



**SEDA Spring Teaching and Learning and Assessment
Conference 2016
Innovations in Assessment and Feedback Practice**

12th -13th May 2016
The Carlton Hotel, Edinburgh

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Conference Programme

Day One: Thursday 12th May 2016

- 09.15 – 09.45** **Registration and tea & coffee (The Carlton Suite)**
- 09.45 – 10.00** **Welcome and Introductions (The Highland)**
- 10.00 – 11.00** **Keynote Address (The Highland)**
Assessment and feedback – why do we bother?
Ian Pirie, The University of Edinburgh
- 11.00 – 11.30** **Break (The Carlton Suite)**
- 11.00 – 11.30** **New to SEDA? Come and find out more (Blackford)**
Pam Parker and Yaz El Hakim (SEDA Co-Chairs)
- 11.30 – 12.15** **Parallel Session 1**

- 1. But how do I know what you really want us to do?: using exemplars to develop assessment literacy and competence using readily-accessible exemplars**
Sally Brown, Kay Sambell

How students can gain a better understanding of the requirements of university level assessment and develop the capability to judge the quality of their own work, plus how can university teachers support high numbers of diverse students.

Room: Craiglockhart

- 2. Using the UK Quality Code as a stimulus for innovative approaches to Assessment and Feedback**
Tim Burton, Natalja Sokorevica

The workshop will enable delegates to evaluate ways in which findings from QAA's Quality Code Enhancement Project will assist them in developing their approaches to assessment and feedback.

Room: Arthur's Seat

- 3. SEDA Professional Development Framework**
Jenny Eland

The Professional Development Framework provides recognition for higher education institutions, accreditation for their professional development programmes and recognition for the individuals who complete those programmes. Through a range of named awards we accredit different types of professional development.

AND

Scottish Higher Educational Developers

SHED is an open and free-to-access community of practice which has existed for over 20 years. But what are its challenges and strengths in the dynamic world of HE? And how, specifically, does it enable discussion and sharing of practice in respect of assessment and feedback? Examples are offered from within the Scottish context, looking outwards to international connections and collaborations.

Room: Blackford

4. Student participation in feedback planning: exploring a methodology to involve students in decision-making, drawing on emotional impacts of the feedback process

Juliet Eve, Fiona Handley

This session will discuss the findings of project which, using and expanding the TESTA methodology, sought to capture student evaluation of and input into the feedback regime of their course.

Room: The Highland

5. "You made me fail my students!": tensions in implementing new assessment procedures

Rachel Forsyth, Rod Cullen

The session reviews the process of designing an approach to assessment management which aimed to achieve consistency without requiring academic conformity across a large and diverse institution

Room: Corstophine

12.20 – 13.05 Parallel Session 2

6. Whatever happened to Programme-Focussed Assessment?

Ruth Whitfield, Peter Hartley

The potential advantages of Programme-Focussed Assessment were clearly identified in the NTFs PASS project and this session will analyse recent developments/applications and discuss the continuing relevance of this approach.

Room: Craiglockhart

7. Students setting summative assessments: inspirational, feasible learning engagement or a terrifying step too far?

Deena Ingham

This paper invites delegates to engage with initial research from students, quality teams and academics and consider whether we should challenge students to design how they should be assessed. What frameworks are needed to support such a change?

Room: The Highland

8. A Marking App: from student engagement to feedback and grading
Victoria Jack, Tom Smith

The session will outline the process and rationale that our University academic working group used to update and modernise a Taxonomy of Assessment Domains and showcase our interactive tool for students and staff.

Room: Blackford

9. Speaking the same language: creating a language - aware feedback culture
Gillian Lazar, Agi Ryder

This session explores and evaluates some activities for raising the linguistic awareness of staff when giving feedback in order to develop more effective feedback practices.

Room: Arthur's Seat

10. The 'how to' of the 7 principles of good feedback practice
Kelly Mcateer, Ruth Bavin

Provides an individual audit of current feedback practice mapped to Nicol and Macfarlane-Dick's 7 principles of effective feedback.

