1. **What do you like most about marking?**

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| I enjoy seeing how much the student understands the concepts |
| Giving students constructive feedback about their assessment. Seeing how much the student has understood about the content of the unit thus far, for example mid semester written assessment would indicate the student's level of understanding about the content to date and its application in the form of an assessment item. |
| When marking units i teach i enjoy seeing the student ideas develop. |
| nothing I despise every second of it.   It is tedious and time consuming. Because the academic standard is so low the rubbish we have to read and attempt to understand make it the most unenjoyable task I have to do by far. |
| Seeing students understand the content |
| Important that students see I'm also marking in the unit, therefore, I have a very good understanding of what is required for the assessment and can give generalised cohort feedback to students before face to face teaching finishes, which is important to me also. |
| I believe it gives me insight into students thinking, feelings and understanding of the topic |
| Provides an overview of the areas of strength in the students learning and influence how the unit is taught - identifying areas where students struggle. |
| The opportunity to evaluate students learning experience. |
| I like reading well-prepared reflections |
| I like to see the knowledge that we teach taken on and understood.   I enjoy the process and structure of marking |
| Marking gives me an opportunity to identify gaps in students' learning and tailor lessons to backfill those gaps. What I also like about marking is that it is a very fair process of providing valuable student feedback. Marking students’ assessments and providing formative feedback is one of the most important interventions that I, as a teacher, can have on my students. Good old fashioned comment based marking can have a huge impact on student successes in future assessments. |
| I like the ease and straightforwardness of the online marking process compared to the marking of hard copies. I feel a sense of reward when providing the students with comprehensive feedback/feedforward that contributes to their learning. |
| It provides me an opporunity to encourage the students to grow and learn. |
| It gives you an opportunity to guide and provide feedback that will hopefully help the student to improve with future assessments or have confidence in the quality of the work they are generating.  It gives you an opportunity to experience the areas students have not had clarity over so you can better refine your teaching style to hopefully help improve on the content understanding for future students.  You continue to learn new things through the process  It challenges my own knowledge and refines my learning and knowledge base |
| Nothing - it is soul destroying. |
| The flexibility it gives me when it comes to family life. For example- during marking periods I can take on papers and am able to pick and drop off my Son to school |
| Pre marking meetings and clear and concise guidelines. |
| I entered the Nursing profession many years ago and I hear my colleagues complaining about the poor quality of university education and the limited skills and knowledge of new graduates. Reading assignments reassures me that our students are thinkers seeking knowledge, eager to enter the work force, displaying the right attributes required from a competent nurse. Most assignments are indicative a reasonable learning;  I always check references and specific information provided in assignments: This process has been very informative |
| Marking gives you more insight into the subject/topic area and where the students are really at. This helps classroom teaching as you can identify students who may need more learning support. Marking online - Convenience of doing it in my home office in pleasant relaxed atmosphere. I can complete marking at a time convenient to me such as early morning or late evening (in bed on my laptop). I do not need to waste time driving anywhere, pay for parking. I can watch over disabled / dependent family members while marking. I am also able to take my marking anywhere where there is internet for example I often travel to rural area as I have a second house in an isolated rural area, also recently able to do some marking while in Bali and USA. This takes the pressure off having to complete everything before you leave as with marking you can always take it with you when travelling, you do not have to be at the university. |
| Students understanding of content |
| I like to be fair when I am marking. I believe that the student has put time and effort into their assessments and we need to respect that. Giving comphrehensive feedback |
| Seeing the students understand and do well with their subjects. |
| I enjoy the work. It's good to know that I am assisting students to better themselves in their education, and I hope the feedback that I provide is helpful. |
| Providing constructive feedback on the students' assignment efforts. |
| (Getting paid.) I like that it keeps my brain stimulated. |
| Seeing the student's understanding of the topic and how some students are able to input interesting and critical facts to demonstrate further understanding. |
| Giving good feedback to students. Also, online marking is so much easier - standardised quickmarks are also often useful. Use of the template simplifies marking and also helps clarify to students exactly what information is required for each question. |
| It is usually the last thing academics do for students and good marking can turn assessment into learning. |
| Seeing what students have learned, retained although difficult as you do not get to mark your own usually. |
| I can do this at home. Convenience and money is nice |
| constructive feedback to students |
| I enjoy reading students Essays & Reflections & gaining a deeper understanding of their thought processes and their journey through their Midwifery studies. |
| It provides insight into what students learned, so for example - if I thought those students I can see/ read what they interpreted from what I taught.   I can see: - what they understood and didn't understand - if something is missed (key concepts for example), I can see that I didn't highlight that enough Based on this I very often change how I teach that topic the next time.  The other thing that I have learned is that many students don't follow the writing guides or assignment outlines - or are not focused on the question. Based on seeing this in my first few semesters, I now emphasise in class that they must.... read the assignment question, determine the different 'sub-questions' and ensure that they create some sort of plan or spider diagram to plan their answer, and that once they have completed the assignment they must then go back and check that the assignment is focussed on the questions and not just writing about the topic in general. So in short, I think that marking has helped me to guide students. |
| Seeing students complete and do well in their assessments. |
| It gives me a chance to provide 1:1 time support with the students |
| It's gratifying to see student's responses where they have really understood key concepts. It is also a good experience when students write well and you can appreciate their thoughts. |
| The WSU system is clear and easy to use. I mark when I feel most alert and take regular breaks to ensure that I am fresh and consistent with my marking. |
| Gives me a picture of the way a student interprets information.  It is an opportunity to give the student some feedback and feed forward fr their future work and refers them to the PCALs if necessary |
| Flexible time management |
| reflection pieces since you understand the student better |
| Looking at the assignments handed in as it is a reflection on students comprehension/ understanding of topic being discussed. It is quite educational as it come across high quality references. |
| The opportunity to educate and teach students through written feedback |
| Learning about all nursing related experiences and topics. So interesting and inspiring! |
| It is an important learning and teaching experience for students so it needs to be done well and carefully |
| I do it when I have to. I have no particular feelings about online marking, it's a task that is part of the job. |
| Turnitin system |
| Freedom to work whenever I want.  I like reading their different ideas on things. |
| When marking the students from your class - being able to see what they have learnt about the topic. Being able to provide further teaching through written feedback. Being able to identify students that are struggling with content. |
| gives a picture of what the students know and their understanding. Identifies issues that we can assist students and guide them to support resources. |
| 1. Obtaining a sense of how students are progressing in their unit of study , where their strengths and weaknesses may be. 2. Being able to work at home for 2-3 weeks |
| NOTHING, IT IS CUMBERSOME OCCURS IN INTENSIVE PERIODS OF TIME AND THE WORKLOAD ALLOCATED IS UNREASONABLE MEANING YOU WRITE MINIMAL QUALITY FEEDBACK |
| A pleasure to see how the students have understood the material and developed their learning |
| - Reading good quality work - Seeing the student understand the questions -The student’s fluency in following the assessment criteria. - Giving a good grade they deserve! |
| you can work from home and fit it around other work and family commitments |
| Keeping up to date on the content seeing students improve A well written assessment an understanding of the importance of correct referencing |
| Reading interesting essays, giving the students quality feedback and praising them when they have done well. |
| Working from home Flexibility Being able to manage my own time/work |
| work from home flexible hours, i can do it whenever i can and fit the work in between my other commitments |
| I hope that my marking provides the students with the feedback to help them improve in future assessments. |
| Providing feedback/education in response to the students submission |
| I can do this at home |
| Assessing the knowledge evident in the task |
