying and colleagues
- 163 people studying
- 78% progress rate (targeting this over the next few years)
- Cohort from multiple courses/disciplines. A first subject in first year social work course; elective subject for other courses
- Distance
- Many first in family to study; many returning to study after a long break; many with a study plan; many learning how to do academic writing
- People from diverse cultures and situations
- Great team of people marking
- Embedded tutor attached to subject



What strategies did we use in 202430 WD HCS111? Some examples. (single-loop learning)





Strategy: Markers' team meetings

The marking team are an essential part of the WD HCS111 teaching team. We have the ability to share kindness, and we acknowledge that our work has a profound impact - speaking into people's study and professional careers. In all marking meetings we:

- Communicate and discuss the vision and philosophy of education approach for the subject as well as the the process
- Discuss marking from previous semester including sharing the SES trends and feedback
- Discuss the objectives of the subject and the significance of the task
- Discuss how marking will occur

There are also wrap up emails and conversations



HCS111 Tuning our marking - making sure we are all marking in a similar way

B *I* U  

Form description

Email *

Valid email address

This form is collecting email addresses. [Change settings](#)

Name *

Short-answer text

Email *

Short-answer text

Phone number

Short-answer text

Approximately what mark would you give the task out of 50?

Long-answer text

Strategy:
Tuning marks -
Blind double
marking.
Everyone given
an anonymised
sample task and
mark it. The
average
becomes the
score.



Strategy: Tuning comments

People send me one of their first tasks they have marked and I review the comments and provide via email feedback on what is being done well and where things could be improved.

WD HCS111 follows the praise point praise approach regarding feedback and I apply a pedagogy and theology of kindness.



Sonata: Sculpture Down the Lachlan Paddock art by Bleach and Townsend (2020)



Strategy: We have a community marking resource to encourage communication and for hot tips - in addition people marking have access to an exemplar task for discussion. The team sharing examples of our marking with other people, particularly, those new to marking or this distance subject.

Markers and others resources for HCS111 WD introductions to human services

Subject convenor: Monica Short mshort@icsu.edu.au 0427251707

Welcome to this community site.

Please feel free to share your ideas for marking well with this community. This is our team teaching site about marking.

It is great to be team teaching with you!

Tutors

Hello

Thanks for marking and/or tutoring people in this fun subject. We have a great class and everyone is inspiring and good fun. This year's cohort have a lot of experience working for the human services.



Strategy: Scaffolded by a marking framework

Similar to many others marking in other subjects, we comment on:

- What was well done
- Areas for further development e.g., what, how and why (singled, double and triple loop learning)

We thank people for submitting their task and explain the task is answered at the fail/pass/credit/distinction/high distinction level. Additional feedback is provided throughout the paper.

Within and Without: Sculpture Down the Lachlan Paddock art by Johns and McFarlane (2020)





Strategy: Moderate



Give a previous task to mark to compare years.

Moderate by sampling and quality assurance review:

- Borderline marks between grades
- Fails
- HD's
- Random selection from each marker
- Cross check marks and marking



Why? (Double-loop learning)

I, Monica, learnt the hard way about what can happen if I do not use a multi-strategy approach to marking. Quite awhile ago I was asked to pick up mid-semester a subject (not HCS111) that had some challenges at the time - and I was very happy to help out. In this session for this subject there was a lot of feedback about the task, many of the issues were outside everyone's control.

I thought I am not going through this again.

Result moving from a laissez faire approach to marking **to** taking a more structured approach.



Why? Fun - bring enjoyment to the marking experience



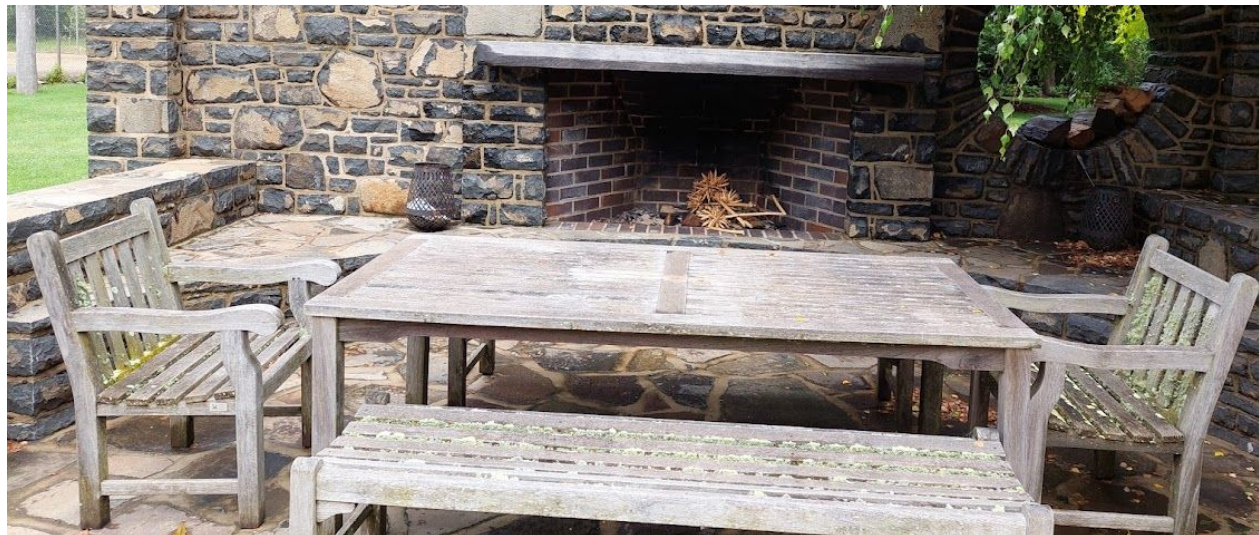
For us, the strategies we use minimise the need for hard conversations about marking and allow time for mutual relationships to be built within our team and for us to grow and laugh together.