Room: Corstophine

13.10 – 14.10 Lunch (Bridge Restaurant)

14.10 – 15.40 Parallel Session 3

11. Walkshop: creative thinking and peer perspectives on assessment and feedback practice
Fiona Campbell, Fiona Smart

This stretching session will provide an opportunity for colleagues to explore together assessment and feedback issues during an invigorating walk to explore Carlton Hill and Edinburgh's vistas.

Room: Corstophine

12. Inclusive Assessment: How a research project has supported the enhancement of assessment design across an institution
Pollyanna Magne, Jane Collings

This workshop will take an active look at: the rationale and findings of an innovative research project, and how such projects can be used to underpin enhancement across the sector.

Room: Craiglockhart

13. Linking skills, feedback and assessment to develop student agency and achievement

Laura Ritchie

Participants actively engage from a student perspective to understand the relevance and impact of and links between teaching, learning, and assessment on student's beliefs, actions, and achievements.

AND

How does student attainment influence feedback?

Linda Robson

This session reports on a project to investigate variation of feedback offered to students with different levels of achievement.

Room: The Highland

15.40 – 16.00 Break (The Carlton Suite)

16.00 – 16.45 Parallel Session 4

14. Making our Mark at Anglia Ruskin University: Evaluating the impact of an institutional initiative on transforming assessment

Erica Morris, Sharon Waller

This session will focus on how, at Anglia Ruskin University, we undertook and evaluated the value and impact of an extensive three year university-wide initiative on transforming assessment policy and practice.

Room: Corstophine

15. The Development of Assertion Reason Questions (ARQ) for the Assessment of Level 7 Graduate Entry Nurses

Devi Nannen, Mike Parker

The development, implementation and evaluation of an innovative assessment approach for Graduate Entry Nurses.

Room: Blackford

16. Examination Feedback: Assessing the Outcomes

Louise Naylor

To review and assess policy and practice regarding examination feedback.

Room: Arthur's Seat

17. Y1Feedback: Technology Enhanced Feedback Approaches for First Year

Lisa O'Regan, Morag Munro, Moira Maguire, Nuala Harding, Mark Brown, Geraldine McDermott, Gerry Gallagher, David Cranny, Conor McKeivitt, Seamus Ryan

This interactive session will share and seek feedback on the findings from and experiences of an Irish multi-institutional project designed to enhance and support dialogic feedback practices feedback in the first-year using digital technologies.

Room: Craiglockhart

18. Has the feedback sandwich gone stale? Optimising the quality of feedback through the feedback profiling tool

Monika Pazio, Alice Lau

Challenge the concept of the feedback sandwich and consider the use of a feedback profiling tool to improve the quality of feedback.

Room: The Highland

17.00 – 17.45 Network

Getting Published with SEDA

James Wisdom (Chair, Educational Developments Magazine Editorial Committee)

Room: Craiglockhart

Introducing SEDA Fellowships

Pam Parker and Yaz El Hakim (SEDA Co-Chairs)

Room: Arthur's Seat

18.00 – 18.45 SEDA AGM (Craiglockhart)

19.15 Drinks reception (The Carlton Suite)

20.00 Dinner (The Highland)

Day Two: Friday 13th May 2016

09.15 – 09.30 **Welcome to Day 2 (The Highland)**

09.30 – 10.25 **Keynote Address (The Highland)**
The feedback conundrum: finding the resource for effective engagement

Professor Margaret Price, Director of ASKe Pedagogy Research Centre, Oxford Brookes University

10.25 – 10.45 **Break (The Carlton Suite)**

10.45 – 11.30 **Parallel Session 5**

19. An evaluation of summative assessment feedback forms: students as co-creators of knowledge

Jane Rand

This session explores implications for assessment and feedback practice by showcasing and discussing a small scale evaluative review of a (written) summative assessment feedback template, undertaken within a Students as Researchers scheme.

Room: The Highland

20. Introducing the Digital Dissertation

Fiona Smart, Laurence Patterson

This paper overviews the rationale for the introduction of the digital dissertation, early challenges and students' perceptions on the opportunities it offers.