| I like reading really great assignments |
| It can be beneficial to teaching as it demonstrates if students are understanding the content and if the tutorials are taught well this should reflect in the grades.  As a teacher it gives you satisfaction that the tutorials are beneficial |
| Some of the funny answers, often due to a poor understanding of the resources or the material. |
| Giving constructive feedback to assist student learning |
| Seeing what students have learnt/ understood. Seeing how I have taught. Providing feedback to students. |
| Quick marks of Turnitin |
| Seeing students learn |
| Providing positive feedback that students can use in their future work. |
| Reading work where it is clear that students have read the required material and completed the online work to assist them complete the assessment task. This shows through in the final submitted assessment. |
| Seeing a student's interpretation of the issues and the effort they have put in. |
| IT ENHANCES YOUR KNOWLEDGE |
| The ability to do it from home in my own time frame. This flexibility allows me to take on marking that I otherwise wouldn’t be able to do. |
| I believe it is very important to provide feedback, both positive and negative, in order for students to be able to improve for future assessments. I think if they have made the effort to do an assessment, we should also. That is what I enjoy most: providing them with feedback that I have thought very carefully about. |
| Getting to know the subject, the quality of the future aspects of the profession are shown here when we teach and mark assessments for undergraduate RNs |
| Provides information as to how the students are comprehending the information, therefore reflect on teaching. The students are very interested to know that I mark and I like being able to provide overall feedback and discussion on the unit, and progress. |
| An opportunity to think critically, (mental challenge). Develop an understanding of the students grasp of the subject.  To refresh and expand your own knowledge of the subject.  To critically appraise the relevance or value of the question. |
| Not sure |
| Seeing if students have learnt information and their interpretations, can feel proud of them (or not). |
| Working from home and at a time that suits me. |
| I enjoy reading what students have learned when I have taught them in class. Marking online is something I can do at home at my own pace. I like it more when I have a marking buddy and am paid for second marking. |
| The opportunity to provide feedback to students to help them improve their work and marks. Coming across an excellent response to the assessment |
| Reading the Reflective Components to Assessments. The passion and knowledge students convey in their subject matter is wonderful. |
| Being able to do it at a time that suits me. Consolidating my own knowledge and sometimes learning something new or seeing a student use a new source. Seeing students improve over the years. |
| It tells me what the students understand and where I need to pitch some of the content. It gives me an opportunity to give feedback to the students on writing, flow of ideas and essay structure |
| Seeing other peoples views. Helping them with constructive feedback. Seeing that they get it (what we have done in class) |
| I enjoy reading what the students essays and providing them with feedback to improve |
| I don't like marking but do so to take my share of the load. However, I enjoy reading a high quality submission. Not only is it less onerous to mark, it can make marking pleasurable. |
| I enjoy marking well written assessments where students are able to demonstrate a clear grasp of the subject matter. |
| As a casual academic, marking assists me to stay involved with topics, I am experienced in and have taught or marked for many years. It is not always an enjoyable task due to language difficulties, however I feel strongly that I am assisting students to gain a qualification that will be rewarding and enhance career opportunities for their own life long personal development. |
| I learn a lot about the topic ,it is challenging finding the content required in the assignments written by CALD population. When I find the gem I can award their effort ,courage and resilience .So I counteract prejudicial markers .These students work so hard, miles from home and support and I feel that they need markers who will take the time to translate their work in to mark able facts. Respect how difficult it is to train far from home. |
| Being able to work from home and being able to mark papers in the units that I teach. |
| When students follow minimum instructions such as; - no grammar or editing mistakes  - no referencing mistakes  - actually follow instructions in completing assignments  - low similarities via Turnitin |
| Seeing what the students know and remember |
| Can do it at home. Like to see what students know as reflection on my teaching |
| Being able to provide feedback makes it feel like an important job. It's good that it is flexible and can be done when I have time to complete it. |
| It elevates my own knowledge and I consider it a strong contributor to my own professional development. |
| Give me more idea by continuous reading and marking. |
| Marking high distinction or distinction assignments |
| I like to see how well the students have understood the content taught through the semester. |
| can work from home |
| Having consistency across all papers marked (and hopefully across all markers). Being able to complete it online. Provided good feedback to students for further learning/improvement. |
| Flexibility to mark online Opportunity to provide constructive feedback to students Research into the assessment topic improves my own knowledge base |
| I have more initiative to mark units and students that I am teaching. I feel it is an extension of knowledge reinforcement through the feedback I provide. I feel rewarded as well when I see students submit high qaulity work. |
| Getting 'hands dirty', knowing what students have or haven't learned. |
| When I mark an outstanding assessment it’s a pleasure to see students excelling. |
| The convenience of doing it at home in my spare time. I also enjoy the learning that is associated with it, it really reinforces my own knowledge as well. |
| The opportunity to extend the students learning by giving extensive feedback. |
| The marking guide is usually straight forward. |
| I value my contribution to the learning of students who actually do read their feedback. I like the flexibility of the use of my time when marking. |
| - use of quick marks |
| I only enjoy marking when it is a unit I am coordinating or the students in my tutorial group. I also find excessive marking is terrible - the marking time we are allocated in our workloads is inadequate |
| It provides feedback on what has been learnt during the course and where gaps in knowledge are. |
| Seeing how students develop |

1. **What do you like least about marking?**

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| Some unit coordinators are available and open to offering help. Help and assistance was easier to access when there was a campus coordinator on each campus as you could drop by and ask for help or clarification and there was more support available. | |
| As a UC I have not been supported by the school at all to date with marking. No-one offered to support me as a new UC when I was one about marking and leading and supporting other when marking. I have taken it upon myself to run pre semester marking meetings, developing quick marks for each individual assessment, supporting staff with marking moderating sessions, telephone and email support, etc. I have seen an increased need to support all staff when marking, especially new academics, casual or permanent, when it comes to marking expectations. | |
| Pre marking meetings | |  |
| Pre- marking meetings are set up to go through a few assessments and gain some consensus, then people including me go off and mark how they wish to. | |
| Provision of quality marking guides and pre-marking meetings, which are essential for marking. | |
| Supervision, through early cross marking with feedback, before marking more than 3 to 5 papers | |
| Good clear marking criteria  Sufficient collaboration with other teachers in the unit Access to the teaching content  Teaching in the unit | |
| supporting the development of effective marking criteria | |
| There is a lot of support. The school provide the marking criteria, the UC organise marking meetings, in those meetings the whole team can ask questions, staff are very supportive with advice | |
| On-line marking, banks of comments, pre-marking meetings and cross-marking | |
| I commenced marking this year and and was surprised at the lack of training and support that was given.  I did not receive any training to mark electronically via turnitin . I was lucky that my team teacher was so helpful however it could end up like Chinese whispers with everyone doing marking a little differently.  I have received good support for the subjects from the unit coordinators | |
| In my opinion, WSU SoNM faculty is one of most supportive when it comes to marking. Below highlighted are some points that illustrate provision of marking support to sessional academics: 1. Pre-marking meetings 2. Detailed marking criteria 3. Mock assessment allocations for all teachers 4. Cross marking 5. Feedback from peers/ cross markers 6. Offering choice to sessional academics on numbers of allocated papers (consideration of work load) 7. Paid marking contract 8. Unit Coordinators create ready to use quick mark comments which ensure consistency across all markers 9. Constant follow ups with regards to progress/ work load 10. Clear guidelines for escalation (for HD, fail and academic misconducts). | |
| Meetings with some unit coordinators prior to marking. The accessibility of the unit coordinators during the marking process. The positive feedback that I get from unit coordinators gives me a sense of worth/value knowing that I have contributed to the students' learning. | |
| By providing me with a UC that arranges a pre marking meeting, a pre unit meeting and clear marking critiera with exemplars of HD, D, C, P and F papers. | |
