

INTERNATIONAL ASSESSMENT IN HIGHER EDUCATION CONFERENCE

**22-24 June 2022
Manchester, UK**



**University of
CUMBRIA**



Welcome to the AHE Conference 2022

Colleagues

On behalf of the executive committee, welcome to Manchester for the Assessment in Higher Education (AHE) conference of 2022. Our conference brings together many of the leading researchers and academic developers who are focused on assessment and feedback in higher education. We know that well-designed assessment with feedback is a powerful driver of student approaches to learning. However, assessment is entangled with issues of academic standards, quality assurance and student satisfaction, and this has made it difficult for many institutions and programmes to move strongly towards more effective research-informed practice. The conference provides opportunities to share critical evaluation of innovative assessment and feedback practice and current research into assessment and feedback and its impact on learning. The presentations are scheduled to split 50:50 between presentation and discussion and breaks are included to allow informal discussion and networking. We value dialogue, which involves checking understanding, building on the ideas presented, offering appropriate challenge and suggesting alternative perspectives. The committee works hard to create a friendly and welcoming learning environment but with an emphasis on pursuing the critical development of research-informed practice in assessment and feedback. Please contribute to creating a positive atmosphere by making every effort during conference to introduce yourself and talk to colleagues in between sessions, in the queue for coffee or lunch, at the exhibitor stalls, at dinner and in the bar.



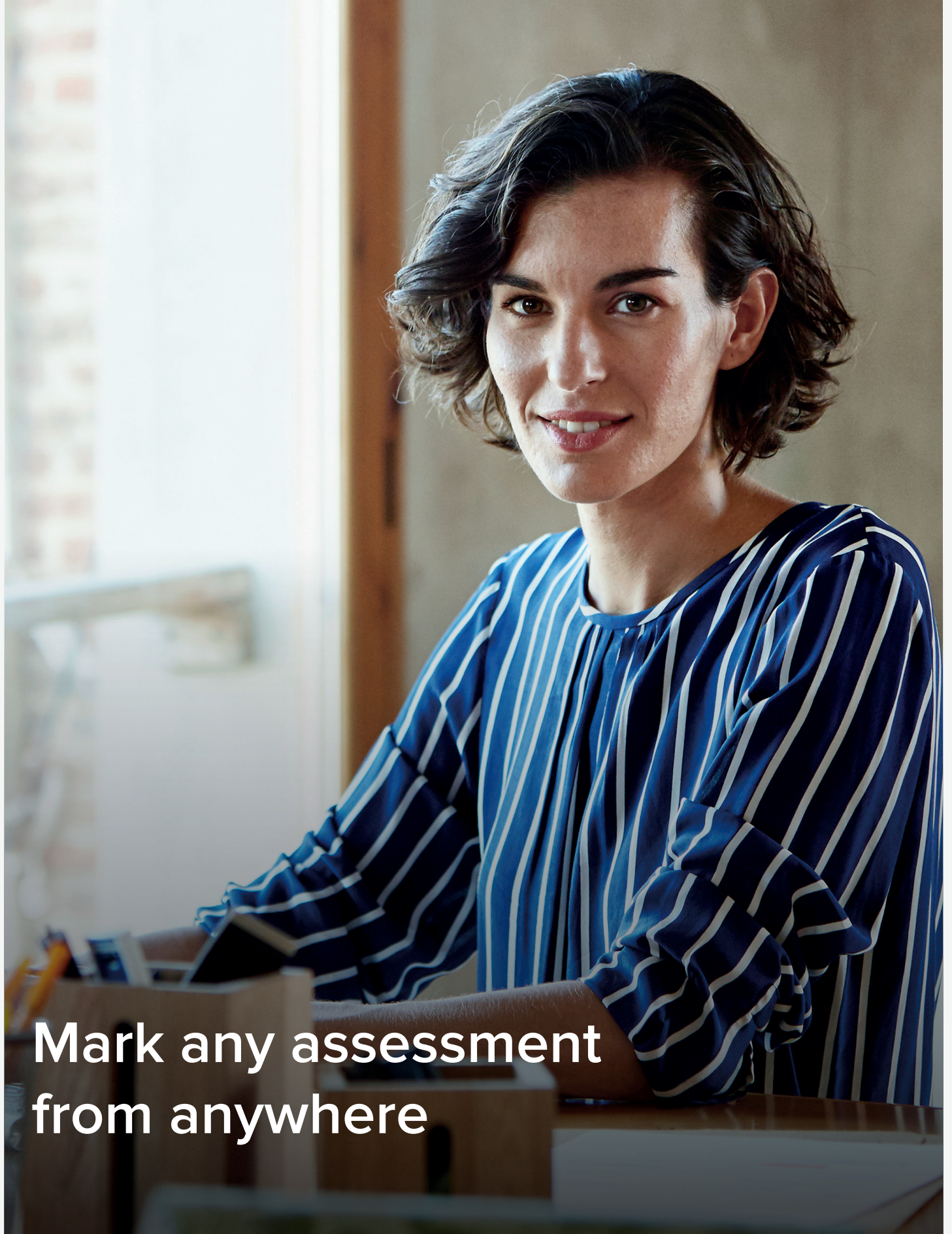
Our keynote speakers are Professor David Boud of Deakin University, Melbourne and Professor Naomi Winstone of the University of Surrey. Both speakers will offer provocative keynotes to challenge our thinking and provoke debate. David will develop a forward-facing view of development in assessment and feedback, including a critique of widespread currently ineffective practices across higher education. Naomi will focus on problems around feedback in higher education. In particular she will focus on the discourse around feedback, its influence on practice and impact on students.

The conference masterclasses offer practical workshop activity on an aspect of assessment and feedback or a related issue. The conference presentation formats include mini-keynotes, research and evaluation presentations, poster and pitch, and round table discussions. The presentations cover a very wide range of issues related to assessment. Scanning the programme for topics you will find: feedback literacy; technology, including lessons learned from recent experiences of online assessment; academic integrity; equity; ableism; mitigation; social justice; tutor intercultural competence; test anxiety; authentic assessment; institutional change; self-regulation; learner identities; student agency; social identities; gamification and presentations involving a range of types of assessment including portfolios, simulation, open-book and reflective dialogues. There is plenty of choice and the presentations have been scheduled as far as possible to enable you to follow a theme from one session to the next.