Room: Craiglockhart

21. Taking the SWIF approach: Using Student Written Instructor Facilitated Cases for Assessment and Authentic Learning

Dianne Thurab-Nkhosi

The session seeks to assess the value of the Student Written, Instructor Facilitated (SWIF) approach, as a form of authentic assessment for business students.

Room: Arthur's Seat

22. The Focus On: Assessment and Feedback Project - Supporting the Scottish HE sector to enhance partnership, policy and practice

Ailsa Crum, Heather Gibson, Debra Macfarlane, Amanda Park

This session will outline work undertaken during 2014-15 by QAA Scotland to provide a direct link between the outcomes of Enhancement-led Institutional Review (ELIR) and a developmental approach to supporting enhancement of policy and practice on assessment and feedback throughout the sector.

Room: Corstophine

11.35 – 12.20 Parallel Session 6

- 23. Enhancing assessment and feedback: Using TESTA (Transforming the Experience of Student through Assessment) as a catalyst for change**
Elizabeth Adamson, Brian Webster-Henderson, Anna Bak-Klimek

This session reports on a whole institute internationalisation change initiative; it discusses the perspectives of key stakeholders and reports on the major achievements of the change and how to take it forward.

Room: The Highland

- 24. "You can't write a load of rubbish": Why blogging works as formative assessment**
Amy Barlow, Tansy Jessop

This interactive session outlines an evidence-based design strategy, using student blogging, to bridge the gap between formative and summative assessment.

Room: Craiglockhart

- 25. Joining The Dots: Making Sense of Assessment At Programme Level**
Hardeep Kaur Basra

This discussion paper session will present research findings from a US NSF-funded MOOC project, conducted in an international context, around designing "flipped" curriculum and how the lessons learned can be applied to the context of educational development for internationalising the curriculum.

Room: Corstophine

- 26. Testing TESTA success at Dundee? Does TESTA Pass the TEST? One University's Perspective**
Lynn Boyle, Neil Taylor

Gain insight into the TESTA (Transforming the Experience of Students through Assessment) methodology and how this can be used to initiate change.

Room: Arthur's Seat

12.25 – 13.20 Lunch (Bridge Restaurant)

13.25 – 14.15 Parallel Session 7

- 27. Marking time: Using rubrics for self-assessment and marking**
Shona Robertson

This session will reference a short research study, which is currently in progress, to examine the impact of using rubrics for self-assessment on student perceptions of performance and staff perceptions of efficiencies as a result of marking online using rubrics.

AND

Self-assessment in Massive Open Online Courses

Ourania Ventista

This session argues that self-assessment is the most effective assessment method for the MOOCs and recommends ways to improve the implementation of self-assessment.

Room: Craiglockhart

28. Engaging Students in Peer Assessment

Lindy-Ann Blaize Alfred, Hilaire Graham, Catherine Ogilvie

The module aims to introduce staff to the theories of learning and teaching, whilst relating this to their teaching practice.

AND

Marking and providing feedback face to face: staff and student perspectives

Charlotte Chalmers

What happens when marking an essay is carried out with the student present?

Room: The Highland

29. Changing practice: Can quality assurance processes really drive quality enhancement?

Judy Cohen, Alison Dean

This session will outline the development of an interactive Assessment Toolkit and demonstrate the benefits of recognising quality assurance and enhancement links when engaging staff in embedding change initiatives.

AND

EDPAL Project - Investigating Educational Developers' Perceptions of Assessment Literacy

John Dermo

This session will report and discuss findings from the 2015-6 SEDA-funded small research EDPAL project <http://www.seda.ac.uk/2015-grant-holders>

Room: Blackford

30. Experiences of using a peer marking system for formative assignment grading

Sundari Joseph, Audrey Stephen

This short discussion paper will reflect on the delivery of formative assessments using an online peer marking system in undergraduate and postgraduate courses.

