Festival of Learning Showcase session

Facilitator: Mrs Katherine Bathgate, Lecturer, Department of Nutrition, Dietetics and Food Technology, and Ms Kelly Prandl, Lecturer, School of Psychology and Speech Pathology

Strategic theme: Leading in innovative education

Subject Title: Sessional team leadership: Enabling moderation and peer review in a very large first year unit

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Brief Description:

This presentation is ideal for unit coordinators of units with large sessional teaching teams. The presentation will highlight some of the challenges of ensuring efficient and effective assessment moderation and a quality student experience across a very large interprofessional first year unit. The presenters will describe a successful strategy for enabling these outcomes through sessional team leadership.

Benefits:

This presentation will provide strategies for enabling moderation and peer review which can be applied in units with large teaching teams.

Time/Day: Wednesday 18 March 2015, 12:30 – 1:00pm

Duration: 30 mins

No. of Sessions: One

Venue: Building 300:Room 214

Special Requirements: No special requirements needed

Abstract used for T&L Form:

An essential component of student learning and assessment in higher education is the ongoing challenge of ensuring that all students undertaking studies in a particular unit are provided with the same opportunity for a high quality learning experience and fair assessment, irrespective of what class they attend and who marks their assessment. This is a particular challenge in very large units taught by a large team of sessional tutors, many of whom are new to teaching. This presentation will describe and evaluate an innovative strategy enabling a high level of moderation, staff support and peer review in a very large first year interprofessional health unit which has applications for all large
units in higher education. In semester 2, 2014 *Health and Health Behaviour 130* was taught as weekly workshops to over 1800 students by 28 inter-professional teaching staff, teaching in teams of two. With the support of six experienced tutors as sessional team leaders, efficient and effective pre-, intra and post assessment moderation was achieved across all staff within the specified time frame.

Sessional team leaders, each supporting a small team of new and more experienced staff, also took a leadership role in a peer review process, involving all members of the teaching team. The peer review process identified strengths of the team, explored and identified areas of professional development that would be of benefit to the entire team, and enabled unit coordinators and team leaders to provide specific support to staff as indicated.