We hope you will enjoy conference, learn something new, contribute to new thinking and make connections for future collaboration.

Pete Boyd Conference Chair pete.boyd@cumbria.ac.uk

Linda Shore AHE Event Manager linda.shore@cumbria.ac.uk



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Delegate Information

AHE Executive Committee

Prof. Fabio R. Arico	University of East Anglia
Emeritus Prof. Pete Boyd (Conference Chair)	University of Cumbria
Emerita Prof. Sally Brown	Leeds Beckett University
Assoc. Prof. Phillip Dawson	Deakin University Australia
Prof. Sally Elton-Chalcraft	University of Cumbria
Jess Evans	The Open University
Linda Graham	University of Sunderland
Dr. Peter Holgate	Northumbria University
Natasha Jankowski Director & Research Assist. Prof.	University of Illinois
Dr. Iain MacDonald	University of Cumbria
Dr. Fiona Meddings	University of Bradford
Dr. Nicola Reimann	Durham University
Visiting Prof. Kay Sambell (President)	University of Cumbria
Linda Shore MBA (AHE Event Manager)	University of Cumbria

Networking

We hope the conference will provide you with an excellent opportunity to make connections and discover shared interests in higher education assessment with colleagues from across the UK and beyond.

Evaluation and commentary

We actively encourage you to make use of the conference hashtag **#AssessmentHEconf** on *Twitter* in order to share ideas, respond to sessions, ask questions and make connections. There will be an on-line evaluation after the conference but please feel free to share any comments or suggestions with members of the AHE Executive Committee whilst you are here.

Interesting places to visit

Manchester is a vibrant city with many interesting places to visit. Go to <http://www.visitmanchester.com/> for plenty of ideas.

Wi-Fi Access

For Wi-Fi access at The MacDonald Manchester Hotel please go to 'Wi-Fi settings' on your laptop or mobile device and select 'MacDonald WiFi' this will enable you to access this service.

AHE Registration Desk

For assistance during the conference please visit the AHE Registration Desk located to the right of the entrance by the MacDonald Manchester Hotel Main Reception.



AHE Conference Programme Summary 2022

Time	Session	Tuesday 21 June 2022	Room
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16.30 -18.00 Registration Hotel Reception Foyer

21.00-22.30 Networking Hotel Bar & Lounge

Time	Session	DAY 1: Wednesday 22 June 2022	Room
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08.30 Registration & Refreshments Hotel Reception Foyer

10.15 Pre-conference Master Classes (10.15-11.35)

11.45 Welcome and Refreshments Piccadilly Suite

12.10 Parallel Session 1(12.10-12.40)

12.40 Lunch Steak House Restaurant

13.40 Keynote Speaker: Prof David Boud (13.40-14.40) Piccadilly Suite

14.50 Parallel Session 2 (14.50-15.20)

15.20 Refreshments

15.40 Poster & Pitch Presentations (15.40-16.40)

16.50 Parallel Session 3 (16.50-17.20)

17.30 Parallel Session 4 (17.30-18.00)

18.00 Close

19.30 Tapas & Networking Piccadilly Suite

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AHE Conference Programme Summary 2022

Time	Session	DAY 2: Thursday 23 June 2022	Room
08.00	Registration & Refreshments		Hotel Reception Foyer
09.30	Parallel Session 5 (9.30-10.00)		
10.10	Parallel Session 6 (10.10-10.30)		
10.40	Refreshments		
11.00	Mini Keynote Presentations (11.00-12.00)		Piccadilly Suite
12.10	Parallel Session 7 (12.10-12.40)		
12.40	Lunch		Steak House Restaurant
13.40	Keynote Speaker: Dr Naomi Winstone (13.40-14.40)		Piccadilly Suite
14.50	Parallel Session 8 (14.50-15.20)		
15.20	Refreshments		
15.40	Round Table Presentations (15.40-16.40)		
16.50	Parallel Session 9 (16.50-17.20)		
17.30	Parallel Session 10 (17.30-18.00)		
18.00	Close		
19.30	Curry & Networking		Piccadilly Suite

Time	Session	DAY 3: Friday 24 June 2022	Room
08.00	Registration & Refreshments		Hotel Reception Foyer
09.30	Parallel Session 11 (9.30-10.00)		
10.10	Parallel Session 12 (10.10-10.40)		
10.40	Refreshments		
11.00	Mini Keynote Presentations (11.00-12.00)		Piccadilly Suite
12.10	Parallel Session 13 (12.10-12.40)		
12.40	Lunch		Steak House Restaurant
13.40	Parallel Session 14 (13.30-14.10)		
14.20	Parallel Session 15 (14.20-14.50)		
15.00	Plenary Panel (15.00-15.45)		Piccadilly Suite
15.45	Closing Remarks & Poster & Pitch Award		Piccadilly Suite
16.00	Refreshments & Close		



Keynote Address

David Boud

Alfred Deakin Professor and Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne



Assessment for future needs: Emerging directions for assessment change

Over the past fifty years remarkable changes have occurred, not just in assessment practice, but the ways in which we conceptualise assessment. Some of these shifts include: From a focus on simple performance on final examinations, to a diversity of approaches in different modes at different times; from assessment as comparing students to judgement of outcomes against standards. Most importantly, there has been a conceptual shift from the single purpose of certifying students to multiple purposes including aiding learning and building the capacity of students to make their own judgements; and from judging students with respect to each other to judging them against standards and criteria.

What is now commonplace in assessment was, if conceived of at all, once strange and radical. What will scholars in the future notice about assessment today? What will they regard as quaint and old-fashioned and what will they see as having provided the foundations for more effective practice?

While some things are unlikely to change—universities will still have certifying functions, there will be forms of external accountability and assessment will still contribute, for good or bad, to student learning—there is far more scope for flexibility and change than we normally imagine.

The presentation will consider current practices

that, looking back, will be recognised as strange or counterproductive, and consider what will replace them.