| Marking guides are an excellent tool to support your marking and help ensure your marking is consistent with other markers  Quick marks per assessment are an excellent support resource.  Marking sample papers and then having a pre marking meeting to flesh out areas of inconsistency, different interpretations or additional options to be added to the marking guide is also an excellent support.  Having access to your cross marker and unit and deputy unit co-ordinators during the process is also an excellent support. | |
| The School does not support me to ensure quality marking. if the School was interested in providing support it would allocate more time for marking assessments. I spend far more time on marking assessments than my workplan allows for. | |
| Marking meeting and support from UC's. I feel like a UC will not provide good support, I will take minimal papers. If I feel like I have good support, I will take on more papers. | |
| Support I received from my Unit coordinator helped me to ensure quality marking. | |
| Through the pre-marking meetings especially when we are expected to mark one or more assignments prior to the meeting and we consequently compare notes. I also like to check if second markers agree or significantly change the fail/HD that I allocated | |
| Learning guide and vWS have detailed resources on assessments. Pre semester meetings always cover assessment tasks. Marking criteria - comprehensive rubrics given for all assessment tasks, additional marking meetings are online and recorded so you can review numerous times if required. Many subject do a "live" marking demonstration. Generally unit coordinators and co coordinators are available for assistance and support. Some subjects provide standardised quickmarks (mandatory and optional). Moderation meetings where select paper have been anonymously pre marked then discussed. Generally you always have access in the grade centre to other papers that have been marked, easy to identify sample papers that may have been marked by unit coordinator or other more experience staff. This can help gage marking. I have also been given statistical feedback on my marking (where I sit on the "bell curve" for my marking - easy or hard marker). | |
| marking meetings |  |  |
| Pre marking meetings Marking three papers to look at allocation of marks from markers Two papers sent to the UC and DC to check for marking allocation. | |
| They always provide help. | |
| We have a supportive unit coordinator who takes pride and care in the way that his assignments are marked, and goes above and beyond to ensure consistency between markers. | |
| Grading criteria meetings and discussions. Cross marking and feedback to markers. | |
| The unit co-ordinators are usually accessible by phone or email to answer questions. | |
| Pre marking meetings. Some UC's check a couple of your initially marked papers for accuracy and to ensure consistency across the unit, though this is dependant on the unit and the UC. I have also had one UC provide the markers with an example of a HD, P and F. | |
| I really appreciate the fact that I get very prompt feedback from the Unit Co-ordinators if I have a query with marking. The marking meetings are very helpful indeed - helps set a very collegiate tone for the marking team - as a casual, this makes me feel valued, rather than just a "do as you are told" situation. I feel that my opinion matters. | |
| The School of itself does little. Individual academics proved more effective support than others. | |
| Pre marking meetings. Videos. Rubrics. Able to contact UC, this does depend on UC as some better than others and communicate better. | |
| Marking meetings, can ask questions. Ask other staff also. | |
| there is no quality check undertaken in this school. UCs must audit their teams marking for consistency | |
| The detailed marking rubrics created and the marking workshops offered all assist in this process. | |
| - Clear assignment criteria and marking guides - Pre marking meetings - Availability of the recorded meeting so that I can go back and check what was said on a specific part of the assignment  - Checking and providing feedback on the first few marked - the unit coordinators are very available/ punctual and friendly and so it is very easy to back and ask for an opinion or review | |
| I feel supported when I have asked for help.  Miranda always offers a lot of support. | |
| Zoom meetings  And UC /CC are available if I request | |
| Marking meetings, zoom mentoring | |
| Pre-marking meetings are very important and useful. A template of what different grades look like in terms of the assignment are also very useful. | |
| MOST UNIT COORDINATORS HAVE PRE MARKING MEETINGS AND TRY TO GIVE QUICK MARKS RELATED TO THE ASSIGNMENT (I FIND i CANNOT USE MOST OF THESE AS THEY ARE SO VAGUE AND ARE NOT WORDED IN A WAY THAT I AM COMFORTABLE WITH). | |
| Marking meetings Cross marker Access to unit coordinator(s) for questions via email | |
| Some criteria for marking and a pre-marking meeting. Some issues need to be addressed more so consistency in marking is achieved. | |
| Pre- marking meetings  Cross marking and getting feedback from unit coordinators | |
| Pre marking meetings Unit coordinator availability | |
| I haven’t been offered much marking as I just started 6 months ago but the schools training was excellent and very informative | |
| Pre-marking meetings, cross marking, random checks of marking | |
| Well I'm in the fortunate position of never having to mark large volumes of online submissions in any one semester. My marking load has always been easy to manage. | |
| Ruberic, pre-marking meeting, Turnitin | |
| Provides the pre marking meetings on video so I can watch them. Makes all written content of the subject available to me because if I haven't taught that course I pretty much do the work myself so I know what they have been doing and what they should be able to write about. | |
| Guidelines on pre marking meetings and quality checking, mentoring markers early in the marking process. | |
| marking meetings, supports and encourages good feedback, tries different strategies for issues staff raise about marking. | |
| 1. Pre-marking meetings are very beneficial to give markers direction and understanding of what is required of students in their assessment responses 2. Feedback about one's own marking effectiveness 3. Rapid responses to questions that may arise about aspects of marking that I am unsure of | |
| IT NEEDS TO BE DONE, ADJUST THE WORKLOAD TO REFLECT ITS IMPORTANCE | |
| timely and extensive materials and support through email | |
| Feed back and knowing you are doing the right thing. | |
| marking meetings and clear criteria provoding samples of assessment task with grades to refer too | |
| PPT and additional information regarding the assignment. Taped meetings. Email updates | |
| I have been very fortunate that I have had unit coordinators that have been very supportive with any issues I have had marking and when I first commenced at the School of Nursing and Midwifery 8 years ago - a unit coordinator took me under her wing and taught me how to mark.  I have since had a unit coordinator that has offered the staff in the unit workshops for marking. | |
| I had a great unit coordinator guiding me last semester when I started marking for the first time so I was very lucky. She was supportive, always kind, responded quickly to emails and organised a meeting for me to learn how to mark assessments. She also gave me great constructive feedback on the first few papers I marked which really helped to lift the quality of my marking for the rest of the assessments I marked. | |
| some lecturers provide great support, eg. clarify expectations of what students should write from the beginning of the semester, global comments, etc.  many lecturers though, do not attempt to provide such support at all. | |
| I try to to take on more face to face teaching to ensure I am not overloaded with marking.  The marking criteria is important. I like cross-marking of a few assessments by the UC or DUC. Overall, the load of marking is excessive. Pre-marking meetings are essential. | |
| Unit coordinator feedback Marking meeting Cross marking Access to view others marking of papers and compare | |
| As a unit coordinator I am provided with good quality markers with solid science background | |
| Providing marking allocations in workload | |
| There are the pre marking meetings but I don't find them user friendly it's assummed you know marking methdologies and it's not step by step in a logical sequence of question by question. We discuss a good assignment and a bad assignment. The marking criteria is essential however it can be remarkably ambiguous and open to a wide variation of interpretation. Sometimes the marking criteria has far too much detail and one is left with if the assignment doesn't contain all these elements are we to mark the students paper with a lower grade or does it only need two of these elements? More clarity of expectations for answering the question is required. The question the students have to answer is a whole another topic but no matter the marking criteria if the question has been poorly formulated in the assesment task phase then the answers are going to be very different yet sometimes still correct, which makes it difficult and unfair for the student and as a grader very frustrating to have to mark to a criteria that wasn't actually clearly asked for. | |
| pre marking meetings Most co-ordinators are happy to help if you have any queries | |
| Pre marking meetings, early feedback on expectations and adjustment, reasonable load with consultation, plenty of time allocated. Regular checks on how we are going. | |
| The SoNM did not adequately support markers to ensure quality marking as this takes time and not enough time was given when I was marking on line. | |
| Good UC's with supportive personalities, good communication. Clear assessment, no ambiguity, clear instruction. Supportive colleagues. | |
| Premarking meeting, marking guide | |
| As a unit coordinator I feel very unsupported- it’s like I am responsible for everything | |
| In many ways: pre-marking meeting, participating in webinars and meeting with students about their assessment, unit coordinators cross marking my marking, etc. | |
