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REFLECTIONS

About Reflections

Reflections is published once a semester by the **Centre for Educational Development** and provides a forum for discussing learning and teaching initiatives in Queen's. We aim to balance articles from the various support units within Queen's with contributions from academic staff and guest writers.

In this issue, we focus on the changes to the academic year structure, and particularly on the impact these changes will have on assessment methods. We've included a number of new articles around the theme of assessment development, and also re-printed articles featured in previous editions on GradeMark, audio feedback, providing effective feedback and assessing groupwork, which we felt would be particularly relevant or helpful to colleagues as they think about new assessment approaches.

We lead with an article by Professor David Jones setting the strategic context for the changes to the academic year structure. We also feature articles by the three educational developers, Professor Sue Bloxham, Dr David Baume and Dr Kate Exley, who have each been working with a Faculty providing advice and support to colleagues as they develop new assessment models.

The Learning Development Service introduces the three student ambassadors working to engage students across the Faculties with the changes to assessment and Marek Matyniszyn from the School of Law discusses the opportunities and challenges in introducing formative online testing within one of his modules.

In addition, we feature the 2015 Teaching Award winners and Norma McNebney highlights the Information Literacy support programmes run by Library Services for post-primary students, teachers, librarians and careers advisors to equip students for higher education. Colleagues from the School of Nursing and Midwifery report on Mental Health Awareness week and Mark Gallagher discusses the benefits for students who attended the Bioscience Workplace Study Tour in June 2015.

Liz McDowell, Acting Editor
of *Reflections*.

We are exceptional

Reconceiving the Student Learning and Assessment Model

By Professor David Jones, Pro-Vice-Chancellor, Education and Students

In my last article for *Reflections* (December 2014), I outlined my ideas for the delivery of education at Queen's, including changing the structure of the academic year. A year on, and the context for changing the academic year structure has been comprehensively discussed at a wide range of meetings with staff and students, and approved by Academic Council and Senate.

As all staff are aware, the key principles of the new structure are:

- There will be a reduction in the number of examinations and assessments.
- There will be no examinations in January. Examinations will occur at a later point in the second semester (except where there are external mandatory requirements for examinations to be held elsewhere in the academic year).
- Lectures in the second semester will commence at the start of the first full week in January.
- The learning outcomes for all modules will be clearly defined and the assessment methods implicitly evaluate these outcomes in an academically robust and challenging manner.
- The length of the undergraduate academic year will remain unchanged.
- The CATS content of each academic year remains at 120.



Professor David Jones

- Student development activities will occur following the examination period.

These changes to the academic year structure will allow for more innovative models of assessment and curriculum delivery to meet the skills and developments needs of our students. It will allow us to reduce over-assessment by module and reliance on the three hour written examination and will free up time at the end of the year to developmental activities relating to placement, internationalisation, student transition and employability.

The new structure also provides the opportunity to further develop assessment and feedback that facilitates learning and a priority is to reduce the dominance of summative assessment, in particular the over-

use of unseen time constrained exams. This will benefit our students in a number of pedagogical ways including:

- *Improved potential for student learning:* it is widely accepted that assessment shapes what students study, when they study, how much work they do and the approach they take to their learning. Research evidence concludes that appropriate changes to assessment can change the students' approach with associated benefits for high quality learning. This will lay an important foundation for learning for postgraduate study.
- *Improved student outcomes:* assessment for learning is designed to be formative and diagnostic, providing information about student achievement to both lecturers and learners enabling adaptation of teaching and learning activities to the needs of the learner and supports on-going feedback processes. Such steps support an *improvement in student attainment and satisfaction* with assessment and feedback as measured by the NSS.
- *Methods and approaches that are better able to assess the outcomes of a 21st-century education:* a shift towards formative assessment provides the scope to use a more valid and effective range of assessment tools that have demonstrable value for learning, such as group assessment, peer learning and work-based assessment while reflecting the requirements of further work and study contexts.

- *Provision of more inclusive assessment:* i.e. assessment that is designed to value the increasing diversity of the student body, anticipating and providing for a range of student learning needs, while maintaining high academic standards within a culture of dignity, courtesy and respect.

To help colleagues in Schools develop their assessment and feedback model, the Centre for Educational Development is providing a range of support mechanisms including Lunchtime Forum events, Guest Speaker workshops, technology sessions and online assessment resources. Last semester, three external educational developers facilitated a programme design/assessment workshop for each Faculty, and will be available to provide further support to colleagues throughout the year, as required.

The new academic year structure will be implemented in two phases. Initially the new academic year structure will operate (as described above) for students who enter Level 1 in 2016-2017. All other students will continue under the current academic structure. In 2017-2018 all courses, both undergraduate and postgraduate, will operate under the new academic year structure. Led at local (School) level by the Directors of Education, new assessment structures have been designed. The new programme specifications (incorporating these assessment structures) will be available at the end of January and these will be progressed through the Courses and Regulation Group for approval in May.

It should be recorded that, in reaching this stage, there have been extensive discussions with stakeholders, including staff, students, employers, post-primary head teachers, external consultants and examining authorities. These discussions have been invaluable, extremely positive and have facilitated the design of the new academic year structure. The enthusiasm of stakeholders for the new structures has been apparent.

In conclusion, this is an exciting time for both staff and students of Queen's University. The new academic year structure will enhance the learning experience of students and will enable our graduates to excel in employment. It will establish our University as one of the leaders in tertiary education.

Developing assessment for 21st century higher education

by Professor Sue Bloxham, University of Cumbria

Assessment shapes what students study, the approach they take to their learning and how much and when they work. Consequently, if we want to improve students learning, we must consider potential improvements to assessment.

Current assessment methods retain many age-old practices, such as exams and essays, established long before the mass participation, modularised higher education that exists today. This is important because of the learning outcomes modern programmes have changed. Today's graduates need to be capable of learning independently and taking risks; they need to be creative, knowledgeable about the work environment, flexible and responsive. Subject benchmark statements include this wider view of graduate capabilities. However, if assessment continues to largely test knowledge acquisition and understanding, and focuses less on the capacity to find things out and use that knowledge, it is unlikely to be a valid assessment of 21st century learning outcomes and does not develop the skills of lifelong learning so important to employability.

An unintended consequence of modularisation is that most assignments have a summative function. This necessarily constrains the use of assessment approaches that assist learning such as feedback on drafts, peer learning, group and self-assessment. We don't tend to think about assessment at the programme-level, not ensuring that programme learning outcomes have been met and balancing formative and summative

assessment. Students become grade-focused and lose sight of the overall coherence of their programmes.

What can we do about it? Firstly, we need a dramatic shift in the balance of summative and formative assessment towards the latter, embedding feedback in day-to-day learning activities through methods such as peer assessment on draft assignments, team tasks, personal response systems in lectures and formative on-line quizzes. Research consistently claims positive outcomes for well-designed peer assessment; students report that it makes them think more, become more critical, learn more and gain in confidence. In addition, the ability to assess self and others helps develop learning and evaluative skills essential for employment and lifelong learning.

Secondly, we need to diversify assessment to make it more valid for modern graduate learning outcomes including essential skills such as team work, communication, problem solving and leadership. We need creative assessment which is fully integrated into the teaching, for example, requiring individuals or groups of students to complete regular formative tasks which are reviewed in class or on-line and build up to a final summative assessment. This is not about formative assessments that don't 'count' and for which it is difficult to gain student commitment. This is about designing the assessment as the learning, much as we do with masters or PhD study; lots of writing, informal assessment and feedback along the way but only the final piece 'counts'.

We will better prepare our students for employability by setting authentic tasks, writing for real audiences (press



Professor Sue Bloxham

releases, news sheets, funding bids, policy papers, executive summaries, even Wikipedia). We will minimise plagiarism and increase their use of higher order thinking by setting enquiry-based assignments. Finally, technology provides multiple opportunities to enhance assessment through, for example, speed and ease of group working, on-line quizzes and peer and tutor feedback.

A new shape for the academic year – an opportunity to rethink programmes, assessment and teaching

By David Baume PhD SFSEDA SFHEA



David Baume

The new shape for the Queen's Academic Year provides an opportunity, not just to make small changes to courses and programmes, but also to rethink. At Queen's on 11 November 2015, academic staff from Engineering and Physical Sciences reviewed their current course provision, and began to develop modified or radical approaches to the design, operation and assessment of their programmes.

The main topics they worked on were:

1. Identifying a very small number of overall programme and module learning outcomes, to provide students with a clear sense of direction and purpose;
2. Designing assessment methods that will assess student attainment of these overall learning outcomes; and
3. Again starting from the overall learning outcomes, designing appropriate student learning activities, and thus teaching methods and resources.

4. Alongside these, participants also explored ways to work with their colleagues to develop assessment, learning and teaching approaches and methods that will work in particular disciplines and programmes

1. Identifying overall programme learning outcomes

What do students need to be able to do to complete their programme of studies successfully? The answer(s) to this question provide(s) the overall learning outcome of the programme.

There was lively debate about the nature of such programme learning outcomes. Various levels of learning outcomes were suggested:

- Knowledge (knowing what);
- Capability (knowing how);
- Sharing knowledge and capability with others (showing how);
- Practice – not just knowing how to do, but; in a thoughtful, evidence- and theory-informed, values-based and reflective way; actually doing;

And, perhaps ambitiously but surely a legitimate aspiration for a Queen's graduate:

- Being a member of the discipline or profession studied, although clearly still with much to learn.

This last level also suggested another required outcome for a graduate of any programme:

- The graduate should be a capable and committed independent learner.

There is an argument for a bottom-up approach to course design, to reflect the ways in which programmes are sometimes currently designed and taught; as a steady accumulation, and hopefully also critical integration, of knowledge and capability.

But there are at least three difficulties with this approach:

(i) The overall point or purpose of particular pieces of knowledge and learning may not be entirely clear to the students.

(ii) A valued quality of a professional, of a graduate, may be as much their ability to critically select and appropriately use and combine elements of knowledge and expertise, as well as their knowledge of the particular elements.

(iii) Perhaps more contentiously, it is not clear that the full implications of our much easier access to information and knowledge are yet fully informing learning outcomes, or our view of what it should mean to be a professional, a graduate. We may in some respects now be overvaluing knowledge, and undervaluing the ability critically to select and interpret and combine and use knowledge.

2. Assessment methods that will assess student attainment of these overall learning outcomes

What students need to be able to do is to be successful in their final assessments. This obvious fact emphasizes the intimate relationship between learning outcomes and assessment. Biggs ('Constructive alignment', n.d.) may understate the appropriate relationship between learning outcomes and assessment methods. There is a strong case for saying that the final assessment task should be identical, or as close as possible to identical, to the overall programme learning outcome. Both provide a goal at which students can and should aim.