Biography

David Boud is Alfred Deakin Professor and Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne and Emeritus Professor at the University of Technology Sydney. He is also Professor of Work and Learning at Middlesex University. Previously, he has held positions of Head of School, Associate Dean and Dean of the University Graduate School at UTS. He has published extensively on teaching, learning and assessment in higher and professional education. His current work focuses on the areas of assessment for learning in higher education, academic formation and workplace learning. He is one of the most highly cited scholars worldwide in the field of higher education. He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in building assessment skills for long-term learning (Developing Evaluative Judgement in Higher Education, Routledge 2018), designing new approaches to feedback (Feedback in Higher and Professional Education, Routledge, 2013) and Re-imagining University Assessment in a Digital World (Springer, 2019).



Keynote Address

Naomi Winstone

Professor of Educational Psychology
and Director of the Institute of
Education, University of Surrey



Towards a radical reframing of feedback in higher education

Feedback is often described as a source of frustration. For students, feedback often feels of limited relevance to future work; for educators, time invested in providing comments appears to be wasted when students do not appear to engage fully with their advice; and for institutional leaders, student satisfaction metrics appear stubbornly resistant to change in response to a wide range of practice interventions. In this keynote, I seek to question whether the connotations associated with the term 'feedback' might be partly responsible for these collective frustrations. I will trace the origins of the term in educational discourse, and highlight how the perceived meaning of the term can shape both cognition and behaviour within the context of feedback processes. In particular, I will draw upon my recent programme of research which explores the ways in which the concept of feedback is framed in the research literature, in strategic documentation, in metrics, and in practice. I will invite delegates to consider an alternative higher education landscape where the very notion of 'feedback' is questioned and repositioned, through addressing two critical questions: How does the discourse of feedback influence the ways in which feedback processes are enacted, how students are positioned in these processes, and the impact of these processes? Might we be able to move beyond the current impasse in higher education by reframing the very notion of feedback and how it is discussed in policy and practice?

Biography

Naomi Winstone is a cognitive psychologist

specialising in the processing and implementation of feedback information. Naomi is a Reader in Higher Education and Director of the Surrey Institute of Education at the University of Surrey, and she also leads the multidisciplinary Surrey Assessment and Learning Lab. Naomi's research has been funded by bodies such as The Leverhulme Trust, the Assessment and Qualifications Alliance, the Society for Research into Higher Education, and HEFCE/OfS. Naomi's research has led to the development of educational tools and resources, such as the Developing Engagement with Feedback Toolkit, published by Advance HE, which is in use in over 100 schools, colleges and Universities worldwide. She also developed the Feedback Engagement and Tracking System, which was awarded the Educational Development Initiative of the Year Award by SEDA in 2018. Naomi is a UK National Teaching Fellow and a Principal Fellow of the Higher Education Academy.



Plenary Panel

Chaired by Emerita Professor Sally Brown

Strategic Leadership of Assessment or building transformational agendas

Emerita Professor Sally Brown Leeds Beckett University **Sally Brown** is an Independent Consultant in Learning, Teaching and Assessment and Emerita Professor at Leeds Beckett University where she was, until 2010, Pro-Vice-Chancellor. She is also Visiting Professor at Edge Hill University and formerly at the Universities of Plymouth, Robert Gordon, South Wales and Liverpool John Moores and at Australian universities James Cook Central Queensland and the Sunshine Coast. She holds Honorary Doctorates from the universities of Plymouth, Kingston, Bournemouth, Edinburgh Napier and Lincoln. She is a Principal Fellow of the Higher Education Academy, a Staff and Educational Development Association (SEDA) Senior Fellow and a National Teaching Fellow. She is widely published on learning, teaching and particularly assessment and enjoys working with institutions and teams on improving the student learning experience.

Professor Sally Everett King's College London **Sally Everett** is Professor of Business Education and Vice Dean (Education) at King's Business School, King's College London. Sally is also the Academic Lead for Inclusive Education for King's College London. Sally was previously the Deputy Dean for the Business School at Anglia Ruskin University (2013 – 2018) and Chair of their inclusive working group. Sally is a National Teaching Fellow (2017), Principal Fellow of the Higher Education Academy (2013), Collaborative Award for Teaching Excellence award holder (2016) and is the Equality Officer for the Association of National Teaching Fellows. Sally is a member of the Chartered Association of Business School's Race Equality Working Group and their Equality and Diversity Committee. Before her role at Anglia Ruskin University, Sally was the Head of Department for tourism, events and marketing at the University of Bedfordshire. Sally has published widely on inclusive education, student employability, diversity, and on the impacts of tourism.

Emeritus Professor Dai Hounsell University of Edinburgh **Dai Hounsell** is Emeritus Professor of Higher Education at the University of Edinburgh, and since 2017 Visiting Professor in the Centre for Fusion Learning, Innovation and Excellence Bournemouth University. The interrelationships between learning, feedback and assessment, as well as between research and everyday teaching-learning practices in higher education, have been a lifelong source of fascination (possibly unhealthily so). His most recent publications are a book chapter on feedback in postgraduate online learning and co-authored papers on seamless learning in professional education and on cross-institutional teaching enhancement and distributed leadership.

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Gwyneth Hughes University College London **Gwyneth Hughes** is Reader in Higher Education at the Institute of Education (IOE), University College London where she teaches on Masters programme in Higher Education and supervises doctoral students. Her funded research is on learning and teaching in Higher Education and she led a three-year JISC funded research project: *Assessment Careers: learning pathways through assessment* and is currently researching assessment during the pandemic. She is a fellow for the Centre for Online and Distance Education, University of London and on the Executive committee. She has published widely on learning and teaching in Higher Education and her book *Ipsative Assessment: Motivation through marking progress* was published by Palgrave Macmillan in 2014 and an edited collection: *Ipsative Assessment and Personal Learning Gain: case studies from global practitioners* was published in 2017.

Rachel Forsyth Manchester Metropolitan University Rachel Forsyth is an educational developer who works at Lund University in Sweden as a project manager, reviewing the pedagogic aspects of digital education development. She is a Principal Fellow of the HEA and the author of *Confident Assessment in Higher Education*, to be published by Sage in October 2022.