| The school advertises various workshops (or passes these via email), holding marking meetings, good communication of expectations from the unit coordinator. | |
| Cross marking of fails and HD grades. | |
| QUICK MARKS |  |  |
| Marking meetings recorded to view at a later date. I am casual so not always appointed when this meeting occurs. | |
| It depends which Unit I am marking in, to be honest. Some Units don't even have a marking meeting. Therefore how can we expect our marking to be similar? In fact, the particular Unit I am thinking about that did not have a marking meeting when I taught it, I chose to not teach again this year. I believe there were significant issues with skewed marking results this year and that there were multiple complaints made my students who were not happy.  I believe this meeting is required to ensure we are all marking in a similar way. I really enjoy marking xx this very reason. The Unit Co-Ordinator and Deputy are very much in control and ensure uniform marking. They ensure at least 5 or 6 of our first few papers are cross marked, regardless of who is marking them. This makes me feel very supported. I feel the marking is then very uniform and there is then no requirement for review of grades, since there is random cross marking along the way also. | |
| Besides some good coordinators that actually support, most of the time I have to rely on senior colleagues to actually assist with marking as some markers actually do not care and do not provide quality feedback nor do they mark on time. | |
| pre markers meetings marking criteria | |
| To be available to discuss issues and concerns as they arise | |
| Marking meetings |  |  |
| Depends on the UC. This varies a lot some are awesome, some ok, some terrible so I avoid those units now. | |
| Marking meetings prior to assessment submission. Peer support Cross markers Feedback from UC's | |
| Marking criteria that are clear. Marking meetings that I can get to. Second marking on fails | |
| Providing clear, concise guidelines and marking criteria | |
| By scheduling pre-marking meetings & by other staff members willing to re-mark our 1st few marking assessments, to ensure we as sessional academics are on the right track. I believe this is vital to success in marking. | |
| Marking meetings and clear marking criteria. | |
| Construct the questions carefully...do spell and grammar checks...make sure the rubric makes sense...some very horrible ones this session...had real difficulty selecting one...in the end I had to select the grade for the section rather than the rubric feedback in those boxes as they did not reflect the situation for the student. Misspellings (typos) in the rubric...embarrassing! Quality control is very poor | |
| Pre-marking meeting Email support as necessary | |
| I have had support from all the UCs I have marked for | |
| It varies according to the Unit. It can range from clear, consistent marking guidelines (written and/or spoken) to shambolic approaches where the Unit Coordinator changes their mind, at short notice (to the detriment of the students who have been taught according to earlier advice), or provides vague, even ambivalent, guidance. | |
| Pre marking meeting / webinar / zoom and zoom recording Early quality checks with feedback from UC/DUC PCAL power points with examples for students on how to structure their assessment and referencing Providing students with with webinars to assist them in each assessment task | |
| I feel that in recent years this school has been very successful in developing material for example, PCAL PowerPoints that provide students with all the information they need to be successful in the assessment. This information also makes it very clear to staff, what the school expects of students. | |
| Pre-marking meetings, zooms, example papers that we all mark and discuss. It helps use and refine what the marking criterion requires and prioritizes on. Discuss which of the papers co-marked constitute a better or lesser grade.  The opportunity to speak to those who know the course well and have taught it . Some units cross mark a proportion of our papers to see if we are marking fairly /similarly to other markers. Failures and HD are all cross marked to insure fairness. | |
| Provide recorded marking meetings, support from the unit coordinators, PCAL webinars, having examples of marked papers and detailed marking criteria. | |
| Allow me to claim extra hours | |  |
| Most UC's good as provide examples and meetings best have meetings early ie before teaching or the assessment due | |
| Meetings, examples, peer support, cross marking | |
| Unit coordinator goes through a paper with you or gives feedback on a few papers marked. Guides also available on vUWS. | |
| Cross marking I guess....... | |  |
| Very supportive |  |  |
| Pre marking meeting and provision of marking samples | |
| Marking meetings with sample papers to mark, detailed marking guide, quick mark comments, checking the first 2 - 3 papers marked by each marker at the beginning of marking, unit coordinators being available for questions throughout the marking period, communication with all markers through email, cross-marking of fails and high distinctions. | |
| marking criteria pre-marking meeting x-checking/feedback on my marking | |
| Pre-marking meeting discussions and alignment of comments/marks across markers by using the prepared marking guide, practice papers and unit coordinator feedback/cross mark of first few papers. | |
| Marking of sample papers prior to marking meeting allows you to know if you are aligned with other markers to ensure consistency and quality of marking Pre marking meetings are excellent to clarify issues and agree guidelines for consistency Comprehensive marking guides are great resource to ensure consistent quality marking Having access to the unit coordinator to double check or seek clarity is good Unit coordinators have always been very helpful and approachable | |
| Very minimal. I feel it is a task often avoided by the permanent staff and it becomes the volume of workload often delegated to sessional academics who may not have taught the unit in the season. There is often a short turnaround as well for a large volume of work, and the time allocated for grading each assignment is usually undermined. | |
| Briefing, training for new markers (paid), ongoing catch-ups and debriefing after marking. | |
| Our coordinator went to extensive lengths to ensure our group of markers was consistent. With zoom meetings, all markers pre marking 2 sample assignments and comparing our marks, which initially varied greatly, but was bought into a cohesive group after much feedback and discussion.  Cross marking. regular communication and a lot of encouragement from the unit co-ordinator, made me feel appreciated and confident.  The quick marks is a good way to assist with consistency | |
| Some UC’s run excellent pre-marking meetings and support you throughout the process. | |
| Premeeting of expectation on marking are quite helpful. | |
| The unit coordinator of is always helpful and quick to respond to any questions I might have. I always have access to the vUWS site and readings etc. | |
| - pre-marking meeting - preparing quick marks | |
| Pre marking meetings, moderation  The school does not really support us to ensure quality assessments eg taking away our PCALs is ridiculous and means we will need to spend more time trying to interpret students work when they are struggling with academic writing | |
| Unit co-ordinators providing pre-marking meetings and a guide as to what is expected in the answers Marking criteria guidleines Providing suggested Quickmark comments ensure consistency | |
| There is not much support- just a sense it needs to be done | |

1. **If you could make changes to improve assessment practices, what would they be?**

|  |  |
| --- | --- |
| Earlier assessment meetings so that you can start marking straight away rather than waiting up to 2 weeks after the assessment has been submitted.   Better explanation of what they want the students to produce such as a mock demonstration for the student to ensure that the information is the same for all  Avoiding assessment questions that ask the student to disclose some personal information about them self | |
| Consistency with practice. Every unit should be doing the same. Set expectations that there will be a pre-marking meeting, there will be a set of quickmarks, there will be a guide to global comments (for consistency of student feedback). Also trust your team. Some UC/DUC change marks without consultation or advising the marker, and I think this is completely wrong if you are marking to a marking rubric. | |
| Improved support and training for new markers. In particular training around the software. So i mean learning the tools you use to do the marking. | |
| Teach people HOW to mark, what good feedback looks like  Give more time to marking this will then enable feedback that directs the student as to what should have been written, how it could have been written, then they can learn by us providing constructive informative feedback | |
| The subjectivity of some of the assessment criteria makes it difficult to standardise marking. | |
| Take mastery out of CPU, students 100% focused on passing mastery then stop active learning in the majority of cases | |
| Published consistent marking guidelines to enable assessors to mark in an equitable fair manner. Each student has the right to be marked fairly with the assessors following the same clearly written rules of engagement and assessment of the students. | |
| Having sufficient time to mark papers before results need to be submitted | |
| Perhaps some essays/subjects required more time to read & interpreter them, hence the pay/time allocation could be better. If the staff get paid more for extra time marking then will be extra time to go back and second check the essays, hence fewer students complain | |
| Decrease the number of assignments | |
| The reviewing of assessments when finished marking always takes me over the allotted time for each assessment which I am not paid for   Any papers that I need to provide further information or discuss with students is also not paid for | |