For example, we may feel that the overall intended learning outcomes for a particular programme should be that students should be able; critically and

in an evidence- and theory-informed way; to define, refine and address – if we are being ambitious we might even say solve – significant problems in the subject area. Universities considering offering postgraduate or research studentships, and also employers, might well value students who have this capability.

This suggested outcome makes the nature of the final assessment task clear. Some constraints and clarifications may be needed. But each student might undertake a different and original task, thus reducing the scope both for inappropriate co-operation and for plagiarism. Such tasks would be interesting for the students to undertake and discuss with peers, and for the assessors to mark. The project or dissertation has become the whole assessment.

If an examination were felt to be necessary, students could be asked to, under examination conditions, describe and critique the large-scale project or dissertation they had undertaken.

Such an assessment task would require very considerable student knowledge, capability and action. Such a task would indeed require them to act, in some respects at least, as a new member of the discipline or profession.

3. Designing appropriate student learning activities and thus teaching methods and resources

We learn through, among other activities:

- Undertaking tasks, of increasing complexity and sophistication, towards goals which we understand and value, and
- Receiving and using feedback on our performance on these tasks. This feedback needs to address:
 - » What we have done well, and in what ways we did it well, and

why what we did was good, and what we should therefore continue to do and build on; and

- » What we have done less well, and in what ways we did it less well, and why what we did was less good, and therefore what we should do differently, and, again, why.

This account is as true for the post-doc researcher as for the primary school child, and at every level in between.

This account says nothing yet about teaching. Teaching may usefully be seen as including:

- Setting and explaining the learning activities and their importance;
- Suggesting and showing ways of undertaking the tasks;
- Showing and describing the qualities of good work on the tasks;
- Providing or pointing to resources to help students undertake the tasks; and
- Ensuring that students receive; from some combination of self, peers and tutors; critical reaction to and reflection on their work, always with the intention of supporting improved work in the future.

The idea that teachers should teach / tell students all, or even most, of what students need to know, is here superseded by a pedagogy rooted in how people learn. Students, and staff, may take a little time to adopt and adapt to such a pedagogy. The transition can be made in steadily larger steps.

4. Working with colleagues

No programme is an island. Few modules are islands, too; certainly they should not be. Whether changes are major, as sketched above, or more modest in scale, the change process has to involve discussion, analysis, planning, testing, and

agreed processes for monitoring and evaluation.

Some of the changes suggested here, and even some of the directions for change, might be uncomfortable, for staff and students. All need interpreting for particular disciplines. All need careful introduction and explanation.

It is unlikely that current approaches to teaching; some of which predate Gutenberg, let alone the internet and the web; will perfectly meet the needs of our current students, many of whom will still be working in 2065, and hopefully still living fruitful lives close to 2100. Fortunately, we do not need to know the details of the future in order to plan a good education to fit students for that future. But, returning to an earlier point, above all, our graduates should be capable and committed independent learners. The approaches we explored on November 11th and summarised here will help students towards this.

References and sources

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Managing and Assessing Students Working in Groups

By Dr Kate Exley, Senior Academic Staff Development Officer, University of Leeds and Independent Consultant in Higher Education Development



Kate Exley

'The biggest decision is should all members of a student team be awarded the same mark?'

Most share the view that developing effective group working abilities at university is a positive and valuable addition to a student's skills set. We hear that team working is an attribute particularly desired by employers and the professions. Teachers recognise that collective and peer collaboration can also improve student engagement and deepen learning. However, accepting that group working has lots of positive potential doesn't prevent it from being decidedly tricky to manage, support and above all, to assess.

Many of the problems associated with incorporating group work in the assessed curriculum stem from the fact that the degree is ultimately an award gained by an individual. Therefore, students are very understandably concerned when some of their marks and success are dependent on the effort of others, over whom they actually have no control and only marginal influence. So despite the finding that many students enjoy and value team work it can be fraught with problems.

Providing students with guidance and clear goals for team work is important. Guidance could include information about how to conduct team meetings, record decisions, allocate tasks and very usefully – to consider what they will do if and when they disagree or have a colleague who doesn't contribute effectively.

There are a number of ways that groups can be formed. Students can self-select their team-mates or teams can be allocated by the tutor using a variety of criteria. Some tutors seek to socially engineer groups to provide diverse mixes of people whilst others allow student groups to form around shared interests - so they choose

what they want to work on rather than who they want to work with. A more sophisticated approach could involve considering what team working behaviours and roles are important for the group to function well and use this insight to build teams with complimentary skills sets, personalities and abilities. The most commonly cited 'team role theory' was developed by Dr Meredith Belbin in the 1970s. Belbin proposed nine different ways in which people can contribute to teams, ('team roles') and he found that people show different tendencies to adopt these roles. Some team roles are more visible and high profile than others. Everybody notices the person who takes the driving seat (Shaper) or the extrovert 'fixer' (Resource investigator) but the contributions of the quiet and creative 'ideas' person (Plant) or the person who provides the social glue that holds the team together (Teamworker) are less obvious but just as needed in a successful team. The latter point is well worth remembering when it comes to assessment - if tutors are attempting to observe team behaviour in order to assess it, great care must be taken to ensure the criteria are clear, transparent and value all team working skills.

Broadly speaking, assessment strategies for team work can be divided into two strands. Teachers can assess the products of team work, the joint reports, design drawings, posters or websites built by the team. Alternatively, the assessor can focus on marking the process of team working and seek to grade how the team functioned and the skills individuals developed along the way. In Higher Education we have more commonly assessed products and many of the quality assurance mechanisms we use rely on having 'things' that we double mark and send to the external examiners. Learning processes and skills do not necessarily generate outputs to allow such quality checks and so capturing these experiences becomes the challenge for

assessment. Many academics have asked their student group workers to keep reflective logs, journals or to build evidence-based portfolios in order to do this. These self-assessment tools do provide a way of seeing into the learning gained through team working, but they tend to end up focusing on the reflection on an experience rather than the experience itself.

Assessing 'products' too has its difficulties. The biggest decision is should all members of a student team be awarded the same mark? Such an approach really does value the collaborative effort as a whole and more closely models 'real life' but it can lead to students' disaffection when they feel their peers haven't contributed equally. Alternatively, teachers can explore ways of recognising the different abilities and contributions made by the individual students and grade accordingly.

There are many ways that this differentiation can be made: it could involve demarcating specific group tasks and allocating them to named individuals; it could involve peer assessment where students develop group working criteria that are then used to judge themselves and their fellow team members; it could involve the students dividing their team's mark between themselves or weighting it according to their peer assessments or it could require teachers to individually question/viva students about their particular contribution ...and so the list goes on.

It does seem to me that there are a number of pros and cons to all of the above strategies and, therefore, I personally have come to favour a half-way house in which the group work assessment is based upon two measures. Firstly, a grade awarded for the product of the group work (e.g. a report or poster) that is the same for all and, secondly, an individually assessed piece of work related to the group task or team experience. This could take

the form of a 'lessons learnt' reflective account or could be the incorporation of a question in the end of module examination that specifically tests the group work and will favour those students who fully engaged with and contributed to it.

Looking at degree programmes overall it seems that the best designed courses do seek to provide a real progression route for learners, that builds on the complexity and demand of group working activities, from the first year through to the final year. In many disciplines, but perhaps particularly in Engineering and Health, the group work is carefully integrated with both the knowledge base and embedded in the ethos of the professions. Whilst in other disciplines group working is seen more as a personal skill which once developed can enhance an individual's future career prospects. Whichever the view, it is clear that the importance of group working is continuing to grow and the challenges of how best to teach, support, manage and assess it will remain with us for the foreseeable future.



Student Engagement with the New Assessment Model

The Learning Development Service is delighted to be leading on a new student engagement project which is a strand of the Higher Education Academy project on Reconceiving Assessment – foundations for change. The project involves working with three student assessment ambassadors, one student from each Faculty. The role of the student ambassador is to engage students in the changes being introduced to assessment and the Academic year structure. The students are working 12 hours per week on the project and, although they only started the role in mid-November, they have already been looking into how other universities have undertaken similar projects. They also have ideas of how they will create opportunities to keep current students on track with the changes as well as providing ways for students to share their feedback during the transition period to the new academic year structure. The students would be delighted to hear from you.

Student Profiles



Patrick McAlary

My name is Patrick McAlary, I am currently in my third year of undergraduate study, having just entered my final year of History. I am based in Belfast, however I am not from the city having grown up just outside Maghera. My interests and hobbies include (unsurprisingly) history, as well as reading, gaming and socialising. My role in the Learning Development Services is to make sure students and staff are aware of upcoming changes in assessment methods and to encourage student engagement so as to obtain feedback about the changes.

Since coming to Queen's I've had a whole host of employment experiences, however in applying for this position I wanted something that would both challenge and interest me. This represents a chance to work intimately with exciting changes happening at Queen's, and I'm hoping that I will be able to spread awareness and excitement of these changes to students and staff alike. I believe this position will encourage active engagement on my part and this is a nice change to what I'm used to in previous employment. It will allow me to engage with my creative side and put forward new ideas that will hopefully improve Queen's for the better. I find myself interested with assessment and teaching methods and look forward to finding out what alternatives are out there, I believe that engaging so closely with what's currently in place and what is to come will give me a new appreciation of my university experience, allowing me to view my progress in a way that I may not have done before.



Dana Sharipova

My name is Dana Sharipova. I am currently enrolled as an international postgraduate student at Queen's hoping to graduate as a Master of Science in Electronics. I was born in Kazakhstan and spent most of my life there but I have travelled a lot and managed to also live in the USA, Russia, Malaysia, and Ukraine before. I love animals and volunteered at different animal shelters around the globe. My other passions include reading, photography, and learning about other cultures.

My work experience is very diverse as I had been a cab driver, an interpreter, a dog walker, a physics and math tutor, and a waitress. However, for the past 3 years I have been employed at a research institute in Kazakhstan and was part of a team that worked on an energy-efficient and renewable energy sourced smart house. My work there made me realize that I like helping people to change their current situations, be it environmental, social, or any other changes. That and the fact that I did not understand the UK academic year structure made me join the

LDS team. As a student ambassador, I hope to make QUB better for all its students and staff, to help students realize that their input in shaping of their university is noticed and taken into consideration. Having studied in higher institutions of three different countries before made me aware of how different assessment methods and academic years can be and how much impact they have on one's educational success. I hope that five or ten years from now when I hear someone praise Queen's for their excellent assessment process, student-teachers interactions and feedback, or general university experience I'll be able to say "I helped to make it happen!"