Jan McArthur Lancaster University **Jan McArthur** is Senior Lecturer in Education and Social Justice in the Department of Educational Research at Lancaster University. Her research considers the relationship between the purposes of higher education and the everyday practices of teaching, learning and assessment, with a particular focus on assessment for social justice.

Dr Juuso Henrik Nieminen **Juuso Henrik Nieminen** is an Assistant Professor at the University of Hong Kong. Juuso's research concerns the social, cultural and political aspects of assessment and feedback in higher education. Juuso has also published on inclusive assessment, considering equity and diversity in assessment specifically from the viewpoint of students with disabilities.

Associate Professor James Wood **James Wood** is an Associate Teaching Professor in the Faculty of Liberal Education at Seoul National University. His research explores how learner engagement, agency and learning from feedback can be supported through socio-constructivist and socio-cultural perspectives augmented by socio-material understandings of how technology can be deployed in workload sustainable ways. He completed his Doctorate in Education at the UCL Institute of Education on the topic of feedback engagement in higher education with technology and has published articles on technology-mediated feedback in *Assessment in Higher Education* and *Teaching in Higher Education*.

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Conference Programme



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<https://virtual.oxfordabstracts.com/#/e/ahe/program>

Tuesday 21 June 2022

16:30 - 18:00	Pre-registration	Hotel Reception Foyer
21:00 - 22:30	Networking	Hotel Bar & Lounge

Wednesday 22 June 2022

08:30 - 10:15	Registration	Hotel Reception Foyer
10:15 - 11:35	Masterclasses	Break out Rooms

Masterclass: Prof. Kay Sambell & Emerita Prof. Sally Brown (Piccadilly Suite)

203 Pragmatic post-Covid assessment processes and practices

Kay Sambell¹, Sally Brown² ¹University of Cumbria, Carlisle, United Kingdom. ²Leeds Beckett University, Leeds, United Kingdom

Masterclass: Dr. Edd Pitt (Room 3)

199 The Importance of the Relational and Affective Domains in Feedback - Using Intellectual Streaking to Develop Staff & Student Feedback Literacy

Edd Pitt University of Kent, Canterbury, United Kingdom

Masterclass: Prof. Sally Everett (Room 5)

198 Becoming an assessment 'JEDI': fostering Justice, Equality, Diversity and Inclusion in our assessment practices

Sally Everett King's College, London, United Kingdom

Masterclass: Prof. Paul Kleiman (Room 7)

201 Negotiated Assessment: principles and practices

Paul Kleiman Ciel Associates, United Kingdom. Middlesex University, London, United Kingdom. Rose Bruford College, Sidcup, United Kingdom

Masterclass: Professor Pete Boyd (Room 11)

202 Publishing your Research into Assessment in Higher Education: Strategies, Style, Substance

Pete Boyd University of Cumbria, Carlisle, United Kingdom



Conference Programme

Wednesday 22 June 2022

11.45-12.00	Welcome & Refreshments	Piccadilly Suite
Welcome: Kay Sambell		

12:10 - 12:40	Parallel Session 1	Break out Rooms
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Piccadilly Suite Chair(s): Rachel Forsyth

103 Can and should assessment nurture an orientation to society and social justice? Insights from STEM undergraduate courses

Jan McArthur¹, Margaret Blackie², Nicole Pitterson³, Kayleigh Rosewell¹ ¹Lancaster University, Lancaster, United Kingdom. ²Stellenbosch University, Stellenbosch, South Africa. ³Virginia Polytechnic State University, Blacksburg, USA

Parallel Session 1 (Room 3) Chair(s): Nigel Quirke-Bolt

114 How to balance and align a course assessment set with its learning outcomes?

Blazenska Divjak University of Zagreb, FOI, Varazdin, Croatia

Parallel Session 1 (Room 5) Chair(s): Tina Harvey

177 Students (non)use of online rubrics: Turnitin vs feedback literacy

Joy Robbins, Milena Marinkova University of Leeds, Leeds, United Kingdom

Parallel Session 1 (Room 7) Chair(s): Gemma Quinn

11 Screencast Feedback as a Dialogic 'New Paradigm' practice: Supporting Feedback Seeking, Agency and Uptake

Dr James Michael Wood Seoul National University, Seoul, Korea

Parallel Session 1 (Room 11) Chair(s): Nigel Francis

8 Protecting and promoting: How self-presentation strategies impact on tutor/student trust within dialogic feedback spaces

Richard Wallis University of Brighton, Brighton, United Kingdom

12:40 - 13:40	Lunch	Steak House Restaurant
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13:40 - 14:40	Keynote Presentation: Professor David Boud	Piccadilly Suite
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204 Assessment for future needs: Emerging directions for assessment change

David Boud Deakin University, Melbourne, Australia

14:50 - 15:20	Parallel Session 2	Break out Rooms
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Parallel Session 2 (Piccadilly Suite) Chair(s): Diane Grayson

7 Examining the Effects of Policy Change: An Empirical Study of Grade Appeals

Vidar Gynnild NTNU, Trondheim, Norway

Parallel Session 2 (Room 3) Chair(s): Sara Eastburn

24 Proposing a model for the incremental development of peer assessment and feedback skills: a case study

Laura Costelloe¹, Arlene Egan² ¹Mary Immaculate College, Limerick, Ireland. ²Roffey Park Institute, Dublin, Ireland



Conference Programme

Wednesday 22 June 2022

Parallel Session 2 (Room 5) Chair(s): Fabio Arico

175 Optimising STEM examinations for digital and remote delivery: a case study

Ruth Allison, Margaret Bryndal Kaplan International Pathways, London, United Kingdom

Parallel Session 2 (Room 7) Chair(s): Steffen Lytgens Skovfoged

16 Strategic Engagement: Exploring student buy-in across a formative and summative assessment

Suzanne Fergus, Ektaa Hirani, Nawal Parkar, Stewart Kirton University of Hertfordshire, Hatfield, United Kingdom

Parallel Session 2 (Room 11) Chair(s): Dai Hounsell

72 Authentic Assessment: Integrating professional and academic standards for coherent assessment in higher education

Hazel Messenger¹, Pete Boyd² ¹London Metropolitan University, London, United Kingdom. ²University of Cumbria, Carlisle, United Kingdom

15:20 - 15:40	Refreshments	Piccadilly Suite
15:40 - 16:40	Poster & Pitch Presentations	Breakout Rooms

Poster & Pitch Presentations (Room 5) Chair(s): Linda Graham

155 The complex web of social interaction: Expanding virtual and spatial multiliteracies and a need to revisit netiquette guidance

Sue Beckingham Sheffield Hallam University, Sheffield, United Kingdom

156 Investigating the strategies students use when preparing for assessment

Hayley Wootton, Alice Collier King's College London, London, United Kingdom

167 Pass the remote. Changing the channel on teaching and learning practices through co-creation and partnership between students and lecturers.