| Not everyone who teaches can mark. Considering how subjective the process of marking is, and how varied approaches to assignments, and unique (perhaps even idiosyncratic) student writing can be, it would be great if teachers who teach the unit or have clinical expertise in the subject area are approached to mark to ensure that the marking process is fair. | |
| Dedicate one tutorial to the requirements of the assessment, and make that tutorial compulsory. | |
| Decrease the amount of marking to make it more enjoyable and allow quality time to provide helpful and encouraging feedback for each student . | |
| Provide more guidance and support on the feedback process and expectations of markers regarding the feedback to be provided on assessments. Support regarding the type of comments to include as both in text feedback and via summary feedback. Sharing the experience of longer term markers with newer markers.   The quick marks per assessment are great, but maybe as part of the pre-marking meeting as well as looking at content and model answers per question, time is also spent indicating the type of feedback that might be considered appropriate in each section in addition to the quick marks.  I once had a work place resource that was used for staff performance reviews to give written feedback. It was a dictionary of positive words to use as well as words to be avoided within different categories. Perhaps something similar would be a good starting reference for markers who are not familiar with writing and customising feedback. | |
| get rid of online marking. It is far more time consuming to mark online - the system is slow and clunky and allows lazy markers to cover an assessment with meaningless editorial comments about spelling and grammar that are generic and not tailored to the students. | |
| Standard-minimum 4 week turn around dates of marking meeting set long before one week before the assessment is due. Just the date ( so I can make no prior engagements) | |
| May be providing more clear and concise instructions to the students in regards to the assessment criteria. | |
| I am concerned by the preparation that students receive in terms of access to literature and referencing style. I recently completed my PhD and I still check my APA manual so I trust my experience in this area. Repeated referencing errors, using 2nd sources or not using seminal material to ensure that references are recent is a constant source of frustration for students who regularly complain about PCAL teaching and markers' feedback.  I now use my own discretion when marking this specific criterion. However, I comment about my concerns in the text, encouraging students to read the articles, find the seminal material, avoid material without authors. | |
| Allocate more time for marking so students can be given more feedback. | |
| Allocated more time when marking international student papers | |
| To mark alongside an experienced marker would be beneficial. An example of each paper froma high disticntion to a fail paper. | |
| I think consistency is very important. | |
| Turnitin can be quite difficult to navigate, so I would like to see an upgrade to that software. I am a marker only (and complete this online) so I cannot comment on practices on campus. | |
| Have all markers attend the grading criteria meetings and take on board what the Unit manager's decisions are regarding the marking criteria. And stick to the marking guide thereafter. | |
| Change the assignments or at least improve them - not use the same one year after year after year. | |
| There needs to be some more face to face tutorials (not online) regarding the use of Turnitin marking with setting up and using quick marks. | |
| Sometimes when students fail, it can be because they have not understood how to approach a question. To test the clarity of our assignments, I would suggest that the markers (or at least a subset of them), be asked to actually do the assignment ahead of the marking meeting. This would help us iron out any problems regarding interpretation of the question. | |
| Have marking meetings earlier, and before assessments are due, to ensure that it is not only the unit coordinator and their deputy coordinators who know exactly what is expected of students. | |
| Ensure marking meetings are compulsory, that all work is reviewed after 2-3 items. Some rogue markers who do what they want and allocate grades between pass-distinction thereby flying 'under the radar'. As we are so big they get away with this. Students have said they all received the same feedback so clear cut and paste, not really marked. Cross marking can also not actually occur so students left hanging with no recourse. | |
| Better communication as sometimes it feels the criteria changes after the initial meeting so you are left feeling that you know you did not teach those facts as unaware this was important. Prefer to mark my own classes as owe this to my students as I know what my interpretation of the task was. I also know who deserves to do well and who does not. | |
| make sure all UCs audit their teams marking | |
| In Midwifery Education, there are still many hard copy submissions & written marking sheets. I would like to see all submissions uploaded & marked online, to improve consistency & accuracy across the SONM. | |
| 1. More time to mark - though I appreciate that the turn around is short to enable students to get feedback early and change based on this.   2. Less buttons to click to go from one page to another (grade centre to turn it in).  I am always aware that with all the clicking I could accidently more to a different page, and so I need to go slow to make sure that I am on the correct student. | |
| Clear instructions on marking criteria. | |
| More time allocated even 5 minutes | |
| Have weekly revision tests (up to 30 mins) in tutorials that are submitted online at that time, then divided between the tutors teaching in the unit to mark each week. This would raise attendance in tutorials so that engagement increases, and allow the pressure of marking to be spread across teaching weeks rather than 3 weeks around assessment time. This could allow for better work balance and it could also reduce student anxiety as they know how they are progressing from the beginning. Tutors and students would know what content they need to revise further to understand properly. | |
| Insist that every subject has a pre-marking meeting and that marking alignment is done with all markers before starting marking. | |
| Have a serious discussion with groups involved in teaching and marking before finalising the guidelines for the assessment.   Students and staff who are teaching are often unclear about what is requires and detail is added at the pre-marking meeting after the stduents have handed in the assignment.  Teaching staff should be abe to give clear guidelines about the requirements.   If there is a need to reference, then this should be marked and feedback given to students. This is diligently followed by some markers and completely ignored by others. | |
| Make the questions easier to understand with information found in one place | |
| There are a few inconsistencies between theory of marking and what happens in practice. Passing the student ends up being the bottom line rather than not accepting poor performance and trying to assist those students needing help in a thorough way. | |
| Nil suggestions | |
| Allocate more time for marking so that markers have the time to provide constructive feedback | |
| Nil |  |
| Nothing |  |
| I'd be less prescriptive. For written submissions I'd give students an open question that they have to answer in written form within a prescribed word limit. Apart from that, let them think about what the answer to the question is. Then we'll find out who can assimilate information into knowledge and who is simply regurgitating what they've been told. | |
| Time given to mark each paper needs to be looked at because I spend longer than am allocated and I'm not a dumbo by any means! I am ripping myself off by doing this BUT it is the only fair way to give every paper the attention it requires. Sometimes you can spend 10-15 minutes deciphering what has been written before you can mark it. | |
| More time allocated for marking each paper, over a longer period of time. | |
| having marking that is efficient for staff to complete in time and effort. This is often related to the type of assessment. | |
| Remove the 'glitches' from TurnItIn that can slow the system down | |
| A VARIETY OF QUALITY ASSESSMENTS - REFLECTIONS ARE RUBBISH ASSESSMENTS THAT ADDRESS THE LEARNING OUTCOMES | |
| to have longer time to mark | |
| Time... not needing to rush through an assessment （especially first year students). | |
| decrease the amount of feedback and have students refer to the marking criteria or make an appointment with the tutor. It takes hours to provide feedback | |
| I wish that every marker would give the time and effort to marking with quality feedback for students. As a student myself working on essays - I know how much time and effort I put into my work and therefore the students that we are marking deserve for their essays to be thoroughly looked at and given quality feedback when marking. Also some markers forget that we are getting paid to do a quality job of marking. | |
| Try to give teaching opportunities to those (who are keen) marking the assessments - I am still yet to teach a class, but I truly believe this would enhance my understanding and involvement towards the subject more. | |
| clear expectations of what students should write from the beginning of semester | |
| Too many assessments makes the students surface learn over a semester. I would rather less assessments so the students can produce quality assessments. Possibly replace with short online quizzes during a tutorial. | |
| More allocated time to provide feedback | |
| There are variations with cross-marking practices. Achieving consistency with those practices would be valuable. Some are negotiations following discussion. At other times marks are changed without consultation. There should be some guidelines around this perhaps. | |
