

Assessment and feedback for learning

### Thursday 29 November 2018- Friday 30 November 2018

### Learning Lab, An Lòchran, Inverness Campus or online

# Overview

This event comprises of a series of workshops and seminars over two days focusing on assessment and feedback featuring speakers from within and outside the university. Participants are able to attend in person at Inverness Campus, or online (using Blackboard Collaborate) and may choose to attend all, or a selection of the sessions.

# Programme

Thursday 29 November

|  |  |
| --- | --- |
| 1200-1230 | Lunch (for those attending in person)Learning Lab, An Lòchran, Inverness Campus |
| 1230-1330 | Assessment futures- the ‘final frontier’ for Higher Education- issues and possibilitiesProfessor Peter HartleyDescriptionThis keynote explores current issues in assessment in UK HE and suggests that we need to review and revise both strategies and practice in order to meet the challenges of preparing our students for an increasingly precarious economic and social environment after they graduate. A number of universities are making significant changes to their approaches to assessment and this session will review selected initiatives which have profound implications for the way we assess students, e.g. the move to programme assessment. These changes, coupled with new techniques for assessment feedback, offer the chance to enhance student learning and to improve both student and staff satisfaction with their assessment experience. |
| 1330-1350 |  Break |
| 1350-1500 | Feedback as a dialogueProfessor Keith Smyth, Learning and Teaching AcademyDescription During this interactive workshop we will explore how our feedback practices can enable a process of continual and developmental dialogue between tutors and learners, through devising assessments which increase the scope for students to reflect on and refine their work, and through harnessing approaches to feedback and feedforward that can support student engagement and progression within and between the different stages of their course or programme. We will explore examples of good practice in ‘feedback as dialogue’ from across the sector, provide opportunities for participants to share and reflect upon their own effective practices, and identify ways in which we can better support students and staff in using feedback cumulatively and collectively to enhance learning and teaching, and the learning experience of our students. |
| 1500-1520 | Break |
| 1520-1630 | Sharing best practice: Lightning talks from UHI colleaguesDr Suki Haider (Moray College UHI), Five possible solutions to students ignoring marker feedbackSarah Turnbull (Perth College UHI), Audit poster: An evolving assessmentPete Honeyman (Perth College UHI), Negotiated assessment |
| 1630 | Close of day 1 |

Friday 30 November

|  |  |
| --- | --- |
| 0900-0930 | Tea and coffee (for those attending in person)Learning Lab, An Lòchran, Inverness Campus |
| 0930-1100 | Moving forward with programme-focussed assessmentProfessor Peter HartleyDescriptionThis workshop will review and analyse major developments in programme-focussed assessment, looking at different concepts and approaches, and discuss how they might be applied to your institutional and disciplinary context. After discussing both general and specific issues in assessment policy practice which programme-focussed assessment can help us to address, we will introduce a range of approaches and perspectives, using a variety of case studies and examples from recent UK initiatives and national projects such as the PASS project – you can find the updated website at <https://www.brad.ac.uk/pass/> - and TESTA – <https://www.testa.ac.uk> . This workshop will review main principles of PFA, introduce different approaches which have been adopted, and discuss both the advantages of and potential barriers to successful implementation. Participants will have opportunities to discuss how they can apply these ideas to their own programmes and context.Pre-workshopParticipants are invited to send any specific questions or comments on relevant issues which they would like to cover in the workshop. This can be done either through the [Google Doc](https://docs.google.com/document/d/1mY2RCDk1F8BkCP6usj3QAkVDvWxgc570aNWkui8syt0/edit?usp=sharing) or directly by email to Prof Peter Hartley, (profpeter1@me.com)  |
| 1100-1120 | Break |
| 1120-1200 | Assessment rubrics : Panel discussionDescriptionAssessment rubrics have value in that they articulate clearly the criteria against which students’ work will be assessed. This is useful for students in that it enables clear understanding of assessment aims, and standards of quality; and also for academic staff to improve the objectivity and reliability of grading. However, there are common concerns with the use of rubrics: that they are either too specific and discourage student innovation and creativity, or that they are too general and hence fail to offer clear guidance to either students or markers of assessments. In this session, a panel will present their views on the value of assessment rubrics before engaging in wider discussion with participants.  |
| 1200-1300 | Enhancing the student experience of assessed group work: Developing a research-informed frameworkDr Moira Maguire, Dundalk Institute of TechnologyDescription This keynote explores the student experience of assessed group work within the context of the development, initial implementation and evaluation of an institution-wide approach to improve this experience. A review of assessed group work identified several issues including coherence across and within programmes, developing group work skills for students, the visibility of group work and number of simultaneous group projects. A research-informed programme-level approach was developed culminating in a framework to support programme teams in planning and implementing group work (<https://www.dkit.ie/system/files/groupwork_framework_guidelines_2016.pdf>).  |
| 1300-1315 | Closing remarks led by Professor Peter Hartley |
| 1315 | Lunch (for those attending in person)Learning Lab, An Lòchran, Inverness Campus |

For any questions relating to the programme please email lta@uhi.ac.uk