

This project addresses moderation issues related to assessment by casual university employees of student performance during school-based experience placements. As an assessment and moderation issue this provides many challenges, such as large numbers of students, in different settings, some isolated, large numbers of assessors, assessors with varied previous experience and limited opportunity for effective communication. This project is a trial, in the Bachelor of Education (Primary) course, of the use of video cases of students' lessons as a tool for moderation. It is anticipated that using the video cases as examples will be useful when assessors discuss guidelines and standards of student performance. Procedures and materials produced will provide ongoing and sustainable benefits. This project aims to: prepare video cases of a sample of primary education students' lessons in schools; investigate the use of these video cases for moderation discussions among supervisors, co-operating teachers and university staff; and, investigate the use of video as part of an on-line process of training for assessors of student performance on school experience units.

Ethics Clearance Level C has been obtained to proceed with the project, and signed consent forms obtained from all participants. As at the end of September, two student-teacher-lessons in primary schools have been videorecorded, with accompanying videorecorded comments by the student teachers and their co-operating teachers. The editing and preparation of these two video cases is underway. The reference group has been formed and meetings scheduled to discuss the video cases. Documentation has been prepared for these meetings. An appointment has been made in November (when the next School Experience Placement is scheduled) to video record a third student-teacher-lesson.