| The tutor who teaches the class marks their own students. I say this only because the post assignment phase where students get their papers back is an absolute nightmare for the tutor who didn't mark the paper. Usually they don't agree with the other tutors grading anywy and the process of supporting the student to understand why they got this grade is not followed. Some tutors just dont respond to students who ask about their marks. The students are told they can't appeal their marks until the end of the year by the coorinators. It's all very heirarchial and archaic. It sets students up to loose motivation for the next assignment and feel hopeless for the rest of the semester. It's horrible. If we mark our own students at least we are on hand to explain any feedback they don't understand directly. Some of the other tutors comments were preposterous and downright rude. I I know my students would prefer they could discuss everything with me. | |
| Students should have to attend a certain percentage of classes in order to qualify to sit for an assessment. Students only focus on the first 4 weeks and then the majority do not return to class as the end of semester exam is multiple choice and they can just study for this themselves with the on line content. | |
| Do not dictate the comments we should use. This implies we are incapable of marking well and providing good feedback. If a marking staff member is appearing to be deficient or is new, then let the UC support that person, but do not force experienced and thorough markers to have no say in their feedback to students. They are employed because of their expertise and often have more experience in the subject matter than the UC. All students deserve individual attention, not robotic comments. | |
| Generally I was increase the use of viva voce in some form as this is the only way to ensure an assessment is the students own work. Written and multiple choice assessments can easily be completed by persons other than the student. | |
| Have a marking meeting early ie before the semester starts so all on board with expectations. No hidden assessment expectations. Make meeting compulsory. Take on constructive feedback from regular and new casual staff. | |
| Modify marking criteria with more details | |
| Making sure all markers have the skills to look beyond spelling and grammar to what is being said in the assessment | |
| Less marking allocated or less major essays in units. Do shorter assessments that can be marked on the spot or more practical assessments. | |
| Provide examples of comments for HD, C, P, F - one unit coordinator provided this and I found this very helpful. | |
| Spread the number of assignments that we all have to mark, and acknowledge that it takes a lot longer than the uni thinks to do it properly. | |
| ALLOCATE APPROPRIATE TIME FRAME FOR MARKING EACH ASSINGMENT | |
| Mark one or two papers together at this meeting to ensure all agree on what marks should be awarded for each section. Too often I have seen some markers have a very high averga emark compared ot me when looking through the grade centre results. This is not fair to students. While this may be adjutsed by some course coordinators, it would save time if everyone agreed to a particular standard from the start. | |
| I feel that if you are not teaching in a Unit, we should still be included in the marking Meetings. I felt like I was not seen as part of the team when this happened and I also did not have the ability to ask questions or ensure I was confident prior to starting my marking. Trying to get the Unit Co-Ordinator or Deputy to respond to questions afterwards was an absolute nightmare! So allowing every marker to attend the marking meeting is of upmost importance in my view. | |
| Being consistent for 1 and give the work to people who actually deserve it as they have worked hard and earnt it by merit, not just give it to any individual due to workload reasons as this dilutes the quality of outcome. | |
| Have a markers meeting BEFORE teaching starts. Ideas about what is really expected for an assessment are some times not so clear for teaching staff or students, and it is very annoying. | |
| Sometimes I am asked to mark at very short notice but understand that this is due to circumstance rather than design. | |
| Course in marking or collaboration on some sort with experienced markers | |
| Ensure it is relevant, current, makes sense and ideally meet prior to the assessment given to the students so all on the same page. | |
| Run a workshop for new markers with regards to navigating TURNITIN, as this is what took up a large chunk of my contracted paid marking time due to self learning of the program. | |
| Knowing that students actually read the comments that I spend hours writing. | |
| Allow more time to mark each assessment | |
| Not all assessment items have an allocated marking criteria, which can affect the consistency of the marking process. | |
| Assess the students on more a practical skills. | |
| Quality control of the questions for assignments. Make sure it is possible to answer the question. Have the marking meeting as a what to expect in the assignment so that we are all on the same page and we can advise students.  Then give 2 or 3 to mark and then have a quick meeting. | |
| More templates for feedback made available or if they are available, knowledge on how to access them. Also a tute on all the features in grade centre and turnitin. | |
| Nothing |  |
| Conduct the marking meetings early, ensure they are recorded for those who were unable to attend, lock in the approach and, if changes are required, communicate them to tutors before the cessation of tutorials (Week 14). | |
| Ensure all assessments tasks are reviewed by a team with the requisite skills in developing quality assessments to ensure they meet quality standards such as those related authentic assessments. Such a team might include the UC, DAP, Deputy Dean, PCAL member and a member of the teaching team. | |
| Ensure that PCAL program is maintained in first year to assist the many students at WSU who have English as a second language. They are a vital support for this particular student cohort, as communication in all its forms is an essential skill in the nursing discipline.  Perhaps make it mandatory for students to have accessed the PCAL assessment information in VUWS in first year. Perhaps through a vUWS tool that displays that they have viewed the information. I can always tell the students who have not attempted to access this valuable information. | |
| Those that get high grades do not need feed back, the marking criterion is feed back. Quick marks pertinent to each unit would speed up marking for people like me who type slowly. Leone Pike, Paul Glew did some and they were most helpful. | |
| Nothing I am happy with the way current marking practices are. | |
| All the PPE subjects in nursing department, there are reflections which students need to do every week.   This is not really effective way of assessing their knowledge/performance, therefore this kind of assessment needs to be reviewed to have higher quality of curriculum. | |
| Uniform approach to assessment, not all due at once. Very clear guidelines or timely guidelines. That some staff dont hyjack meetings with their opinions. Some forget these are undergraduate students not RN's. | |
| have group meetings for marking to start the process | |
| Marking short answer questions is better than marking extensive essays. | |
| I think some of the video resources are good but seem to be a bit boring. | |
| Nil |  |
| More time per paper for marking to allow for quality feedback to students. Ensuring that all tutors spend some time during a tutorial explaining the assignment to the students and the level of expectation. | |
| n/a |  |
| Work towards the marking deadline ensuring that a consistent number of papers are completed evenly across the marking period (e.g. weekly checks), and ensure it affects the performance indicators for all. | |
| Clearer guidelines regarding handling the practice of students inaccurately referencing. Seems to be a trend of students inaccurately citing crebible sources when the information has not been taken from the cited source. Seems like referencing in many cases is completed to meet the criteria and tick a box, however there appears to be a cohort that are citing authors of the recommended texts when it is clear the information is not from those sources. Should be peanlised more heavily than losing an odd mark. | |
| The nursing program has very diverse units, and each on their own could benefit from different assessment modalities. Particulalry pertinent to Health Variation Units, the conservatory approach of a 40% weighted essay on a singular topic does not capture the breadth and depth of knowledge required for safe patient care.  Assessment modalities should vary according to each unit. | |
| Less online subjective marking but to do it very well and thoroughly. And provide oral feedback to students | |
| Some UCs consistently schedule marking meetings at 3pm when I need to pick up children from school. While watching a recording is helpful I like to ask questions. Some UCs also don’t record the meetings and others have not invited me to the marking meeting even if I have agreed to mark from the outset. This has happened a number of times even if I have taught the unit that semester. | |
| In other subjects I have found the marking to be more haphazard, not as consistent and when assistance or questions were asked they were not answered. | |
| You must be currently teaching the unit to be allocated the marking. | |
| N/A |  |
| Perhaps more consistency with the marking criteria across units. For example, sometimes a student can gain a credit if topics were "generally" discussed and "mostly" relevant. Other times not so. Also, I'm unsure about consistency between markers. I always choose a couple of assessments done by other markers to gain a comparison to my own marking. I painstakingly mark reference lists (not everyone does), and provide detailed feedback throughout to tell students what was required to gain higher marks, often providing examples for them. I therefore find it difficult to compare my marks to others' because I'm unsure of what they are basing their marks on. I mark "absolutely" to the marking criteria. For example, if the reference list needs to be "complete and correct" to gain a distinction, I will only award a credit even if there are only a couple of errors. I do find inconsistencies across markers, albeit this is not an easy issue to address and I wouldn't be able to provide constructive, workable solutions given the diversity of individual analytical thought processes. | |