Rosanne Tan

My name is Rosanne Tan. I am currently a second year medic at QUB. I have resided in four countries to date—Singapore, Korea, America, and the United Kingdom being the latest. My interests include traveling, spending time with my two dogs that I love, alongside plants that are still somehow kept alive. On a more serious note, I have always been interested in the development of academia, and its different approaches as it evolves with time and technology. Naturally, my role in the Learning Development Services (LDS) is to facilitate assessment changes, and academic structural updates between the faculty and students.

Coming from an academia/teaching background, I have always been interested in the academic structure of institutions. As a student and a teacher, I realize that developing suitable learning habits take time, and it might put people off learning before they can even reach that stage. Every individual's learning style is tailored to their needs and personality. Learning habits are also shaped by assessment methods and academic structure which the LDS is in charge of handling. By being involved in this project, I would love to make learning as enjoyable for everyone, as it is for me. I hope to encourage active and innovative learning amongst my peers, and spread awareness of LDS presence. By being the voice of the two entities, I hope to make every individual's university experience an unforgettable one.

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Helping Students Learn and Monitor Progress: expectations and challenges of formative online testing

By Dr Marek Martyniszyn, School of Law

In 2014/2015, I investigated the attitudes towards and suitability of online testing as a tool with potential for supporting students' out-of-class learning.

The 'Why?' Question

We were aware that a growing number of students are assessment-driven, engaging with a module's content intensively only when an assessment deadline is imminent. Although Contract Law already splits the assessment into an in-semester coursework and an end-of-term unseen examination, we were looking for effective and sustainable ways to further encourage early and ongoing engagement with the module's content. As over 250 undergraduates enrol for Contract Law each year, turning to technology seemed a natural step to take.

The Pros and Cons

The possibility of running in-semester online MCTs for formative purposes was particularly appealing. First, online tests allow students to monitor their progress. Second, such tests can be programmed to give students feedback on both correct and incorrect answers. This makes them a useful online learning tool. Third, a test can be set in a way which allows students to re-take it several times. If the bank of questions is large enough, when repeating a test students may be challenged by different questions on the same topic. Fourth, there is no delay between answering questions and receiving feedback. Fifth, the digital nature of this exercise makes the class size irrelevant. Sixth, the flexible, online nature makes it perfect for out-of-class use, whenever students want and from whatever location (Questionmark is not campus or university-network restricted), as long as there is an internet connection. This feature has the potential of stimulating further out-of-class engagement and learning.

Like all instruments the benefits are accompanied by actual and perceived limitations. First, there is a considerable, upfront cost of putting the system in place—both in terms of mastering the use of the platform as well as in actually preparing and setting up the tests for students. Second, MCTs have their limitations. They are considered better fitted for testing knowledge, but less appropriate for testing understanding, synthesis and evaluation.

What's the attitude?

In the course of this project I investigated what students and staff think about the potential and suitability of online testing. I ran two anonymous surveys for students and one anonymous survey for the Law School staff.

The first student survey had a very high response rate of 48% (101 out of 210 students). First, we learned that our students are familiar with multiple choice tests. 90% of respondents said they had been asked to complete such a test in the past, 76% of them online. We also learned that the majority (53%) of students who undertook tests in the past, had not been encouraged to use them to track their progress. This formative capacity of tests was a new feature to most students.

72% of respondents declared that they would like to be assessed by means of a test. Moreover, 96% declared that they would like an opportunity to complete voluntary online tests for formative purposes (with no marks) during the semester. They recognised that such tests can help to track progress, identify gaps in knowledge, and encourage to 'keep on top of work'. Moreover, some students noted that formative testing can encourage regular study ('frequent and informal testing prompts sustained work without stress', 'regular testing encourages regular study')—which is exactly the reason why formative online testing was initially introduced



Dr Marek Martyniszyn

in this module. 71% of respondents declared that it would be useful to make such formative online tests compulsory. At the same time, some voices were very much assessment-driven, with respondents noting that 'if an assessment does not contribute towards degree classification then it ought not to be compulsory', or even some misconceived, quasi-consumer-focused comments ('we are paying to take this course and should therefore be free to select what opportunities we do or don't take advantage of').

A second survey was conducted mid-semester to investigate what the students' experience was with the MCTs which were progressively made available to them. 47 responses (22%) were received. It transpired that 34% of respondents did not complete a single online test, naming lack of time and not having studied enough as two main reasons for non-engagement. The same reasons were provided by those respondents who completed some, but not all available tests. Interestingly, 53% of those respondents who completed some tests found them at least useful and 53% of them acknowledged that the tests encouraged them to look back to their notes, textbook and / or the case law. Hence, they did stimulate learning.

The staff survey met with a very high response rate of 64% (28 staff members) and revealed that the majority of respondents used some



form of testing in the last three years. Interestingly, tests were used across the whole range of modules. The majority of respondents found multiple choice tests an efficient form of assessment, primarily to test students' knowledge. When asked whether academics in Law should be concerned about the transfer of knowledge in the context of taught courses, all but one respondents answered in the positive.

The Challenges

The introduction of formative online testing involves considerable upfront investment in terms of time and skills development, not to mention the preparation of the tests with feedback although a growing number of publishers are now making MCTs available as teaching aids, facilitating adoption.

What remains a challenge still is encouraging students' engagement with such a formative assessment.

Our experience was that, despite the declared eagerness to use such tests, the actual uptake was limited. Students either did not have time or considered themselves not yet ready to engage with them, despite assurances that they are there to help them learn. One factor which might have discouraged students from completing the MCTs was that we did not use a similar tool for summative assessment. Perhaps introducing a test as a component of the summative assessment, students' engagement would increase. At the same time, it may be that we are already oversimulating students. If that is the case, then keeping such formative tests optional would allow us to meet the needs of those students who are likely to benefit from additional engagement, without putting excessive pressure on those students who already struggle with the various compulsory elements of their studies.

Conclusions

Formative online MCTs are a multi-faceted tool, which can be used to help students learn and monitor their progress. They can constitute a layer of useful support. Their flexibility and potential to provide students with instant, albeit pre-programmed feedback carry considerable potential which is worth unlocking, especially, but not only, in the context of large modules. The surveys demonstrate that MCTs have a useful role to play in those disciplines, such as Law, which are traditionally perceived through a more conservative teaching lens.

I would like to express special thanks to Gill Kelly from the Centre for Educational Development for her continuous support within the e-AFFECT framework as well as her advice beyond that project.

Using QuestionMark to engage your students

by Gill Kelly, Centre for Educational Development

This article was first published in *Reflections* in May 2010

QuestionMark Perception is a software tool which allows you to prepare formative quizzes and class tests for your undergraduate students. You can use QuestionMark with students for self assessment, diagnostic testing and benchmarking a cohort and then view reports on their performance. You can also add feedback for the students to see at the end of the test, or later in the form of an automatically generated report.

Issue 7 (pg 7) of *Reflections* gave a full list of question types available in QuestionMark which may also be found at: <https://www.questionmark.com/sites/default/files/PDF/FeatureComparison-Perception-Auth-Options.pdf>.

All users have access to 7 basic question types and a limited number of licenses for additional question types are available to each School. Every user can also create a QuestionMark Live account which gives them access to a template tool for authoring a range of different types of questions which can then be imported into QuestionMark Perception. In this article I will show examples of some of the question types and facilities QuestionMark offers which help to make these tests richer and more engaging for students.

Using diagrams

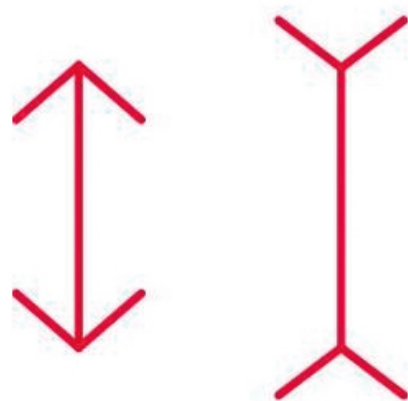
A major facility in QuestionMark is the opportunity to include graphics in the question(s), the response(s) or the feedback.

Question with simply drawn image

Figure 1 shows a standard multiple choice question which (for copyright reasons) includes a simple image, but you could easily include a photograph or labelled diagram.

Figure 1

The name of the visual illusion represented in the picture below is:



- ☐ Ebbinghaus or Tichener illusion
- ☒ Herman-Hering illusion
- ☐ Muller-Lyer illusion
- ☐ Oppel-Kundt illusion

Images used in question responses – original question by Dr G Mulhern & Dr J Wylie, Psychology (Mulhern & Wylie, 2005)

The example in figure 2 is one of a series of diagnostic questions designed to check Psychology students' level of numerical skills. Originally a question from a paper based test, it has been recreated here by including jpegs of fractions in the responses. Images of mathematical symbols can be constructed using the MathML editor in QuestionMark. The question illustrated is in a "ranking" question format, which may also be used to ask students to indicate the sequence of a series of steps, e.g. for a methodology or procedure. Any type of graphic image may be used here.

One use of images that adds a further dimension of interactivity for the student is the "drag and drop" question.

Figure 2

Rank the following in order of magnitude, starting with the smallest:

0.25	<input type="text"/>
$\frac{3}{200}$	<input type="text"/>
$\frac{2}{3}$	<input type="text"/>
.0099	<input type="text"/>
$\frac{1}{50}$	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Figure 3

The process of converting a program from one language to another is called translation. By carefully dragging-and-dropping the text below, label the diagram to illustrate the translation process. (Place the labels on the coloured shapes.) (5 marks)

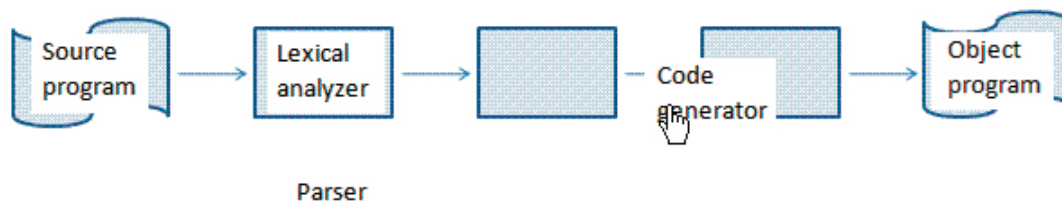


Figure 3 Drag and drop question

In this example (fig. 3) Prof Stan Scott in Computer Science has created a flow chart using the shape options in MSWord and designed a question which allows students to drag labels on to the chart. If required, QuestionMark then counts the number of labels correctly positioned to formulate the student's mark for the question. In Medicine and Engineering the same question type has been exploited very effectively in weekly formative tests which include labelling anatomical diagrams and screen shots of computer aided design software respectively.

