

**Title:** **Working with students' positive experiences of assessment and feedback to improve academic practice**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Assess the value of student nominations for excellence awards as a way to define locally valued assessment and feedback practices

Assess the effectiveness of different ways of sharing students' experiences of assessment and feedback

Decide if they wish to explore and share locally held data on students' experiences of assessment and feedback to improve academic practice

### **Session Outline**

This session describes an approach to support colleagues to develop skills in effective assessment and feedback design by sharing student conceptions of effective and exemplary practices that have been used in nomination statements by students to recognise excellent teaching. Published work on student conceptions of teaching excellence (Bradley et al 2015; Moore and Kuol 2007) has not focused on assessment practices. This focus and work acts as an antidote to the more usual sharing of less positive aspects of practice as part of the annual cycle of reviewing NSS data in schools and programmes. The session explores the themes emerging in the data and compares these to core principles of good assessment and feedback practice (for example, Nicol and MacFarlane-Dick, 2006) but mostly focuses on novel and impactful ways to share the data with colleagues. It explores ways that have been used to share this information on positive experiences of assessment and feedback and others that are 'under construction' or being considered for the future. It compares the nature of the approach to the initial step of appreciative inquiry and speculates on the real potential value for such data to be part of a virtuous cycle of change and development to local assessment and feedback practices. The session explores the nature of trustworthiness, credibility and validity of the data (particularly in relation to how nominations are solicited or students are briefed in advance) as well as inviting delegates to explore what other issues might arise if they were to use similar approaches in their own institutes.

### **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

T1-10: short presentation on the research/ practice and findings from the work

T10-15: Accept questions from delegates on the presentation

T15-25: Focus conversation on three key questions

Are teaching award nominations a good source of data on locally-valued assessment and feedback practice practice?

How best can teaching award nomination data be shared to impact positively on local assessment and feedback practice?

What issues arise when considering sharing teaching award nomination data within your institution?

## **References**

Bradley, S., Kirby, E. and Madriaga, M. (2015) What students value as inspirational and transformative teaching. *Innovations in Education and Teaching International* 53 (2) 231-242.

Moore, S. and Kuol, N. (2007) Retrospective insights on teaching: exploring teaching excellence through the eyes of the alumni. *Journal of Further and Higher Education* 31 (2) 133-143.

Nicol, D. and Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education* 31 (2) 199-218.