| - to improve marking criteria | |
| Have more PCALs not less | |
| Change the emphasis from perfect apa reference lists and in text referencing to ensure students put the right reference in the right part of the text, showing their research | |

**4. What, if anything, would you like to add?**

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| --- |
| Overall, I think we do a good job, but we need to help those who haven't marked for long, or are new, to take on a small marking workload, then be supported as to what constitutes helpful or constructive feedback to students. Everyone needs to be on the same page across all units. |
| Getting better at the process will make marking better for me. |
| Exemplars for markers and students are good but impractical because they are so time consuming.  the turnaround for assessments is short the time allocated to marking is not enough the academic standard is poor, cant we look at who we take in they must meet a standard |
| When marking guides are developed well, or marks allocated when students state/discuss specific things works well for marking and standardising marking. However, when the marking rubric and the guide don't provide enough information, there is a lot of subjectivity in the marking and there is no equality. |
| Pay is poor for the time spent marking. It always clashes with school holidays, nightmare. |
| Whilst I do not ask the UC to check my marking I do self check by reviewing other assessors assessments to ensure I am marking according to the marking criteria. |
| Assessment tasks need to be evenly spread so there is a break between marking commitments or that there isn't a clash with marking required by other units |
| Overall is very good, organized, clear, fair process for the students. |
| I find marking a real chore because the majority of assignments I mark are poorly written by students; paraphrasing etc. The amount of time I take to mark an assignment is proportional to the amount of effort that I sense that the student has put into writing the assignment. |
| Thank you for this opportunity |
| I recently came across TIM (triple impact marking) which involves the student making a comment on their work, then teacher commenting on their work and their comments and then the student commenting on the teacher's comments. I believe this will be a good practice to incorporate in the teaching process (not essentially at the time of marking but can be accomplished over the semester). The point being that this engages students in a learning conversation that focusses on how they will act on feedback and make improvements.   This is related to the curriculum in general. It should be made mandatory to pass all individual assessment items in order to pass a subject. Students that score below the pass grade should be provided with opportunities to redo, or attempt similar tasks, in order for them to reflect, act on their targets and loop their learning. |
| In the past, I have had some colleagues ask me why I provide so much feedback because "Students don't look at it anyway." Well, I believe that many students DO look at the feedback and process it. I have seen many other markers' papers where there are comments like "good" "fair" "excellent" "requires more explanation" "shows lack of understanding" etc. throughout the student's paper with a final grade at the end. I believe that this is inadequate and in no way contributes to student learning. If the student had to resubmit that same paper, he/she would have no idea how to improve it. Clear and comprehensive feedback is essential. |
| Thanks Miranda for the opportunity to provide feedback. |
| Providing quality tailored feedback takes time. The allocated time per assessment may be a deterrent that influences the amount or quality of the feedback provided. I usually spend more time on the paper than allocated by providing comprehensive quality feedback.   Possibly consider an allocated marking time per paper plus an additional allocation time per paper specifically for providing overall feedback summaries. |
| I wish there was a forum available for sessional markers to provide postmarking feedback. Marking a large number of assignments allows markers to identify trends, areas where a majority of students demonstrate poor understanding of a topic, errors that are repeated over and over in most assignments. When I have the chance I communicate those findings to the course coordinator (if I feel that I am welcome to do so) |
| Perhaps look at the assessment tasks and ensure they are "authentic". Maybe less essays style assessments and more possible "VIVA exam" so student have the opportunity to voice what they have written to an examiner. More simulation examinations that reflect clinical work/critical thinking. This may help students more on clinical placement and as a new graduate. |
| None. |
| Some of your questions on this survey did not have a N/A option when that would have suited my response best. I was forced to use the neutral response, and that could affect the validity of your data if other respondents did the same. |
| The issue with poor literacy and English skills in students can make marking essays very tiresome and confusing. I feel this is the biggest issue when I need to mark BN essays and can actually increase the time dramatically to mark one of these papers compared to an essay that is easy to understand and follow. |
| I am extremely concerned about cheating. Whenever I am researching assignment material I get pop-up ads for essay mills. So do the students. Academic misconduct does not seem to be rigorously followed up, and seems mostly directed at students who don't include in-text citations (which is ignorance on the students' part, not an attempt to deceive). Turnitin is limited and does not detect (for eg) students using Youtube material, or material from textbooks (not all their recommended textbooks are online) or material from cheat-houses. I strongly believe that markers should have training in how to detect cheating. There are ways that markers can be trained to detect cheating, as outlined in the article below. We need more help other than missed citations or turnitin highlights, to detect cheating.  https://www.smh.com.au/education/how-unis-can-beat-the-cheats-by-finding-fingerprints-in-their-essays-20180626-p4znr1.html |
| In some units assessment tasks are not self-explanatory and are not written with clarity. This means that students, and academics, need to decipher what an assessment requires. |
| Need to make things tighter in assessments, too much room for variation and peoples opinions rather than what is actually presented ie some grade whole paper on grammar. Or answer is there, it is just not in the 'right' place. |
| n/a |
| n/a |
| In units that I do not UC or teach in, I am occasionally asked to do additional marking. I can, at times, be asked to mark 50 + assignments with a short turnaround timeframe (which can be difficult when I continue to work clinically and work shifts!) Therefore, having a little longer you complete marking in each unit would be preferable. I think this could improve the quality of marking. |
| Other than time, not too much.  The academic support is good- so maybe just a very streamlined technological system.   For example, direct access to 'your list' of students to mark, and then once 'in' the particular student paper, less need to click to different pages. maybe if grade centre and turnitin were more integrated. |
| Be kind when letting people if you are disappointed with the staffs marking. Belittling them is nonproductive. No-one wants to do a job poorly especially when this is a persons (students) future and their marks and results are so significant to them. |
| Good luck Miranda  It's a really worthwhile topic |
| Very supportive casual staff team - doing a wonderful job! |
| Tell staff where to input comments as there are different ways of doing this and I found some assessments that were marked and the comments were not in the comment box (but on the section before the assignment section (where syou click on the student assignment) |
| A marking guideline/principles paper would be helpful to refer to. |
| Nil |
| Nothing |
| I'm sure my experience of marking would be completely different, and worse, if I had to mark 100 written submission per semester instead of 30. |
| I think that the ability to enter Uni should be mandated very strongly by the students ability to speak and write the English language.  It is not fair to them or the other students that have to do group work with them, that they are allowed to skate through to 3rd year with such appalling English language skills. This needs to be picked up and dealt with in 1st semester in 1st year before they are allowed to continue further. It makes marking unnecessarily difficult/time consuming, is very dangerous on placement and will come back to bite the Uni when they make a deadly error, even after graduation, because the first thing the authorities will ask is ' who let this person graduate?' |
| As a unit coordinator it is challenging to oversee a large number of markers to ensure consistency. Even after quality checking at the beginning, a number of staff will change the way they mark, inconsistent with the marking guide or criteria over time, which leads to more work for the coordinator. Quick marks have made marking easier but some staff require extensive support with technology. The large number of students is also challenging. |
| feedback is important. considering innovation ways to include feedback rather than focus on marking will assist learning eg look at David Boud's work on feedback. Assessments can be structures to assist learning - it is worth looking at to see if it is feasible in our courses. |
| Make Tutorial attendance compulsory (at least to 80%) with a mark associated with attendance and with participation. A participation mark may need to be based on tangible evidence, such as a completed hand-in task, or a task that must be completed in the Tutorial time-frame. |
| To provide good quality marking and feedback , PAY is important as a lot of good markers spend a lot of time reading and rereading the student’s assessment to ensure we give the student a thorough feedback. |