Rose Baulk University of Bolton, Bolton, United Kingdom

195 Developing student self-regulation through comparative peer-assessment.

Claire Ellison University of Salford, Salford, United Kingdom

Poster & Pitch Presentation (Room 7) Chair(s): Iain MacDonald

143 Novel approaches to practical clinical assessments in lockdown and beyond

Gemma Quinn, John Baxter, Gladson Chikwa, Helen Cook, Bryan Lightowler, Sandra Martin, Elizabeth Mosley, Patricia Peebles, Tom Robshaw, Jacqueline Smart, Claire Sutton, Simon Tweddell University of Bradford, Bradford, United Kingdom

161 Embedding UDL in assessment in a large class context

Ann Marie Farrell Dublin City University, Dublin, Ireland

135 Canva and future midwives: enhancing learning and assessment through digital creativity

Holly Morse Swansea University, Swansea, United Kingdom

162 A long-term online solution for remote examinations: Factors for success in an institutional implementation of the Gradescope online assessment platform

Samantha Pugh¹, Duncan Borman¹, Jamie Whitehead² ¹University of Leeds, Leeds, United Kingdom.

²Turnitin, Newcastle-upon-Tyne, United Kingdom

Poster & Pitch Presentation (Room 11) Chair(s): Tina Harvey

142 Engagement Assessments (EA) - the small one's that count....

Patricia Perlman-Dee University of Manchester, Manchester, United Kingdom



Conference Programme

Wednesday 22 June 2022

150 Supporting Meaningful Assessment through Balanced Learning Design

Barbi Svetec, Blaženka Divjak University of Zagreb, Faculty of Organization and Informatics, Varaždin, Croatia

164 An innovative portfolio assessment to foster self-regulated learning for international students on a Pre-Sessional programme

Debra Jones, Hazel Newton Bristol University, Bristol, United Kingdom

178 Developing an Ethos of Authentic Assessment: an Exemplar from a Fast-Moving Discipline

Pio Fenton, Michele McManus, Elaine O'Brien, Conor Kelleher Munster Technological University, Cork, Ireland

188 Noticing: From Common Occurrence to Transformative Feedback Tool

Lindsey Moses Bishop Auckland College, Durham, United Kingdom

16:50 - 17:20

Parallel Session 3

Breakout Rooms

Parallel Session 3 (Piccadilly Suite) Chair(s): Jan McArthur

138 Precedents to feedback literacy: using an evidence-based approach to reflect on feedback talk

Emma Medland¹, Marion Heron¹, Kieran Balloo^{2,1,1} University of Surrey, Guildford, United Kingdom.

²University of Southern Queensland, Springfield, Australia

Parallel Session 3 (Room 3) Chair(s): Nigel Quirke-Bolt

125 Reframing portfolio assessments during Emergency Remote Teaching and beyond

Laura Dison, Maria Prozesky Wits University, Johannesburg, South Africa

55 The Evaluation of The Third Mission in Higher Education: The Next Generation?

Serafina Pastore, Fausta Scardigno University of Bari, Bari, Italy

Parallel Session 3 (Room 7) Chair(s): Stephen Rutherford

140 Signature assessments in Initial Teacher Training: what kinds of assessment proliferate? A content analysis of assessment practices across higher education institutions in England.

Jack Bryne Stothard University of Derby, Derby, United Kingdom

Parallel Session 3 (Room 11) Chair(s): Mary McGrath

27 Promoting student agency through a radical self-grading innovation: Lessons learned

Juuso Henrik Nieminen¹, Laura Tuohilampi^{2,1} University of Hong Kong, Hong Kong, Hong Kong. ²University of New South Wales, Sydney, Australia

17.30-18.00

Parallel Session 4

Break out Rooms

Parallel Session 4 (Piccadilly Suite) Chair(s): James Wood

23 Evaluation of the impact of a newly developed feedback model: "StanfordPLUS".

Dave Darwent, Amy Musgrove, Karl Baker-Green Sheffield Hallam University, Sheffield, United Kingdom

Parallel Session 4 (Room 3) Chair(s): Rachel Forsyth

173 Exploring Student Perceptions of 'Fair' Assessment Within a Business School Context Through the Lens of Organisational Justice Theory

Jenny Lloyd Warwick Business School, University of Warwick, Coventry, United Kingdom



Conference Programme

Wednesday 22 June 2022

Parallel Session 4 (Room 5) Chair(s): Huahui Zhao

158 The formative and summative value of ePortfolio use on self-regulated learning: A systematic review and thematic analysis

Chris Deneen¹, Tracii Ryan², Mike Prosser² ¹University of South Australia, Adelaide, Australia. ²The University of Melbourne, Melbourne, Australia

Parallel Session 4 (Room 7) Chair(s): Nicola Reimann

185 The 'Clinical Humanities & Wellbeing' module- object lessons for assessment as learning

Flora Smyth Zahra, Jayne Pearson King's College London, London, United Kingdom

Parallel Session 4 (Room 11) Chair(s): Pete Boyd

59 Reviewing pedagogic feedback practice from the Integrated Foundation Year student perspective

Tina Harvey, Joanne Scott

University of Cumbria, Carlisle, United Kingdom

18.00 Close

19.30-22.00

Tapas & Networking

Piccadilly Suite

Thursday 23 June 2022

08.00-09.30

Registration

Hotel Reception Foyer

09.30-10.00

Parallel Session 5

Breakout Rooms

Parallel Session 5 (Piccadilly Suite) Chair(s): Stephen Rutherford

100 Contextual assessment : a nuanced approach to mitigation

Rachel Forsyth, Stephen Powell, Orlagh McCabe, Helen Laville Manchester Metropolitan University, Manchester, United Kingdom