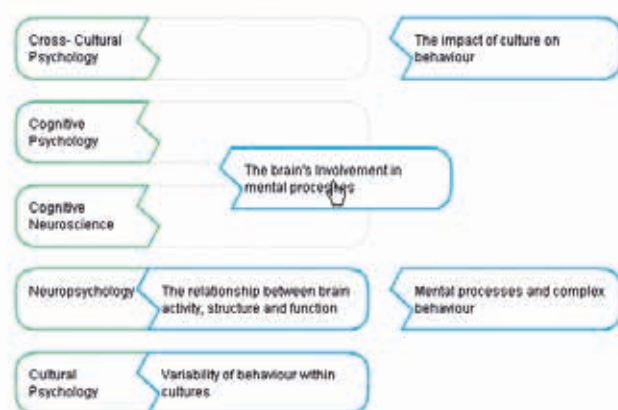
The "drag and drop" question type can take some time to create, however QuestionMark offers a simple graphical option in its "matching" question type, generating the graphic for you. This is illustrated in Figure 4 below.

Matching drag and drop

This example allows relevant definitions to be associated with their psychological topics but other uses might include dates with events or treatments with conditions. Again, a mark can be associated with each correct match.

Figure 4

Match each definition to its psychological topic area
Drag the options on the right to match the choices on the left



Feedback

When the student has completed all the questions, the end of assessment screen can be set up to show all or any of the following:

- an overall score and/or feedback message
- a score and/or the feedback for each question
- a hyperlink to further study

The type of feedback provided can vary according to question type and what you want the student to do. For example, the multiple choice question type allows you to set a different feedback response for each answer chosen, allowing you to explain why a particular option is right or wrong. Full feedback should give elaboration as well as verification of the correct answer (Kulhavy and Stock, 1989). Feedback can also be tailored to the correct or incorrect response in a true false question.

In questions which have multiple responses, feedback may be given for the correct solution, and one generic statement for any of the combinations of incorrect response. This can be used to suggest some simple steps towards a solution or point the student to further material. For example, the feedback in a drag and drop question (Figs 3 and 4) can be set up to include the mark and/or an image of the correctly labelled diagram. Alternatively, if you would like the students to look over the topic again, it is possible to include some clues in the feedback or a link to where the material may be found in an online text.

In addition, a coaching report can be generated for each student which can be tailored to include much of the information the system holds about the student's test performance.

If you would like further information on QuestionMark or would like to register for the next introductory course, please contact Gill Kelly on g.m.kelly@qub.ac.uk.

References:

- Kulhavy, R. W., and Stock, W. A. (1989). Feedback in written instruction: The place of response certitude. *Educational Psychology Review*, 1(4), 279 - 308.
- Mulhern, G. & Wylie, J. (2005) *Assessing Numeracy and other mathematical skills in psychology students as a basis for learning statistics*. Retrieved May 05, 2010, from The Higher Education Academy Psychology Network: http://www.psychology.heacademy.ac.uk/docs/pdf/p2007509_Assessing_numeracy.pdf

What Makes Feedback Effective?

by Linda Ryles, CED

This article was first published in *Reflections* in December 2009

The roles played by assessment and feedback in the education process cannot be underestimated: both have a critical impact on what students consider important, on how they approach their work and on how they regard themselves. Feedback is often ignored, poorly utilised and consequently undervalued by students. Some staff assume that providing high quality feedback to large numbers of students will inevitably lead to increased workload. It is, however, possible to create an environment in which useful, timely feedback is routinely given and valued by students.

So how can you encourage your students to engage more fully with the process? How can you give more timely feedback? Across the sector, a lot of assessment and feedback themed work has been done in Centres for Excellence in Teaching and Learning and in Higher Education Academy Subject Centres. The following tips have been distilled from these and other sources and attempt to address the guidelines for good practice that accompany Principle 3 of the University's Assessment Policy:

'Appropriate and timely feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement'.

To stimulate student engagement, you could consider:

- aligning student expectations with your own by identifying all channels of feedback and when these might be used
- showing examples of feedback given to previous students, discussing the meaning of these and how they might be used to improve their performance
- requiring students to self-assess their own work before submission, using the same criteria as yours, perhaps as a cover sheet attached to an essay
- asking students to complete a cover sheet for assignments which includes a question on how they have used feedback from previous work
- encouraging students to engage with your feedback by asking them to answer questions such as: "The part of the feedback that puzzled me most was..." or "I need some more advice on..."
- providing a space for discussion around assessment activities and feedback – perhaps by scheduling time in tutorials or using online spaces which enable students to discuss common difficulties or successes and share feedback on their work

To make the process more efficient and effective, you could consider:

- giving some generic feedback as soon as a general picture emerges of the quality of all assignments, either in class or perhaps by posting comments on a message-board
- providing a class-wide report on assignments including common mistakes and a model answer instead of annotating every script: the class report can form the basis of a face-to-face class debriefing session and discussion around the task
- using comment banks which can help to make provision of more detailed feedback less time-intensive
- using new technologies: feedback can be dictated to a digital recorder and made available electronically
- focusing formative feedback where it can do most good: feedback on draft assignments may motivate students more than feedback on final work that is returned at the start of the next semester

In an effort to support Schools to achieve the aims of the Assessment Policy (downloadable from Queen's Online), the University is participating in an institutional Enhancement Academy project, supported by the Higher Education Academy (HEA).

Professor Brenda Smith, a Senior HEA Advisor with significant expertise in this area, was appointed as a Critical Friend to the Queen's team and the project also brought other external expertise to bear. An action plan agreed by staff, student representatives and the Centre for Educational Development was based on the following three goals:

- Develop a shared [staff and students] understanding of feedback
- Work on improving the quality of feedback to students
- Raise the profile of the importance of feedback

Implementation was overseen by the Supporting Student Attainment Sub-Group, chaired by Professor Ellen Douglas-Cowie and in tandem with an awareness-raising campaign in partnership with the Students' Union and staff development activity, a range of resources has been uploaded onto the Centre for Educational Development's web pages.

References:

- ASke Centre for Excellence in Teaching and Learning [Assessment Standards Knowledge Exchange, Oxford Brookes University Business School] (www.business.brookes.ac.uk/aske.html)
<http://www.brookes.ac.uk/services/ocsd/firstwords/fw21.html> (22 October 2009)
- Baume, D. and Baume, C. (1996) 'Assessing Students' Work', the Learning to Teach series, OCSLD.
- Brown, S., Using Formative Assessment to Foster Student Engagement and Achievement (September 2007) Centre for Educational Development Annual Conference Keynote Address
- Race, P. (2006) The lecturer's toolkit (3rd edition) London: Routledge.
- REAP Project [Re-engineering Assessment Practices] (www.reap.ac.uk)



Formative peer & self-assessment ta

How we assess our students has a profound effect on what they learn and how they learn. Assessment that is primarily summative in its function gives students very little information about their learning and offers scant opportunity for feedback. The goal of formative assessment is to monitor student learning by providing ongoing feedback that can be used by students to improve their learning and advice on how it can be improved. The feedback can also be used by staff to identify where students are struggling and address problems immediately. Students are guided on what they are expected to learn and what quality work looks like. The ultimate purpose of formative assessment is to create self-regulated learners who can leave higher education able and confident to continue learning throughout their lives.

However increased student numbers and increased student diversity is a fact of higher education today and a consequence of having large, diverse classes is that providing students with feedback in a timely manner is difficult. Providing feedback in large classes can mean an unacceptable burden on staff. Still, we know, both from our experiences and from research, that feedback is essential.

The use of peer and self-assessment and feedback, where students assess each other and themselves, can help students to take greater responsibility for their learning by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers. Benefits can include both improved academic performance and increased motivation and confidence. Furthermore, students have commented in module evaluation [1] about the comfort that peer assessment/feedback provides as they see the peer group as being supportive and helpful.

The accompanying grid gives examples of assessment strategies that can help students become more active in their learning and help to change the nature of learning from a passive process where they are onlookers, to active self-regulated study where students are more motivated to learn and report more enjoyment of the course materials. The activities also enable students to develop their assessment literacies: to better understand assessment criteria and their application to submitted work.

Feedback for large groups

Collaboration tools

Online discussion

Oral feedback face to face

Assignment return sheets

Computer-assisted assessment

Audio files of audio feedback

Self-assessment

Reflective blog

Physical/oral demonstration

Audit questionnaire

Posters

Minute papers

Respond to previous feedback

If you need more information please contact Karen Fraser at: k.fraser@qub.ac.uk

Skills to enhance student performance

Peer -assessment	Feedback on learning gain	Feedback on group work
Reflective blog/ e-portfolio	Online quizzes - Standardised tests	Individual report or assignment
Physical/oral demonstration	Pre & post testing	Group report or assignment
Student created content	Personal Response System (PRS)/clickers	Observation and interview
Online discussion	Personal development planning (PDP)	Group presentations
Assignment outline, first draft, second draft, etc.	Self-reporting surveys	Poster presentations
Students designed assessment rubrics	Audit employability skills	Peer assessment

Examples and associated tools for each of the approaches listed are available through the interactive version of this table on the CED website at;
<http://go.qub.ac.uk/FormativeFeedback>

1. Independent learning: student perspectives and experiences Liz Thomas, Christine Hockings, James Ottaway and Robert Jones

GradeMark: enhanced feedback that makes a real difference

By Dr Stephen Kelly, School of English

This article was first published in *Reflections* in June 2015

I first encountered GradeMark as external examiner for English at the University of Huddersfield. When I bemoaned the limitations of TurnItIn as a plagiarism checker with the exams officer for English at the School of Music, Humanities and Media there, I was immediately disabused of my assumptions: "TurnItIn is not a plagiarism checker!" but is in fact part of a larger suite of citation, assessment and feedback tools. As my colleague gave me a tour of GradeMark, my sense of the limitations of the feedback mechanisms we used to date at Queen's was reinforced.

It is assumed by some that enhancing feedback is a burden imposed by the NSS and other measures, and I heard a former colleague on occasion bullishly declare that students should *just know* why they garnered the mark they did. This, of course, is completely untrue. Providing students with useful and appropriate feedback is the final stage of a pedagogical arc which begins with the explanation, in week one, of any given module's learning objectives. For too long we have envisaged feedback as putting a cap on a module, with little sense of how feedback on one essay can inform a student's overall performance profile and development across his or her degree. Hence, when GradeMark became available at Queen's, I was extremely keen to pilot the platform at the School of English.