| The school needs to provide education on turnitin |
| A couple of my subjects for marking this semester have included a template with an overall comment according to their mark that we have been able to use. I have found this very helpful. |
| sometimes the allocated time per paper is not adequate for tutors to provide comprehensive feedback improve the user interface of marking to improve efficacy. i felt there is too many clicking needed to provide in text comments. |
| Overall, I think the School tries hard in relation to the online marking. Just too many assessments across the Units for the students. |
| Templates and exemplars provided would be helpful for all written assignments especially for new markers. |
| There is alot of pressure to mark an assignment quickly a 40 min allowance was taking me 1 hour as the students with English as a 2nd language needed alot of constructive feedback.  There is a huge gap in the assistance for students prior to the assesment. The appointment system and help available for students with grammar and academic writing needs was over booked under staffed and not satisfactory to my students Some drove 1 hour to the appointmemt only to find the staff say they can't see them today. That's completely unacceptable I had 4 students say the same thing at different times. I would like to give one session in the semester to remind the students about academic writing skills and the opportunity to give advice around structuring the sentences and paragraphing. The students who did poorly were some who had asked the system to help them and they were let down by university support staff. |
| Assessments do not get back to students quick enough for a whole class discussion and review of answers. |
| Marking online can cause computer posture problems, eyesight issues and headaches and takes longer as you have to go in and out of the site for each step. You cannot change position as often as a hard copy mark allows for, hence more breaks are required.   Online marking is not secure. It enables interference with marks by any member of the marking team. With over 1000 students per unit, that could be difficult/onerous for the UC to police.   Marking is made worse by poor quality questions/tasks that have no variety of response possible hence little opportunity for discrimination between answers and grades.   Some markers do not care about written expression, saying NESB or first year students don't have to write clearly. But this can compromise the meaning of the answer, so it is important. |
| There were too many multiple choice question assessments with 1. poorly constructed questions; 2. there is no way of knowing that it was the student's own work; 3. questions not changed frequently enough.  There needs to be some way of ensuing quality in a marker. Many just tick tick tick with an occasional 'very good' even for incorrect statements! A unit coordinator (UC) can review a selection of written assessments and meet with the marker to feed back and remediate but this often makes little difference and the UC will end up remarking. This is unfair to those students who get a false mark because of a sloppy marker.  There needs to be effective guidelines on how to mark a written assessment effectively. Few markers pay enough time, if any, to reference lists. |
| Educate UC's about how to assess properly as some assessments are just not good, make no sense. |
| Nil |
| No |
| The academic and general literacy of the majority of students really is not of a high standard, and this makes marking much harder, and adds to the hours of marking. I am concerned that this basic written communication will impact clinical practice in the long run. |
| Allow markers to use their own unique style of comment and quick marks rather than stipulating blanket template comments to use. While this might makethe process quicker a one size fits all comment does not gve accurate or specific feedback. It also takes time to flick to a word document out of grade centre to cope and paste global comments in. Please allow the marker the credit of coming up with their own feedback. |
| Secondly, I think Marking Meetings should be necessary and implemented in every Unit.  Thirdly, with regards to PPE2, if students have to watch a recording due to CPU catch ups, then we should have access to the recoding details and number of minutes they were present. Otherwise it is simply the students word against ours. Otherwise, what is the point in us checking this at all? It means staff are having to go in and check a student 3 different times to follow up: once to mark their Workshop B component, once to read their workbook A sent via email; and finally, to see if they attended the recording. However, we don't know if they actually do. At present, we are simply being asked to mark them off if the student emails us that they watched the recording.  To me, that is like asking the student if they passed their Mastery or not. |
| Marking supervisor that overseas everyone's marking and gives supportive feedback when needed. Appraisals should be done on all staff and if they do not meet the KPIs as required then they should be performance managed |
| I do not feel we are paid enough for marking. I always spend extra time providing feedback as I believe the students deserve this. I get very frustrated went I look at other peoples marking and there is little or no feedback and I then think what a waste of time, why do I bother if others don't care. |
| Ensure work is checked properly as have found spelling and grammar errors which are embarrassing. Some UC's do not seem to understand their assessment or change what is required too late. Some clinical information also not correct. I think they try but it just does not always work plus some do not take constructive criticism well at all. |
| UWS I find is more supportive than other unis I work at as a casual |
| no |
| Nothing further, as I believe all other aspects have been covered. |
| Time allocation is ridiculous for all the smaller online assessments. Some units have too many bits and if they are all necessary,people deserve to have accurately allocated time and pay (or have workload) for all of this. |
| Sometimes I read assessments and It is very, very difficult to understand what on earth they are saying. I wonder how they will be able to register as a nurse with their literacy issues. It would be good to flag these students for mandatory support before they get to the end of their degree and not meet literacy standards. |
| Nothing |
| I am comfortable with written feedback and have set up systems to expedite this. I would not like to see this replaced by spoken feedback. Instead, markers can choose what option best suits them to provide quality marking/feedback. |
| Having taught in academia for 26 years, I know that the school is providing students with an appropriate support system to enable success in assessments.  Many of the issues are that students do not understand the difference between an academically discussed assessment answer and their own personal thoughts. Many of the students come to the course with very limited understanding of nursing in general. For example, they refer to nursing as a medical profession. Our international nursing history is rich and unique and a subject could be developed where students learn more about historic professional developments and its intertwining with emerging public health developments before they undertake Approaches to Professional Development. A subject with this content can accentuate the need for professional development by displaying who we use to be and who we are now in the current world of health care. I would like to think that they would then gain a clearer understanding of who they will be and the need to improve academic language and writing skills. |
| I think WSU run a great system, fairness and equity is their aim and to a great extent they try hard to deliver.   Careful selection of markers from a psychological perspective is important. Markers who are burnt out should be weeded out. Students deserve fair play.Once markers become unkind they should stop |
| I have nothing further to add. Thank you. |
| Make the assessment relevant that students do not rote learn or do it as a task but that they get something out of it. The aged care assessment used to be amazing where they interviewed older people, students and staff loved it and it was an assessment with some real grunt behind it, sadly it is gone when it was one of the best assessments ever. |
| I like to know if I am doing the right thing so support or review from UC is nice, most quite good |
|  |
| Yes. Some UC's are very didactic in the way they want things marked. I have been criticised for not using quick-marks. I was trying to give the students personalised comments in order to help them. I found that very disappointing. We should provide good quality feedback wherever possible. |
| Nil |
| some UCs have a different set up/requirement for their unit, which is more fiddly/require different logins/uploads. It can be annoying and time wasting. I would rather make more intext comments, than wait for login/download |
| When I first started marking I had a friend that took me under her wing and guided me through the process, from using the online system, to offering advice with creating comment banks, through to claiming for hours etc etc. Having this buddy was excellent when first starting out. |
| It will be beneficial that sessional academics who are contracted to mark the units have good understanding of the topics by support provided from the Unit coordinators. A one hour pre-marking meeting does not suffice to ensure the right staff is engaged for the unit. Besides, most often, these pre-marking meetings come at a very short notice and cannot be attended by sessional staff also on clinical other duties. |
| Nil |
| adequate time should be allocated to mark each assessment. |
| N/A |
| I do appreciate the opportunity to continue to mark for the university since I have been unable to actually teach due to health issues. |
| n/a |
| Ensure in each unit that marking allocations for workloads are adequate to ensure there is enough time to spend marking all students work (not just give us all an average figure) |
| No |