Parallel Session 5 (Room 3) Chair(s): Jayne Pearson

104 Video-enhanced dialogic assessment of teaching practice portfolios: the process of constructing dialogic evidence in an online space to demonstrate meeting professional teachers' standards

Elizabeth Hidson, Ian Elliott, Alison McMaster, Simon Sheard, Jemma Bell, Vikki Wynn University of Sunderland, Sunderland, United Kingdom

Wegerif, R., (2007). *Dialogic education and technology: Expanding the space of learning* (Vol. 7). Springer

Parallel Session 5 (Room 5) Workshop 09:30 - 10:40

191 "Catching the broad picture" Teacher training through programmatic assessment

Freek Siero, Danai Fuengshunut Hogeschool Rotterdam, Rotterdam, Netherlands



Conference Programme

Thursday 23 June 2022

10.10-10.40	Parallel Session 6	Break out Rooms
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Parallel Session 6 (Piccadilly Suite) Chair(s): Nicola Reimann

12 Video podcasts as a revision tool for examinations

Phillip Miller New College Durham, Durham, United Kingdom

Parallel Session 6 (Room 3) Chair(s): Ishan Kolhatkar

168 Exploring staff experiences of open-book assessment during the pandemic: lessons learned and next steps.

Pauline Rooney, Caitríona Ní Shé Trinity College Dublin, Dublin, Ireland

Parallel Session 6 (Room 7) Chair(s): Julia Rodriguez-Garcia

96 Undergraduate students' perspective of summative and audio feedback

Gemma van Vuuren Cassar, Chris Harvey Canterbury Christ Church University, Canterbury, United Kingdom

Parallel Session 6 (Room 11) Chair(s): Doina Gavrilov

134 Creative and authentic assessment: bringing back the art!

Rick Fothergill, lowri drowthwaite University of Central Lancashire, Preston, United Kingdom

10.40-11.00	Refreshments	Breakout Spaces 1,2 & 3
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11.00-12.00	Mini Keynote Presentations	Piccadilly Suite
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Chair(s): Pete Boyd

137 Active Feedback

William McGuire, David Nicol, Gemma Haywood University of Glasgow, Glasgow, United Kingdom

147 The CALM in the storm: negotiating assessment in the time of Covid

Paul Kleiman Ciel Associates, Manchester, United Kingdom. Middlesex University, London, United Kingdom. Rose Bruford College, London, United Kingdom

15 Colouring new assessment futures

Darrall Thompson University of Technology Sydney, Sydney, Australia

151 Developing a new institutional policy on assessment of student learning

Diane Grayson University of the Witwatersrand, Johannesburg, South Africa

108 Building student agency through self and peer- assessment as an ethical endeavour.

Georgeta Ion, Cristina Mercader, Anna Diaz - Vicario, Aleix Barrera Universitat Autònoma de Barcelona, Barcelona, Spain

206 Assessment and society: the nuance and complexity of assessment research

Jan McArthur Lancaster University, Lancaster, United Kingdom

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Parallel Session 7 (Piccadilly Suite) Chair(s): Janis MacCallum

101 Keep calm and carry on! Harnessing the power of inner feedback to help first years develop new knowledge in pandemic times.

Kay Sambell^{1,2}, Linda Graham¹ ¹Univ of Sunderland, Sunderland, United Kingdom. ²Univ of Cumbria, Carlisle, United Kingdom



Conference Programme

Thursday 23 June 2022

Parallel Session 7 (Room 3) Chair(s): Iain MacDonald

61 Supporting learner agency and uptake with dialogic peer screencast feedback as a relational and workload sustainable practice

Dr James Michael Wood Seoul National University, Seoul, Korea

Parallel Session 7 (Room 5) Chair(s): Joanne Berry

133 Assessment Transformations: The Importance of Evidence to Tell the Pandemic Story

Sara Finney, Megan Good James Madison University, Harrisonburg, VA, USA

Parallel Session 7 (Room 7) Chair(s): Tina Harvey

113 Reliability and validity of methods to assess undergraduate healthcare student performance in clinical pharmacology courses.

David Bell, Vikki O'Neill Queen's University Belfast, Belfast, United Kingdom

Parallel Session 7 (Room 11) Chair(s): Mary McGrath

30 Assessment and ableism: How warm-hearted accommodations marginalize and exclude students with disabilities

Juuso Henrik Nieminen University of Hong Kong, Hong Kong, Hong Kong

12.40-13.40	Lunch	Steak House Restaurant
13.40-14.40	Keynote Speaker: Professor Naomi Winstone Chair(s): Fiona Meddings 205 Towards a radical reframing of feedback in higher education <u>Naomi Winstone</u> University of Surrey, Guildford, United Kingdom	Piccadilly Suite
14.50-15.20	Parallel Session 8	Break out Rooms

Parallel Session 8 (Piccadilly Suite) Chair(s): Joanne Berry

144 Beyond the Assessment-Feedback Nexus: [Re]viewing Feedback through the Lens of Teaching and Learning

Dai Hounsell University of Edinburgh, Edinburgh, United Kingdom. Bournemouth University, Bournemouth, United Kingdom

Parallel Session 8 (Room 3) Chair(s): Pete Boyd

77 Achieving Authentic Assessment via Digitalisation: Key Learnings from the Pioneers

Ishan Kolhatkar Inspira Assessment, Oslo, Norway

Parallel Session 8 (Room 5) Chair(s): William McGuire

124 Sustainable Feedback and Programme Evaluation: Conversations with Professional Masters Students

Hilary Constable University of Cumbria, Carlisle, United Kingdom

Parallel Session 8 (Room 7) Chair(s): Jess Evans

29 Assessment feedback dialogue as value creation: a socio-cultural perspective

Paul Orsmond^{1,2}, Nicola Young², Remigio Zvauya² ¹Staffordshire University, Stoke-on-Trent, United Kingdom. ²Birmingham University, Birmingham, United Kingdom