Why? Multiple strategies for moderation helps save all of us time



- Members of the team do not have a lot of additional spare time; many work other jobs and have family responsibilities.
- Being part time, I do not have a lot of time and every 15 minutes of work needs to count.
- If marking goes smoothly I do not get a lot of unhappy students contacting me and my stress level is low. (Improved work-life balance.)
- I have time to sit outside, visit a park etc, have a cup of tea and enjoy life.
- I have time for other work activities such as research and engagement.



The stats and facts this semester are:



Mostly happy students and thankfully no complicated phone calls from people studying 202430 WD HCS111 to me.

202430 WD HCS111

Q2

The learning experiences in this subject prepared me for assessment tasks. 4.41/5

Q5

The assessment tasks in this subject fairly assessed my learning. 4.41/5

Q6

I was able to use feedback to improve my work in assessment tasks. 4.25/5

Overall PPR 85.42%

Example of positive comments: "...This was the perfect introduction to uni/introduction to the bachelor of social work..."



How? Critical self-reflection (Triple loop-learning)

For me, research and teaching are head and tails of the same coin, that is the generating and sharing of knowledge.

Enjoy all of these ie enjoy industry and community partnerships/engagements, research and teaching.

Personally, I find teaching the hardest of the three. ***le I am better at researching than teaching.*** So few years ago begun using research and partnerships/engagement to inform my teaching - especially my approach to assessment. Doing this improved my teaching, improved my experience of marking and moderation, and increased the student satisfaction with the subject.

Engaged leading + managing + teamwork + analytical skills



How? Currently researching into teaching and learning, and this is helping me think more deeply about moderation.

Participating in collaborative and solo research projects in the following areas:

- Personal teaching philosophy - a pedagogy and theology of kindness
- Universal design and inclusion
- Student-led
- Democratising education
- Transformational learning
- Student retention

A very warm thanks to dear colleagues for including me in fascinating research projects about pedagogy.



How? Engaging with new ideas

- Attended Higher Education Research and Development Society of Australasia HERDSA conferences

<https://herdsa.org.au/about-herdsa>

- Member of a TATAL group

<https://www.herdsa.org.au/content/tatal-talking-about-teaching-and-learning>



Recent research informing my SoTL that is in press or published. Listed in **date order**



Rush, E., Short, M., Duncombe, R., (in press). Addressing Complex Ethical Decisions in Social Work and Human Services in an Unequal World. R. Biakady (Ed.). *Social Work Education in an Unequal World*. Oxford University Press.

Short, M., Gersbach, K., Rush, E., Velander, F., Clatworthy, D., Xie, G, Redshaw, S., (in press). Using a kindness approach for defining key terms: A student-led, strengths-focused and active-learning online activity. In M. Jarldom & C. Hudson (Eds.) *Tutorial ideas for educators on the run*.

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<https://doi.org/10.1080/02615479.2024.2372393>. Link:

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Short, M., Valentine, B., Morrissey, M., Morrissey K. & Dixon, E. (2024). The Human Services: Practitioners' Experiences of the 1960s, 1970s, 1980s & 1990s. *Australian Social Work*.

Duncombe, R., Russ, E., Gersbach, K., Halton, C., Jeffries, P., Whitaker, L., Short, M., & Redshaw, S., (2024). Democratizing online social work education: Addressing othering. In R. Baikady *The Routledge International Handbook of Social Work Teaching* (pp. 391-412). Routledge.

McLaughlin, A., Pascoe, E., Lawson, L., Parker, L., Whalan, T., Safdar, T., Beeton, G., Kennedy, R., Ivory, N., Morley, L., Halton, H., Russ, E., Gartshore, S., Short, M. (2024). A new perspective regarding the impact of rural disadvantage on accessing services: Hearing the Australian and Irish social work student voice. *Advances*. Online.

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Thank you for listening to this story - Very aware that I am still learning so looking forward to hearing your stories.

