

Assessment and Feedback: A Road to Success

Queen's University Belfast, 26 June 2014

Keynote

Assessment literacy: making the link between satisfaction and learning

Assessment and feedback remain a source of dissatisfaction for students as well as being resource-hungry for staff. Initiatives focused on rules, standardisation and the provision of information seem to have made little difference in alleviating the problems. Consequently it is necessary to examine more deeply how assessment and learning work in order to find an effective, sustainable and satisfying approach to assessment and feedback. The power of assessment and feedback within the learning process has been recognised for many years and yet the paradigms that currently frame assessment leave students in a passive role and still largely focus on accreditation. This situation needs to be challenged through the development assessment literacy of both staff and students which, in turn will make new approaches to assessment and feedback possible. This presentation will discuss the nature of assessment literacy, why it is important, and how it has the potential to reshape our thinking about assessment and feedback as well as enhancing student learning.

Interactive session

Developing assessment literacy in students –deliberate interventions

In this session approaches to supporting the development of students' assessment literacy will be shared, considered and discussed. Participants will be invited to take part in activities designed to allow them to share their expertise, review their practices and take away new ideas.

Margaret Price is a Professor of Teaching and Learning with expertise in assessment and feedback for students and leads the ASKe Pedagogy Research Centre www.brookes.ac.uk/aske. She is a researcher with strong roots in the practice of teaching and assessment and was awarded a National Teaching Fellowship in June 2002 in recognition of her excellence in teaching and contribution to the development of learning, teaching and assessment in Higher Education.

In 2005, HEFCE awarded funding for the ASKe Centre for Excellence in Teaching and Learning following a bid that drew strongly on a body of work developed by Margaret and a small group of colleagues around the nature of assessment standards and student learning. This has led to a focus on Assessment Literacy, the subject of a book recently published written by Margaret and colleagues.

She is also known for her work on assessment feedback for students having developed and led research projects and initiatives to take fresh perspectives on how to make feedback more effective and valued. One output of this work is an edited collection produced, with colleagues, on reconceptualising feedback.

Margaret is involved in a wide range of research and development of practice projects at a national and international level. For example: she is working with The Higher Education Academy to develop and pilot 'A Marked Improvement: Transforming assessment in higher education' initiative that is based on the ASKe Assessment Standards Manifesto; she has been a visiting scholar at University of Sydney and Hong Kong University; and she is an advisor on projects at institutions in Scandinavia and the UK. She seeks to encourage innovation and foster evidence-based assessment practice within the HE sector.

e-AFFECT: what have we learnt?

This session will summarise the findings and lessons learnt from the e-AFFECT project. It will include an analysis of the staff and student questionnaires from all phases of the project, the effectiveness of the approach to change adopted and issues for sustainability.

Dr Anne Jones is an Educational Developer in the Centre for Educational Development, Queen's University Belfast. She is a geographer by training and prior to moving to Queen's in 2005 she taught geography at all levels in higher education in England. As well as her assessment and feedback work she teaches on the Postgraduate Certificate in Higher Education teaching and supports the Educational Enhancement Process.

Keynote & Interactive session

Designing work-integrated assessment: tools & techniques for creating 'authentic' assessments

The Collaborate project at the University of Exeter is a research project exploring how to design, develop and evaluate work-integrated assessment tools and techniques. These tools are the first to merge student digital literacy, a digital portfolio, support materials, designing assessment, and digital badges which do not just evaluate but also support the effectiveness of a process-based approach.

This session will outline how the tools and techniques were designed and developed, and give delegates a guided opportunity to try them in practice. We will explore how the dimension model can be used to be creative and redesign assessments, how the tools integrate into the system to suggest relevant technologies, and how the evaluation sets provide a skills evaluation of value to both staff and students. There will also be the opportunity to discuss the pros and cons of authentic forms of assessment, and their value as part of a wider scheme of assessment across a discipline.

Richard Osborne is an Education Advisor working in the e-learning team of the University of Exeter. He joined Exeter in 2003 after many years working in industry, and has fulfilled various roles within the University all of which cross the boundary between education and technology. He has over 15 years experience in integrating innovative and emerging technologies into learning scenarios, working both face-to-face and at a distance, and is currently researching how digital technologies can be aligned with pedagogy.

<http://www.exeter.ac.uk/eh/ro/osborne>