Conference Programme

Thursday 23 June 2022

Parallel Session 8 (Room 11) Chair(s): Caitríona Ní Shé

82 Disrupting assessment practices: lessons from PGT students' experiences of assessment changes in Psychology, Psychiatry and Neuroscience programmes due to Covid-19

Jayne Pearson, Brenda Williams King's College London, London, United Kingdom

15.20-15.40	Refreshments	Piccadilly Suite
15.40-16.4	Roundtable Presentations	Breakout Rooms

Round Table Presentation (Room 3) Chair(s): Gemma van Vuuren Cassar

78 Trainee teachers' classroom assessment practices: towards a pedagogy of learning.

Adewale Magaji University of Greenwich, London, United Kingdom

118 Applying current conceptualisations of feedback to reflective processes for the enhancement of higher education teaching

Nicola Reimann¹, Anna Serbaty² ¹Durham University, Durham, United Kingdom. ²Università degli Studi di Padova, Padova, Italy

193 Authentic and meaningful? Case study of assessment on a practitioner research module.

Kate Richardson University of Leeds, Leeds, United Kingdom

69 More, less or just right?: supporting academics to implement authentic assessment

Tya Asgari¹, Scott Farrow²

¹University of Liverpool, Liverpool, United Kingdom. ²Edgehill University, Ormskirk, United Kingdom

122 Reflecting on reflecting: Developing reflective practice in Biology students

Janis MacCallum Edinburgh Napier University, Edinburgh, United Kingdom

32 Developing assessment skills together: the co-construction of a feedback literacy process in a pre-service teachers' course

Alessia Bevilacqua, Claudio Girelli University of Verona, Verona, Italy

Round Table Presentation (Room 5) Chair(s): Chris Edwards

132 Pandemic Opportunities: Increasing Space for Long-Term Enhancements to Assessment Training & Practice

Megan Good, Sara Finney James Madison University, Harrisonburg, VA, USA

146 From pre-pandemic high-stakes to post-pandemic step-wise assessment and a more flexible approach to timetabling

Joanne Berry, Laura Roberts, Simon Bott, Patricia Xavier Swansea University, Swansea, United Kingdom

131 The International Student Experience: Raising the profile of language in UK HE contexts

Anne Stazicker University of Leeds, Leeds, United Kingdom

172 Giving Authentic Thinking Voice(s): Innovative Assessment in a PgCert Learning & Teaching in HE

Cameron Graham Edinburgh Napier University, Edinburgh, United Kingdom

190 Inclusivity, assessment outcomes and cross-discipline awarding/continuation gaps for student cohorts during the Covid-19 pandemic: a roundtable

Nicola Beer¹, Helen Barefoot², Sam Elkington³, Juliet Eve⁴, Mazia Yassim⁵, Carolyn Paul⁶ ¹Oxford Brookes University, Oxford, United Kingdom. ²University of Hertfordshire, St Albans, United Kingdom. ³Teeside University, Middlesbrough, United Kingdom. ⁴University of Brighton, Brighton, United Kingdom.

⁵University of Greenwich, London, United Kingdom. ⁶University of West of England, Bristol, United Kingdom



Conference Programme

Thursday 23 June 2022

Round Table Presentation (Room 7) Chair(s): Chris Deneen

47 Thinking differently about satisfaction with assessment and feedback

Rachel Forsyth Manchester Metropolitan University, Manchester, United Kingdom

Winstone, N. E., Nash, R. A., Rowntree, J., & Menezes, R. (2015). What do students want most from written feedback information? Distinguishing necessities from luxuries using a budgeting methodology. *Assessment & Evaluation in Higher Education*, 1–17. doi:10.1080/02602938.2015.1075956

166 What is possible? Exploring Programmatic Assessment in the context of revised standards for Irish Preservice Teacher Education

Suzanne Parkinson, Cillian O'Sullivan, Brian O'Neill Mary Immaculate College, Limerick, Ireland

187 Implementing an innovative patchwork portfolio assessment for final year nursing students during covid

Emma Jones, Katie Warburton, Sarla Gandhi, Emma Gillaspay, Pippa Shaw University of Central Lancashire, Preston, United Kingdom

170 Exploring the nurturing of student's learner identity through the use of e-portfolio

Suzanne Parkinson, Cillian O'Sullivan, Brian O'Neill Mary Immaculate College, Limerick, Ireland

115 Encouraging a culture change: developing an effective assessment model for the practical element of a teacher training programme delivered via distance learning that promotes reflective practice in trainees.

Alison McMaster, Vikki Wynn University of Sunderland, Sunderland, United Kingdom

Round Table Presentation (Room 11) Chair(s): Ishan Kolhatkar

1 Long term assessment in higher education. New challenges and solutions

Doina Gavrilov SNSPA, Bucharest, Romania

20 Problems in assessing reflective practice: a model of critical reflection through online reflective dialogues.

Nigel Quirke-Bolt Mary Immaculate College, Thurles, Ireland

37 Designing assessment to sustainably change students' relationship to educational assessment in higher education

Lucie Mottier Lopez, Girardet Céline University of Geneva, Geneva, Switzerland

107 Proctoring, a golden buzzer for organising remote assessment?

Karen Van Eylen, Arnoud Wils, Sarah Marent, Ine Rens KU Leuven, Leuven, Belgium

160 Breaking through the frontiers of digital assessment

Simon Walker, Joanne Moles, Anisa Patel UCL, London, United Kingdom

16.50-17.20

Parallel Session 9

Break out Rooms

Parallel Session 9 (Piccadilly Suite) Chair(s): Dai Hounsell

36 Teaching and learning assessment skills: The case of prosocial peer-feedback in higher education

Céline Girardet, Lucie Mottier Lopez University of Geneva, Geneva, Switzerland

Parallel Session 9 (Room 3) Chair(s): Fabio Arico

95 Remote Proctoring During the COVID-19 Crisis: Evidence-Based Insights from European Institutions

Steffen Lytgens Skovfoged, Rasmus Blok UNLwise, Aarhus, Denmark

Parallel Session 9 (Room 5) Chair(s): Jan McArthur

159 Assessment approach at programme level in a BSc Food Science Programme

Tom Mariner, Anna Green, Julia Rodriguez Garcia University of Reading, Reading, United Kingdom