AND

Assessment and feedback for group and individual wikis developed by academic staff on a professional development course

Carol Newbold, Farzana Khandia

In exploring how a wiki function on a University VLE can provide an effective assessment tool on an academic programme, a group wiki is complemented by an individual wiki in order to provide personalised feedback.

Room: Arthur's Seat

31. Working with students' positive experiences of assessment and feedback to improve academic practice

Jacqueline Potter

This session explores firstly what we can know about effective assessment and feedback by studying students' nomination statements for excellent teaching awards and secondly what we can do with that information to improve assessment and feedback practice.

AND

Updating a Taxonomy of Assessment Domains for staff and students: modernising it to enhance academic practice and student learning

Carol Susan Smith

The session will outline the process and rationale that our University academic working group used to update and modernise a Taxonomy of Assessment Domains and showcase our interactive tool for students and staff.

Room: Corstophine

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| 14.20 – 15.20 | Closing Keynote (The Highland)
Changing the culture of assessment and feedback through TESTA
<i>Professor Tansy Jessop, Professor of Research Informed Teaching, Southampton Solent University</i> |
| 15.20 – 15.30 | Summing up and close (The Highland) |
| 15.30 - 16.00 | Tea and coffee and depart (The Carlton Suite) |

SEDA Conference and Events Committee

Sandy Cope	University of Hull (Co-Chair)
David Walker	University of Sussex (Co-Chair)
Fran Beaton	University of Kent
David Baume	Independent Consultant
Fiona Campbell	Edinburgh Napier University
Nigel Dandy	University of York
Clara Davies	Leeds Beckett University
Mary Fitzpatrick	University of Limerick
Peter Hartley	Independent Consultant
Peter Lumsden	University of Central Lancashire
Annamarie McKie	University for the Creative Arts
Pam Parker SFSEDA	City University London
Clare Power	Bath Spa University

Conference Administration Team

Roz Grimmitt
Joseph Callanan
Liz Kellam

Conference and Events Committee and SEDA Executive Committee members will be wearing coloured badges.

Exhibitors



LiveText offers the most comprehensive and easy-to-use learning outcomes assessment solution with the most robust data collection and analytics features.

LiveText is designed to help all users – students, faculty, administrators, and organisations – realise their possibilities faster and more effectively. Come see our end to end solution that plans and manages all of your assessment requirements, whilst making it fun and engaging for both faculty and students.

Venue Information

Conference Venue

The Carlton Hotel Edinburgh
North Bridge
Edinburgh EH1 1SD

<https://www.jurysinns.com/hotels/edinburgh-carlton>

Free Wi-Fi is provided to guests and delegates

Directions

Road

Public parking is possible at the Waverly Car Park whose entrance is on New Street. Guests of The Carlton Hotel Edinburgh receive a 20% discount on advertised car park rates.

From the hotel turn left onto High Street then along the Royal Mile, turn left on New Street and the car park entrance is towards the end of the street on your left hand side. The car park is a 3 min drive and a 7 min walk from the hotel.

Rail

The Carlton Edinburgh is conveniently located just a 3 minute walk from Waverley railway station. Come out of the station and turn left onto Market Street and then turn right onto Scotsman Steps and take the stairs. Turn right on North Bridge and the hotel will be on your left.

By coach

St Andrew's Square Bus Station has express coach services to and from London, and many other UK cities. The bus station is only a few minutes' walk from Waverley railway station.

Air

Edinburgh International Airport. Take the Airport Express Bus Shuttle from the airport to Waverley Bridge. From here it is a 5 minute walk to the Carlton Edinburgh hotel. The bus departs every 9 minutes and the journey takes approx. 35minutes from door to door. The cost is £7 return.

Location Map



Conference Rooms

The main conference room is called The Highland. We will also be using The Carlton Suite, Blackford, Craiglockhart, Corstorphine and Arthur's Seat rooms. The SEDA registration desk will be in The Carlton Suite. Lunch on both days will be served in the Bridge Restaurant. The Drinks Reception will be in The Carlton Suite and the Conference Dinner will be held in The Highland.