In 2014-15, we have been testing GradeMark on a Stage One and Stage Two module, with the assistance of colleagues at the Centre for Educational Development. The first-semester ENG 2040 Introduction to Medieval Literature saw around eighty students undertake two assignments via GradeMark; the second semester ENG 1006 had one hundred and forty students write two essays. Our current assessment practice involves students uploading scripts to QOL, which has regularly caused problems with file formats. Cash-strapped students often install the free Open Office platform but the .odt platform has limited compatibility and we have repeatedly warned students to use either .rtf, .doc. or .pdf formats – sometimes to no avail. When students do successfully upload their essays, they receive feedback via a web form on QOL. While this is a considerable improvement on previous feedback practices in English,

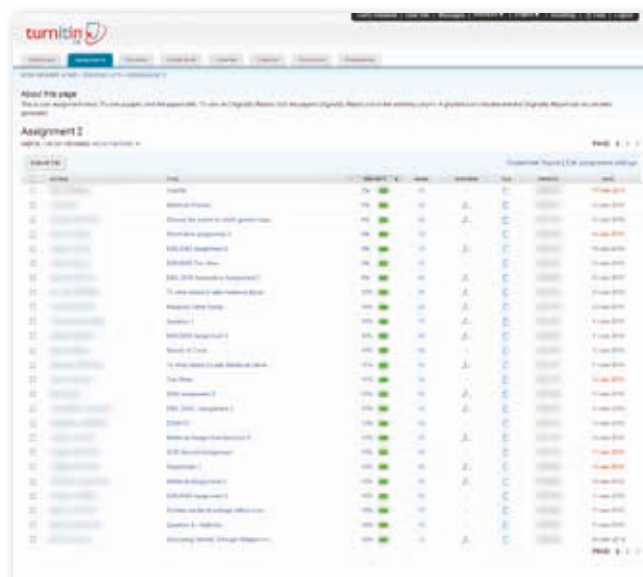
the relationship between feedback and the essay being assessed remains abstract: having asked students about how they respond to feedback, they state that most often they just read the comment provided by the examiner and leave it at that. Few review their essays and almost none attempt to understand the mark they have acquired in relation to the School's assessment guidelines.

The immediate advantage of GradeMark for students is that they can upload almost any file format they wish. GradeMark provides students with a preview of the file they've uploaded and they receive a receipt confirming that it was successfully uploaded, thus resolving a problem we had previously where students would occasionally upload incomplete drafts to QOL. In our reviews of GradeMark with students, they have highlighted this as a particularly welcome feature that mitigates the anxiety of assessment submission.

Examiners access essays in a module-specific directory and selecting an essay opens a marking window. The

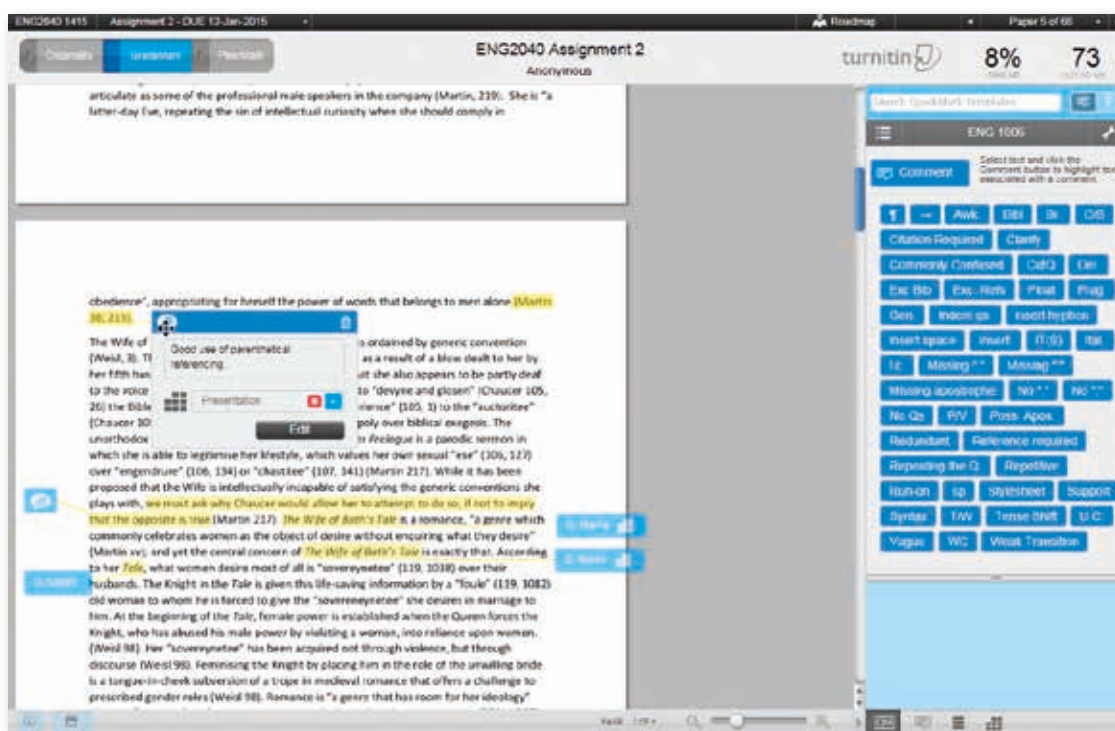


Class Homepage Assignment Screen



Assignment Inbox

advantage of Gradermark over other assessment mechanisms is immediately apparent: examiners mark up essays, which means that in addition to a qualitative general comment on the essay as a whole, students have both strengths and weaknesses highlighted on the script itself. If this sounds like a laborious business, the task is eased by the deployment of 'Quick Marks'. These are prefabricated comments, designed by the convenor and examining team, with a specific focus on technical



Script with Quick Marks



Rubric sidebar

aspects of writing, such as grammar, syntax, development of argument, use of citations, presentation, and so on. Examiners select a given sentence or paragraph and apply a Quick Mark where necessary, or they can write an open comment responding to a given point or issue.

Feedback has two further stages: once the essay has been marked up, a general comment is then produced. But in my view, GradeMark's most useful feature involves the calibration of marks according to the School's assessment criteria, under a menu GradeMark refers to as the 'Rubric'. Each Quick Mark can be mapped onto one or another of our assessment criteria, and as the essay is marked, the system collates feedback against each criterion. Criteria are banded between 1 and 5, where 1 applies to a 'fail' and 5 to a first class mark. This mechanism is particularly useful in cases of borderline marks. For example, where a student's essay has garnered a mark of 68 but has

elements of first class work, mapping performances onto the Rubric allows an examiner to indicate which aspects of the essay (for example, 'analysis', 'argument', 'knowledge', 'relevance' or 'presentation') are first class, which upper second, and so on. This has usefully fine-tuned the sorts of marks I issue and has, I believe, made me a better, fairer examiner.

The marking process is a little more time-consuming than our previous practices, but the benefits for students are considerable. Responses to GradeMark have been universally positive and in some cases as an examiner I have seen students explicitly address problems highlighted in their first assignments in their second essay, with the result that their marks improve considerably. In the case of one ambitious and self-motivated Stage Two student, her first assignment was marked at 58 and her second at 73, as she had carefully addressed the structural and stylistic issues identified in her first assignment.

When I met her after the publication of results, she stated, 'I couldn't have done it without GradeMark.' I can't think of a better justification for full implementation of the platform.

If and when that happens, it would be desirable to have GradeMark communicate effectively with our other VLE platforms: in other words, when a student receives her QOL login, that should function as her login to GradeMark too; when students sign up for modules, these should be auto-populated in GradeMark. Whether QOL and QSI have this flexibility is open to question, but I can state with confidence that GradeMark is an educational platform which is genuinely fit for purpose.

The application of VoiceThread (VT) to large group tutorials

By Dr Brendan Murtagh, School of Planning, Architecture and Civil Engineering (SPACE)

This article was first published in *Reflections* in June 2015

VoiceThread (VT) is a web-based application that allows you to use media images, videos, documents and presentations as a basis of a discussion between lecturers, tutors and students (see <http://voicethread.com/>). It is especially useful for delivering online tutorials where there is large group of students from different pathways on a single module. In Planning, we received technical support and development funding from the E-Affect team to pilot test the concept and have now mainstreamed it in our undergraduate BSc Planning programme.

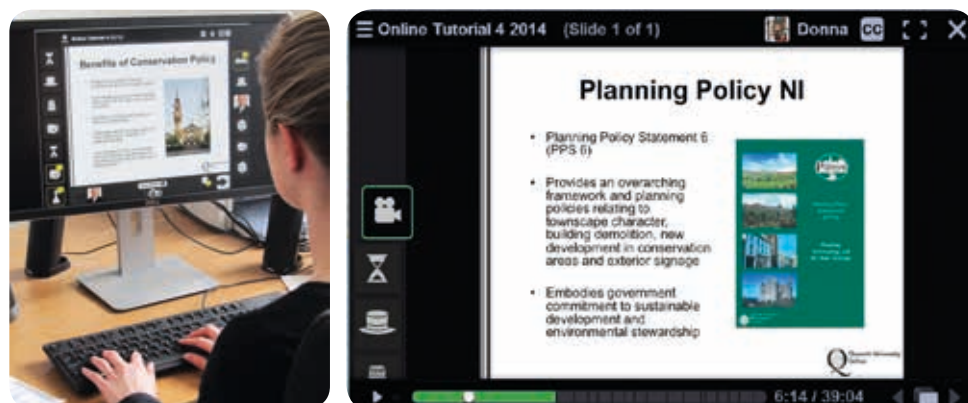
Format of the VT tutorial

Voices, videos and images are effective forms of communication, especially for subjects such as Planning which are more visual, spatial and rely on a range of graphic media, maps and environmental perspectives. Students can access the information on their computer, tablet or mobile phone and make voice comments, type responses or even make a doodle drawing on the screen.

We initially designed four tutorials on a first year module (Spaces, Places and Plans) that involved students from Planning, Agri-food and Land Use, and Geography. These were conducted every second week and were interspersed with face-to-face tutorials. Each tutorial was effectively a 15-minute voiced-over set of PowerPoint slides formatted as a MP4 video file (although VT software will enable you to construct a range of formats for the presentation). This allowed us to embed short clips, pause, insert questions and leave

space for responses. The images below are taken from a tutorial on conservation and heritage protection and the icons around the screen identify individual students and link to their (usually typed) contributions.

