

CASE STUDY

Dominican College



Sharing Excellent Practice

ET

Laureate Winner 2004

INFORMATION	
Area	E-Portfolio
Programmes Supported	GCSE ICT
Awarding Body	CCEA
Number of Learners	35
Contact	Gerry Lynch

GCSE ICT E-MODERATION PILOT CASE STUDY

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BACKGROUND

Dominican College works in partnership with CCEA, through curriculum development and pupil assessment across Key Stages 3 - 5.

ICT development forms a key element in our School Development Plan. In 2004, we were awarded the **ET Sharing Practice-Laureate Status**. We are keen to explore new imaginative ways of using ICT to enhance teaching and learning. Since 2007, we have been involved in pilot projects for the e-moderation of GCSE coursework for ICT and Home Economics. We have found it challenging to be one of the first post-primary schools involved in the e-moderation process.

Our vision/strategy for e-moderation

Our understanding of e-moderation is that it is the evaluation of candidate performance and standards of assessment using some form of electronic medium. It is similar to other types of moderation in that e-moderation requires the school to produce and retain evidence.

The demands of e-moderated coursework are essentially the same, but the assessment and moderation processes are different. For e-moderation, all coursework must be submitted in electronic format. It is transmitted for moderation using a secure internet connection. Candidate Record Sheets are also in electronic format.

E-moderation can be summarised as a process whereby electronic media are used to:

- support the assessment and moderation processes;
- support the secure storage of candidate evidence;
- quality assure the process of production of the candidate evidence;
- produce evidence to make assessment decisions;
- record results on electronic Candidate Record Sheets; and
- upload coursework to a secure site for the process of moderation.

It is important that teachers involved in the pilot projects for e-moderation:

- are confident in using the technology involved;
- have confidence in the technology;

- have appropriate access to the schools' network systems; and
- have confidence in the processes that involve the awarding body.

Teachers also need to be assured that e-moderation has distinct benefits and that it does not increase workload.

OUR EXPERIENCE – PILOT IN ACTION

Two teachers were involved in the e-moderation pilot. CCEA led a number of training sessions, which were helpful to the staff involved. They provided ongoing training, based on the teachers' feedback and identified needs. This proved to be invaluable. CCEA also provided easy to follow instructions for completing teacher assessments.

As part of the e-moderation process, we had to keep evidence of electronic files generated. We had to store these securely on the Classroom 2000 (C2K) system. This back-up evidence was needed in the case of candidate appeals regarding missing, deleted, altered or plagiarised coursework.

To comply with the QCA Code of Practice, we also had to keep electronic evidence of candidate performance and of our centre's assessment decisions for an appropriate time. We needed this evidence in case the centre was involved in an appeals process. Appeals can go on for months after the date of original decisions.

With the C2K system, each user was allocated their own user account. All the candidate's tasks and documents were automatically dated and timed. This allowed teachers to identify the author of work submitted.

The Schools Information Management System (SIMS) allowed us to take candidate details such as examination numbers, directly from the examinations module and create a template for entering candidate marks. Normally this list is not generated until February of Year 12, for GCSE candidates. This creates a potential administrative hiccup, especially if assessments have been carried out before this list is created. In the pilot, CCEA was able to create provisional examination entry lists earlier in the academic year.

FEEDBACK

Teacher's experience

Teachers involved in the pilot found the process was useful for Performance Review and Staff Development and ongoing Personal Professional Development.

The availability of provisional examination lists was very helpful. Teachers were able to begin the process of entering data before February of the GCSE year.

Functionality

With e-moderation, we needed to store a lot of extra electronic information. This put pressure on our back-up system. To date, we have not had to use this information.

MOVING FORWARDS

We will need to review our school policies regarding assessment if we are to continue to roll out e-moderation.

In the pilot, the responsibility for e-moderation lay solely with two subject teachers. As e-moderation rolls out, more teachers will become involved including Heads of Departments. They may need access to the work of all the candidates in their department, for internal standardisation purposes.

We will also need to look at formalising the specific responsibilities of staff involved, including access rights and the security of candidate work. We will have to plan and allocate specific responsibilities to appropriate staff members. Some of the tasks that need to be considered include:

- storage, maintenance and security of data, including back-ups;
- administration, such as setting up predetermined structures for pupil folders;
- technical support for online assessment; and
- alternative arrangements for candidates who are absent during the period(s) of assessment.

Given the need for access to hardware for all candidates, we will need to update our Examinations Procedures Policy. We will need to include clear guidance to ensure equality of assessment opportunity for all candidates. For example, accessibility to ICT facilities should not favour or disadvantage any candidate.

We need to ensure that we have appropriate systems to establish and authenticate the candidate identity, possibly by a combination of electronic and manual methods. Access to electronic resources during candidate assessment could lead to attempts to plagiarise the work of others. It could be difficult to identify the original authors, if say, more than one student claimed ownership. The possibility of plagiarism between candidates from different centres could also increase.

In the future, e-moderation could make better use of available technology. Currently there are some difficulties when uploading large documents. One solution might involve access to individual school's networks from the moderator's home location, in a secure way. Whatever method is to be used, it will need to comply with data protection issues as these are of paramount importance.



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