VT Screen for a tutorial on Conservation Policy in Northern Ireland



Participation and engagement

We evaluated the tutorials through a short e-survey, an analysis of usage patterns and a series of group discussions at the end of the module. There were around 12 students per tutorial and 6 tutorial groups that were subdivided by discipline. Interestingly, few students used the VT app to view it on a tablet or mobile phone with the vast majority watching on their PC (often with multiple reruns to deepen their understanding of the material). Taking the four tutorials as a whole, 42% (30 out of 72) made no comment at all and whilst the table below shows the average contribution was low, it did improve as experience and confidence with VT increased. In broad terms, participation rose to nearly seven comments per tutorial with the more engaging topics and better designed materials inviting higher participation levels (a mean of 12 would indicate that every student made approximately 1 comment per tutorial).

Tutorial	1	2	3	4
Mean	4.9	7.4	6.7	7.3

Student satisfaction

Students in general found the tutorials useful, effectively integrated with the lectures and well-paced. For example, 56% of respondents to the e-survey felt that they helped with their revision, 59% found the comments of other students useful and 50% indicated that they got more from each tutorial as they became more experienced with their use. Some of the qualitative comments also highlighted the flexibility, accessibility and ease of use of the resources:

“ I visited the tutorials each more than once, but just made one comment having researched beforehand. I liked engaging with new technology and liked that I could access the tutorial multiple times. ”

“ It was clear, which made new topics easier to grasp than reading a paper for example. ”

“ (I liked) the fact that I could go on and use it whenever I wanted. Also there was someone talking and not just having to read the screen. ”

“ Had a week to do it, therefore not restricted by time (it was a) fresh way of learning. ”

Some negative points, however, included that 69% of respondents felt that they were not sure what to write and found it hard to enter the discussion, and 69% said they preferred face-to-face tutorials. Others felt they were overlaboured or that they as students had little that was new to offer in terms of a comment:

“ I often took multiple re-runs before I had gathered enough information to make a comment. ”

“ While I did find the VT tutorial interesting, I didn't partake in making a comment as the majority of the answers were the same and there was nothing really for me to add to them. ”

“ Personally, I would prefer face to face tutorials as they would allow me to easily express my opinion. I think online tutorials are very time consuming and require internet access in order to present my comment/argument. ”

“ The fact there was someone talking and information on screen at the same time, it could be confusing at times. ”

Implications

Overall, VT provided an effective and flexible learning tool for our larger modules involving students on multiple pathways and we have extended its use at both Level 1 and Level 2. Students like the flexibility, its accessibility, especially as a revision tool, and find it comparatively easy to engage. As staff, we have also become more experienced in its use, moderating and stimulating the discussion and providing real time feedback to maintain engagement. It is comparatively expensive as the licence is around \$1000 for 12 months and 500 individual users, so it makes sense to operate it at a School-wide or even Faculty level. It is easy to set up but obviously takes time and resources to assemble the initial materials.

The screencast literature stresses the importance of integration with other learning methods, including face-to-face tutorial and lectures, and on its own VT would be limited. However, in term of engagement there was a comparatively high level of use of the case studies covered in the VT tutorials to answer examination questions, which was sometimes at the expense of reading the referenced texts (especially by weaker students). It was, for some, a shorthand revision method and there is a danger that if overused it could displace wider reading and critical thinking. Overall, our assessment would be that VT has significant potential as a tool in diversifying teaching, reaching students with different learning styles and capabilities, and covering material in a depth that may not always be possible in formal lectures.

Audio Feedback

by Gill Kelly, Centre for Educational Development

This article was first published in *Reflections* in June 2012

e-affect

e-assessment and feedback for effective course transformations

The use of audio feedback has been explored in a range of Higher Education projects in recent years. The ASEL Project at Bradford University noted that audio feedback was more personal and rich, that it could support different lecturer styles for giving feedback and it was well received by the students.

Use of screencasting tools which allow the recording of verbal and written comments associated with an onscreen copy of a document is a popular method of providing media-enhanced feedback, but there are two contexts in which the ease and immediacy of audio recordings can be an advantage:

(i) Generic Feedback

The use of audio to give generic feedback to the whole class after an assignment in a quick and timely fashion has been highlighted by Andrew Middleton of Sheffield Hallam University in his blog on educational podcasting. He states that generic feedback should

- Be meaningful to all who receive it so they will use it and learn from it.
- Give an indication to the student of what to do with it ie "instructions about the use of the feedback should be embedded in the language of the feedback itself".
- set up the expectation that the learner will respond, and each point is accompanied with a clear suggestion about how they could take action now and later.
- encourage each student to engage with the feedback and think how it applies to them.

(ii) Non-written tasks

In her JISC funded AFAL project at Aberystwyth University, I-Chant Chiang concluded that audio recordings are particularly appropriate for non-written tasks eg presentations, role plays, clinical practicals etc. The advantage here is that a brief feedback summary can be generated soon after the task and immediately sent to the student.

Structuring Audio Feedback

Bob Rotherham of the JISC funded "Sounds Good" Project makes practical recommendations regarding the structure of a good piece of audio feedback. That it should:

- Have a length of up to 3 or 4minutes (but longer for post graduate theses)
- Make reference to the assessment details and assessment criteria as necessary
- Contain some summary comments (planned in advance)
- Be recorded in chunks (using the pause button for breaks)and mistakes should be edited out later
- Have a friendly introduction with reference to the assignment being addressed
- Contain an outline of the elements of the forthcoming comments
- Consist of a range of comments working through the essay
- Include an explanation of the thinking that led up to the mark awarded (where a mark is given)
- Contain a few reasonably attainable suggestions for improvement
- Have a friendly close

Finally, he recommends that if the mark is included at all (it might, for example, be made available separately or later) it would be good to give it at the end.

Recording audio feedback on your smart phone

Recordings can be made on a smart phone and saved in MP3 file format (which is easy for students to play). Android and iPhone instructions for this are available from Gill Kelly, CED g.m.kelly@qub.ac.uk.

Distributing Audio Feedback

Generic Feedback can be uploaded into the Resources area of your Queen's Online module for all your students to listen to. It is possible to distribute individual feedback to students through the Assignment tool in Queen's Online. If the files are saved with the student number contained in the filename they can be uploaded individually, or to save time be placed in a zipped folder which can be uploaded to the Assignment tool.

<http://aselproject.wordpress.com/2008/02/15/hello-world/>

<http://podcasting-for-lta.blogspot.co.uk/2010/09/why-all-academics-should-use-generic.html#links>

<http://sites.google.com/site/audiofeedbackuk/>

<http://sites.google.com/site/soundsgooduk/>

Prepped for University - Library Services workshops

By Norma Menabney, Subject Librarian (Arts, Humanities and Social Sciences)

Library Services has been running a series of student workshops and training days for year 13 and 14 post primary school students and school teachers, librarians and careers advisors. Prepped for University and Train the Trainer are transition skills (TS) programmes that address a range of information literacy (IL) skills and aim to equip students for arrival at higher education institutions.

It is widely recognised, nationally and internationally, that students face a number of IL challenges in the early days of their degree programmes. This is due to the very different learning style and IL concepts that are essential components of HE but which are not part of the learning process up to A level. For example, while students in higher education need to know what a journal article is, what it looks like and how to find it, there is no reason why they should know this since the school curriculum has no requirement for pupils to make use of journal articles.



In a broader context, students who have achieved high grades to get to university can struggle to understand the structure of reading lists

and how to source what they need to read, leading to a fall in confidence. Library and School induction programmes are provided during Welcome Week and beyond, but these cannot fully meet the training needs as the skills are not in place early enough nor are they in the context of current activity.

The Library workshops for year 13 and 14 students are designed to embed an understanding of HE IL concepts through real world examples and topics that are closely aligned to the students' interests and some QUB research areas. More specifically, the programme includes:

- an introduction to journals and articles;
- working from the original research to the published work;
- understanding reading lists;
- writing a bibliography;
- plagiarism.

Real world examples are used in searching the web effectively and evaluating websites. Dr Helen Dixon provides social media and email etiquette guidance, allowing students to gain a clear understanding of how to use both in a world where rules apply. Workshops last 90

minutes with 5 running during March and April and a further 5 booked for August and September.

The Library also provided training for 43 post-primary school staff. It is anticipated that year on year the content of this programme will be embedded into the school curriculum by school staff as each new class of A Level students begin their studies. Working through each of the student workshop elements, this training also incorporates methods of embedding skills. Queen's academic staff provided valuable support during these sessions, including Dr Ian Campbell and Dr Andrew Holmes from the School of History and Anthropology who spoke about the academic expectations and challenges encountered by students.

The Queen's Library programmes were established after consultation with academic staff and an open discussion at the Information Literacy and Transition Skills Forum held at the McClay Library in November 2014. This was attended by representatives from 48 post primary schools, the Northern Ireland Education Authority and Queen's librarians. Current IL skills in schools and the HE IL skills gaps were clarified and content was designed collaboratively. Schools across Northern Ireland have been very positive in their support for the programmes, allowing teaching and library staff to attend the discussion forum and facilitating students to attend the workshops. In both cases the Library acknowledges that this is a considerable commitment. Post-programme feedback and follow-up has been very positive with many schools developing a structured transition skills programme and including new IL elements in the class curriculum.

An online library guide is being designed to support teachers, librarians and potential students who attend the workshop either at the McClay Library or in their school. In addition, a mailing list has been established to ensure all schools are kept up to date with new free transition skills resources and support for teachers and librarians.



It is anticipated that those pupils who have attended a transition skills course, whether at a Queen's workshop or directed by their own teachers, will be better placed to begin their studies and engage in their degree with a clearer understanding of HE expectations.

The Library intends to increase the reach to post primary schools during 2016 offering further workshops and training events. It will also design content to project or subject needs.

Mental Health Awareness week: a student-led session exploring contemporary themes related to anxiety and depression

By Paul Canning, Karen Galway and Jean Nugent, School of Nursing and Midwifery

Mental Health Awareness week is a national campaign promoted by the Mental Health Foundation that runs every May. Queen's University Belfast (QUB) Staff Wellbeing Team plan and organise a range of events to complement the national efforts taking place in workplaces, schools, hospitals and communities to promote positive mental health and challenge the stigma that can prevent people seeking appropriate support. This year, the School of Nursing and Midwifery was invited to take part. Teaching staff in the School translated this offer into a learning opportunity for the mental health nursing students in Year 2 of the BSc Nursing programme to develop and facilitate an event. This article briefly describes the process that followed, in relation to the students' wider learning and development.



Figure 1 Year 2 BSc. Mental Health Nursing Student Volunteers

Mental Health nursing students at Queen's undertake a 3-year programme of theory and clinical practice placements. In Year 2, the students focus on field-specific mental health modules and learning. Staff from the mental health team initially liaised with the Staff Wellbeing Team to ascertain and agree an appropriate slot for hosting an event for all employees across the University. Consideration had to be given to the students' academic workload, which at this time was considerable, being in the lead-up to a very busy period of assessment. It was decided that, in order to reduce undue pressure, students would be offered the chance to volunteer for involvement.

The proposal to develop a student-led session was presented to the students in class and followed up by an email, which was sent to all 48 Year 2 mental health students, as a way of providing further explanation of how the proposed event might be coordinated. A date was then set to establish the level of interest and

to brainstorm any initial thoughts and ideas. A very enthusiastic group of 16 students attended the initial meeting facilitated by Paul Canning (Lecturer in the Mental Health Team). Students very quickly took the initiative to address two topics; anxiety and depression in the contemporary context of the use of social media. They divided themselves into two working groups and arranged a time to meet for further review. Effective organisational and communication skills were demonstrated by the students who used social media to share ideas and make decisions when not in university. Further review sessions as well as a practice delivery session were facilitated by three lecturers in the Mental Health Team (Paul Canning, Karen Galway and Jean Nugent), to provide guidance, support, feedback and encouragement.

The lunchtime session was held on 12 May 2015. The event was well attended by University employees from a variety of settings and Schools across the University. The title of the session was 'A student-led session exploring contemporary themes related to anxiety and depression'. The students provided two linked presentations using a variety of audio-visual media, and contributed to a lively discussion with attendees afterwards. Verbal feedback from attendees and from the Staff Wellbeing Team was very positive. A good level of discussion ensued in relation to anxiety and depression and the wider challenges we face in overcoming mental ill-health. The exploration of contemporary themes in relation to the use of social media was also well received. Presenting the contrast between the potential positive impacts and the potential negative impacts of our use (and abuse) of social media on mental health and wellbeing proved to be an interesting approach taken by the students which struck a chord with attendees.

The Staff Wellbeing Team gathered email evaluations that supported the initial impressions gathered regarding expectations, the value of discussion time and recommendation of the event to others. Attendees also valued the

knowledge of the student presenters and provided useful constructive criticism on the delivery of information. This feedback was also provided to the students who expressed a strong sense of achievement, and some relief! There is no doubt that the development and facilitation of such an event for members of staff within the wider University was a challenge for Year 2 undergraduates, but one which they approached in a professional and enthusiastic manner.

Reflection upon this project highlights the importance of supporting students to develop the broader skills and qualities of 'graduateness'¹ whilst studying here at QUB. The independent nature of a student-led approach proved an excellent opportunity to develop and enhance skills such as: organisation, team work, public speaking, reflectiveness and problem-solving, outside timetabled teaching and without the pressure of assessment. It also provided the students with an opportunity to consolidate, demonstrate and practically apply their field specific learning². These are skills that the students and their employers will value when entering their chosen profession of Mental Health Nursing. Student achievement in facilitating this session to the wider University staff body was then circulated via Twitter and Facebook.

Having successfully engaged with staff, the Mental Health Nursing students are now seeking to use this experience and confidence to consider how the session may be altered, enhanced and developed for the benefit of students studying at the University. Thought is also been given as to how students may fundraise to promote positive mental health and reduce stigma, and we hope this will become an annual part of Mental Health Awareness Week at Queen's.

Overall, this experience has been very positive for students and rewarding for the staff involved. It was very pleasing to see the students deliver evidence-

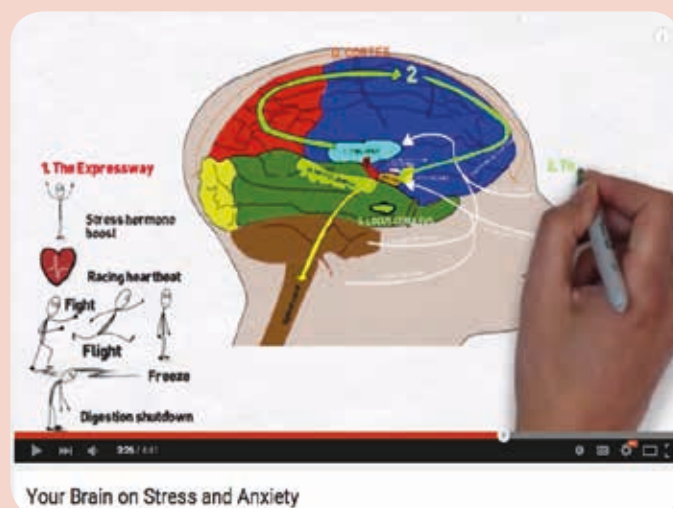


Figure 2 Screenshot from the student presentation. Your Brain on Stress and Anxiety by John Kenworthy, available at <https://youtu.be/gmwiJ6ghLIM>

based mental health awareness content that they had carefully researched and gathered for the purpose, with only minimal guidance and support from staff. The opportunity to work alongside the students in the development and facilitation of such a project complements the belief that truly authentic education is not carried out for the student, but rather *with* the student. It also eloquently reflects the collaborative approach that is necessary when working in the field of mental health, which is by nature a multi-disciplinary endeavour. By embracing such an approach we, as staff, may indeed help to encourage a truer attainment of *wisdom*, at the avoidance of a mere *acquisition of knowledge*. We recommend that seeking out and embracing such learning opportunities should be considered by all teaching staff across the University.

1. Freire, P. (1972) *Pedagogy of the oppressed*. London: Sheed & Ward.

2. Hill, P and Tinker, A, (2013) Integrating Learning Development into the student Experience. *Journal of Learning Development in Higher Education*. Vol. 5 [Online] Available: <http://www.aladinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path%5B%5D=172> [Accessed 26/6/15]

Supporting student learning through engaged research

By Dr Emma McKenna, Science Shop

Over the last number of years, there has been an increased focus on building student skills and enhancing employability. The Science Shop supports student employability by using research or private study spaces within degree programmes (for example dissertations, some types of work placement or applied research projects) to give students an opportunity to carry out research in response to the needs of a community based organisation. This kind of applied research not only encourages students to better understand the relevance of their studies to society but also adds to the skills base they develop through their research. We carry an extensive list of research projects (see www.qub.ac.uk/scishop) and work closely with module convenors and supervisors in academic departments across the University. In the 2014-15, we engaged 270 students in completing 64 projects for 37 different organisations across Northern Ireland, and worked across 10 Schools and 23 academic pathways to deliver these projects at both postgraduate and undergraduate levels.



EnRRICH Consortium

Taking on a piece of applied research, mostly in final year undergraduate or as a Masters dissertation, is challenging for students. As a result of discussions with staff, we started to ask ourselves: what are the things we can do at an earlier stage in the curriculum to support students in building their skills, so that they can tackle an applied research process more easily? The issue arose of exposing students to some of the ideas and processes of engaged research at an earlier stage in order to better prepare them for a dissertation or research project. We were aware that exploring this further would take additional resources and decided to explore securing additional funding. This issue resonated with colleagues in our international network of Science Shops and with

policymakers, particularly in the European Commission's Research Directorate, who were increasingly concerned with the question of how to encourage citizens to participate in research. There was agreement that encouraging students to participate in engaged research at earlier stages in the curriculum could be one element in promoting research mindedness amongst European citizens and that this idea was worth further exploration.

Responsible Research and Innovation

This process fitted well within the framework of the European Commission's Responsible Research and Innovation (RRI) approach, which focuses on the involvement of all stakeholders, including researchers, industry, policymakers and civil society organisations, and will be more familiar in the UK as part of the broader public engagement with research agenda. According to the Commission, 'The grand societal challenges that lie before us will have a far better chance of being tackled if all societal actors are fully engaged in the co-construction of innovative solutions, products and services. Responsible Research and Innovation means that societal actors work together during the whole research and innovation process in order to better align both the process and its outcomes, with the values,

needs and expectations of European society'.¹ RRI refers not only to policy agendas in research such as ethics, public engagement, science education, gender and open access, but also to particular types of research processes. The EC-funded RRI Tools project refers to these as 'inclusion and diversity, openness and transparency, anticipation and reflection, responsiveness and adaptive change'.²

EnRRICHing the Curriculum in Higher Education

In response to some of these discussions, as part of Horizon 2020, the European Commission's Science With And For Society unit called for proposals to address the need to develop RRI through academic curricula. Together with Vrije Universiteit Brussel, we led a project proposal 'Enhancing Responsible Research and Innovation through Curricula in Higher Education' (EnRRICH). Despite strong competition, the proposal was successful and received funding of €1.5m in July 2015. It involves 13 partners across 10 European countries – Belgium, France, Germany, Hungary, Ireland, Italy, Lithuania, the Netherlands, Spain and the UK. It also has an international advisory board which includes representatives from Australia, Canada, India, Malaysia and South Africa amongst others.

This project aims to improve the capacity of students and staff in higher education to develop knowledge, skills and attitudes to support the embedding of RRI in curricula. It will identify, develop, pilot and disseminate good practice and relevant resources to embed the 5 RRI keys in academic curricula across Europe. It aims to create a better awareness of, and enhance the policy context for, RRI in curricula with a goal of producing more responsible and responsive graduates and researchers. It runs from July 2015 – December 2017.

What does this mean for Queen's University?

Our first task within the programme of work is **identifying modules which offer good practice in engagement through the curriculum within Queen's and bringing them to wider European attention**. This will also involve stimulating discussion on RRI in academic curricula, an issue which is currently emergent and will require some unpicking. We have already begun the discussion in the University with academic colleagues who have supported Science Shop projects and class projects but we are keen to open the conversation more broadly across the University. We are also interested to hear from staff who have modules or programmes they would like to highlight.

The next stage will involve **bringing models of good practice from other European countries into Queen's**. Our goal will be to support academic colleagues who might be interested in trialling engagement through the curriculum. The project is flexible in terms of how we do this, and we are interested in talking to any member of staff who has an idea. We can also draw on the resources of our colleagues across Europe for models of practice to support this work.

As part of the project, there will also be a conference in Dublin which will run 20-22 June 2016 and we would encourage members of staff who are interested in sharing or developing their practice to consider attending. Further information is available on the Science Shop Network website <http://www.livingknowledge.org>

To find out more about the EnRRICH project contact Emma McKenna or Eileen Martin at The Science Shop science.shop@qub.ac.uk or see the EnRRICH website www.enrrich.eu¹

1. European Commission (2012) 'Responsible Research and Innovation: Europe's ability to respond to Societal Challenges' https://ec.europa.eu/research/swafs/pdf/pub_public_engagement/responsible-research-and-innovation-leaflet_en.pdf Accessed 31/8/15

2. Kupper, Frank; Klaassen, Pim; Rijnen, Michelle; Vermeulen, Sara; Broerse, Jacqueline (2015) 'D5.1: Report on the Quality Criteria of Good Practice Standards in RRI' Available http://www.rri-tools.eu/documents/10182/18424/D1.3_QualityCriteriaGoodPracticeStandards.pdf/f7a1d707-5e54-48cb-949b-053dc7c6f36f.p5 Accessed 31/8/15

Bioscience Workplace study tour

By Mark Gallagher, School of Biological Sciences



Group photo

In June 2015, Queen's School of Biological Sciences, in partnership with the Queen's Careers, Employability and Skills service organised a pilot 'Bioscience Workplace study tour' to the Golden Triangle area of England. Students in the School applied competitively to secure a place on the programme which ran from June 10th to June 12th following the University exam period.

Over a three day period, fourteen undergraduates from the School visited a range of Biotechnology and Pharmaceutical employers, primarily based in the Cambridge and Oxford areas, which is home to many of the UK's leading Science employers. Employers involved in the programme included global leaders such as GlaxoSmithKline (GSK) and Pfizer, as well as a number of cutting edge biotech companies including PsiOxus Therapeutics and Immunocore. In addition, a skills-based session was delivered to the students by SRG, the UK's leading scientific recruitment agency.

The aim of this project is to provide a quality careers educational experience to students in the School of Biological Sciences who have expressed an interest in working in the Biotechnology and Pharmaceutical industries. These sectors in Northern Ireland are small and one of the key aims of the project was to

“ I found speaking with graduates at the Alumni Event to be quite an eye opening experience. It was interesting to hear from someone currently going through the process of vetting applicants for a position, and what she was looking for. It was also quite encouraging to see just how far a degree in Biology could take you, and what sort of career building opportunities assisted her. ”

“ I have always been aware that I would have to move to pursue a career in science. Going on this tour, seeing the workplaces and the Oxford/Cambridge area has settled my nerves about moving. The location of the 'Golden Triangle' for biotech companies is very handy. The number of airports around means I won't have to worry about how to get home if I needed, and my family can visit me very easily ”

“ By talking to the locals at the Alumni event the cost of living is lower and there is easy travel to London, Liverpool and Manchester where new upcoming small industries are beginning to arise ”

expose students to a range of GB-based companies working in these areas and to develop links with employers outside Northern Ireland.

The School of Biological Sciences has an established work placement programme currently in operation with an increasing number of students interested in placement opportunities in this area.

With this increasing student demand, there is a requirement to establish opportunities for Queen's students outside Northern Ireland, to raise students' expectations and ambitions to work in this sector, and this successful three-day pilot was a step towards doing that. To conclude day two of the tour, an Alumni evening was hosted at the Cambridge Gonville Hotel. It was a wonderful evening with a number of Queen's Alumni in attendance who were very happy to share their experiences of living and working in the area.

The programme is Degree Plus accredited and presented students with significant career development learning opportunities, which they captured through reflective assessment, based on the impacts on their career thinking as well as skills developed throughout the programme elements. All participating students returned to their studies at Queen's during semester one of 2014-15, and the final aspect of the tour programme included a peer to peer dissemination event held in the Student Guidance Centre, where participants presented to their peers in Biological Sciences, and shared their experiences during both a speed and informal networking session.

The 2015 tour was a pilot tour and it is expected this will evolve into an annual tour.



QUB Alumni John Raffan formerly of University of Cambridge with some students, Conleth Burns (QUB Employer Engagement) and Dr David Timson formerly QUB School of Biological Sciences



Kerry McIlwane, Mark Gallagher (QUB School of Biological Sciences), Siobhan McNally, Ruth Muckian (Law graduate), Hannah Rooney, Amy Rooney, Francesca Ross

Queen's University Teaching Awards

In 2015, nine Teaching Awards were awarded to colleagues from across the University. The Teaching Awards scheme has four categories – Experienced Staff (colleagues teaching or supporting learning for five or more years), Rising Stars (less than five years), Excellence in Teaching in a Team, and a Student-nominated category.

The Student-nominated category is promoted to students by the Students' Union. Students can nominate a lecturer by e-mailing the Centre for Educational Development (CED) with a short paragraph outlining why they and their classmates (a minimum of four per nomination) believe their nominated lecturer deserves an Award. CED then contacts the lecturer, informs him or her of the nomination and invites them to put forward an application for consideration by the panel.

The 2016 Teaching Awards Scheme is now open and further information and application forms are available on the CED website at

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/PromotingGoodPractice/QUBTeachingAwards/>

Details of the 2015 Award recipients and their accompanying citations are given below.

Student-nominated category

Dr Andrew Thomson,
School of Politics,
International Studies
and Philosophy



This Teaching Award in the Student-nominated category is presented to Dr Andrew Thomson, School of Politics, International Studies and Philosophy. Dr Thomson provides an active and interactive learning experience that helps his students appreciate how political theory links to real world policy-making. His approach to assessment develops students' skills that will be relevant in the workplace. In their nominating statement, his students particularly noted his "innovative forms of assessment" and "his feedback to students".

Mr Aidan McGowan,
School of Electronics,
Electrical Engineering
and Computer Science



This Teaching Award in the Student-nominated category is presented to Aidan McGowan, School of Electronics, Electrical Engineering and Computer Science. Mr McGowan uses a student-centred approach to provide a dynamic and personalised learning experience for his students and uses technology, such as lecture capture, to support student development. His practical approach to learning helps prepare students for the workplace. In their nominating statement, his students stated that, "Aidan McGowan has, from the first lecture, been a highly successful communicator and mentor."

Professor Danny
Crookes, School of
Electronics, Electrical
Engineering and
Computer Science



This Teaching Award in the Student-nominated category is presented to Professor Danny Crookes, School of Electronics, Electrical Engineering and Computer Science, an experienced teacher delivering an innovative module that tackles the pedagogical challenge of teaching maths to large groups of students with differing maths experience. Professor Crookes uses a range of approaches and resources to appeal to different learning styles. In their nominating statement his students noted that Professor Crookes, "encourages collaboration by making the classes interactive and provides a clear understanding of the topic."

Neil Anderson, School of Electronics, Electrical Engineering and Computer Science



This Teaching Award in the Student-nominated category is presented to Neil Anderson, School of Electronics, Electrical Engineering and Computer Science. Mr Anderson provides an active learning experience for his students in a supportive and feedback-rich environment. His approach to assessment engages students in group work and develops team working and interpersonal skills important for their future careers. In their nominating statement his students noted that, *"Neil is an enthusiastic lecturer who has a unique way of connecting with students enabling them to understand complex concepts."*

Professor Chris Irwin, School of Medicine, Dentistry and Biomedical Sciences



This Teaching Award in the Student-nominated category is presented to Professor Chris Irwin, Centre for Dentistry. Professor Irwin has introduced a number of measures to improve student confidence and prepare them effectively for their future careers. His assessment encourages student reflection on their learning and he provides them with meaningful, individualised feedback. In their nominating statement, his students noted that *"he is an excellent lecturer, clinical tutor and mentor to all students."*

Sustained Excellence

Dr Jennifer McGaughey, School of Nursing and Midwifery



This Teaching Award for Sustained Excellence is presented to Dr Jennifer McGaughey in the School of Nursing and Midwifery. Dr McGaughey is an enthusiastic and innovative teacher who uses a wide range of carefully structured resources to enable her students to engage with the learning process and build confidence. She actively seeks out and uses learner feedback to evaluate and update her teaching.

Rising Stars

Dr Ciara Hackett, School of Law



This Teaching Award in the Rising Stars category is presented to Dr Ciara Hackett, School of Law, for a thoughtful and student-centred approach that provides a relevant context for her teaching and assessment. She uses a range of innovative techniques to motivate and engage her students with their learning and improve student performance.

Dr Luke Moffett, School of Law



This Teaching Award in the Rising Stars category is presented to Dr Luke Moffett, School of Law. Dr Moffett's passion for his subject inspires his students to learn and he employs a range of carefully planned and innovative techniques, including e-learning, to engage his students and assess them effectively.



Social Work team

Team Category

Dr Janet Carter Anand, Dr Gavin Davidson, Professor John Pinkerton, Dr Anne Campbell and Dr Katharine Dill, School of Sociology, Social Policy and Social Work

This Teaching Award is presented to a team in Social Work for the careful development of an integrated approach to internationalising the Social Work programme. Their students are offered a wide range of global opportunities and are actively involved in the production of the programme, which is having a national impact.

Tell us about your good assessment practice...

The Centre for Educational Development is interested in gathering further case studies on assessment and feedback approaches. If you recognise that you have already implemented innovative assessment approaches or have well-established large scale examples similar to those included in this edition of *Reflections*, and you would be interested in sharing your practice with other colleagues, please get in touch with Karen Fraser at k.fraser@qub.ac.uk. Case studies could take the form of video case studies, written case studies, posters and/or dissemination events.

CED Continuing Professional Development Workshops, January – June 2016

To book a place, log onto Queen's Online (<http://www.qub.ac.uk/qol/>) , then select *Training Courses* from the list on the left of the page and follow the link for 'iTrent Self Service'.

JANUARY				
19	Jan	2016	An Introduction to Queen's Online for Learning and Teaching	2 pm – 5 pm
20	Jan	2016	Laboratory Demonstrating	2 pm – 4.30 pm
22	Jan	2016	Small Group Teaching	10 am – 12.45 pm
27	Jan	2016	Preparing and Giving Lectures –Tips and Theory	2 pm – 4.45 pm
FEBRUARY				
10	Feb	2016	Using GradeMark to Give Feedback	2 pm – 4.30 pm
10	Feb	2016	Dynamic PowerPoint Presentations	2 pm – 5 pm
10	Feb	2016	Small Group Teaching	2 pm – 4.45 pm
17	Feb	2016	Using TurnitinUK Originality Checking Software	2 pm – 4.30 pm
24	Feb	2016	Creating Interactive Learning Resources Using Excel 2013	2 pm – 5 pm
MARCH				
2	Mar	2016	Adaptive Assessment using QuestionMark	2 pm – 4 pm
9	Mar	2016	Using Technology to Enhance Online Learning	2 pm – 4 pm
APRIL				
6	Apr	2016	Using the Personal Response System in your Classes	2 pm – 4.30 pm
13	Apr	2016	Using Computer Assisted Assessment	9.30 am – 4.30 pm
13	Apr	2016	Evaluation of Teaching	2 pm – 5 pm
20	Apr	2016	Flipping the Lecture	2 pm – 4 pm
27	Apr	2016	Becoming a Fellow of the HE Academy	2 pm – 4.30 pm
MAY				
4	May	2016	Small Group Teaching	2 pm – 4.45 pm
JUNE				
17	June	2016	Using Computer Assisted Assessment	9.30 am – 4.30 pm
21	June	2016	Being an Adviser of Studies	10 am – 12.30 pm