Conference Programme

Thursday 23 June 2022

Parallel Session 9 (Room 7) Chair(s): Nigel Francis

141 Observing feedback to generate critical dialogues on assessment practice with new academic staff

Annie Bryan, Hannelie Du Plessis-Walker Coventry University, Coventry, United Kingdom

Parallel Session 9 (Room 11) Chair(s): Hilary Constable

63 Test anxiety: causes, consequences and control

David Mcilroy, Sue Palmer-Conn Liverpool John Moores University, Liverpool, United Kingdom

17.30-18.00

Parallel Session 10

Break out Rooms

Parallel Session 10 (Room 3) Chair(s): Annie Bryan

129 Formative feedback in doctoral examiner reports.

Deborah Chetcuti, Joseph Cacciottolo, Nicholas Vella University of Malta, Msida, Malta

Parallel Session 10 (Room 5) Chair(s): Megan Good

169 The development of a framework for the inclusion of peer assessment in irish medical science undergraduate education

Mary Mc Grath¹, Pauline Logue¹, Lloyd Scott²¹GMIT, Galway, Ireland. ²TU Dublin, Dublin, Ireland

Parallel Session 10 (Room 7) Chair(s): William McGuire

53 Disciplines and assessment cultures: Sustainably assessing the unbridled pursuit of truth or 'teach to the test' knowledge factory? #sellingyoursoulfora2:1

Natalie Forde-Leaves Cardiff University, Cardiff, United Kingdom

Parallel Session 10 (Room 11) Chair(s): Juuso Nieminen

165 Making the language of assessment inclusive - a toolkit for supporting dialogue

Juliet Eve¹, Laura Bennett²¹University of Brighton, Brighton, United Kingdom. ²University of the West of England, Bristol, United Kingdom

18.00 Close

19.30-22.00

Curry & Networking

Piccadilly Suite

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Conference Programme

Friday 24 June 2022

08.00-09.30	Registration	Hotel Reception Foyer
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09.30-10.00	Parallel Session 11	Break out Rooms
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Parallel Session 11 (Piccadilly Suite) Chair(s): Harvey Woolf

145 Individual and Personalised Feedback: Forms and Levels

Dai Hounsell University of Edinburgh, Edinburgh, United Kingdom. Bournemouth University, Bournemouth, United Kingdom

Parallel Session 11 (Room 3) Chair(s): Anke Butner

102 Pre-Registration Hospital Pharmacist Training: The Effect of Online Learning on the Quality of Peer Instruction and Construction Internal Feedback in Clinical Decision Making Exercises

Paul McDermott University of East Anglia, Norwich, United Kingdom. East of England Pre-Registration Pharmacist Training Programme, Norwich, United Kingdom

Parallel Session 11 (Room 5) Chair(s): Emily Salines

171 Examining the disciplinary basis for differences in long-term assessment shifts in Science and Humanities

Kershree Padayachee, Laura Dison University of the Witwatersrand, Johannesburg, South Africa

Parallel Session 11 (Room 7) Chair(s): Rose Baulk

153 Supporting active learning and perseverance of Freshmen through the implementation of Assessment for Learning principles in a Psychostatistics course at ULiège

Etienne Quertemont, Vincent Didone, Aude Silvestre, Céline Tonus, Laurent Leduc ULiège, Liège, Belgium

Parallel Session 11 (Room 11) Chair(s): Marie Stowell

89 The impact and possibilities of video feedback in higher education - towards a model of care, trust, and social presence.

Justin Rami Dublin City University, Dublin, Ireland

Parallel Session 12 (Piccadilly Suite) Chair(s): Paul Kleiman

179 Practices to promote self regulated and feedback for learning during the COVID- 19 pandemic. Voices from chilean university teachers.

Daniela Bruna, Verónica Villarroel, Alejandro Sánchez Universidad del Desarrollo, Concepción Chile, Chile

Parallel Session 12 (Room 3) Chair(s): Juuso Nieminen

97 Flipped Feedback – Engaging Students with the Feedback Process

Nigel Francis Swansea University, Swansea, United Kingdom

Parallel Session 12 (Room 5) Chair(s): Linda Graham

154 Incorporating intercultural aspects into the feedback literacy discourse

Monika Pazio, Richard Bale

Imperial College London, London, United Kingdom



Conference Programme

Friday 24 June 2022

Parallel Session 12 (Room 7) Chair(s): Hilary Constable

92 An Academic Integrity Awareness Campaign Across a University

Fiona O'Riordan, Gillian Lake Dublin City University, Dublin, Ireland

Parallel Session 12 (Room 11) Chair(s): Huahui Zhao

176 Towards autonomous, confident academic writing: supporting students in developing their writing through a stand-alone online tool

Chris Edwards, Denise Whitelock, Simon Cross, Fridolin Wild Open University, Milton Keynes, United Kingdom

10.40-11.00 Refreshments Breakout Spaces 1,2 & 3

11.00-12.00 Mini Keynote Presentations Piccadilly Suite

Chair(s): Nicola Reimann

183 'A Self-Regulatory Approach to Assessment in Higher Education': A resource for the sector

Stephen Rutherford¹, Carol Evans^{1,2}, Sheila Amici-Dargan³, Karl Donert⁴, Manuel João Costa⁵, Rafael de Miguel González⁶ ¹Cardiff University, Cardiff, United Kingdom. ²University of Exeter, Exeter, United Kingdom. ³University of Bristol, Bristol, United Kingdom. ⁴EuroGeo, Brussels, Belgium. ⁵University of Minho, Minho, Portugal. ⁶University of Zaragoza, Zaragoza, Spain

117 Supporting Large-Scale Assessment Change in UK Higher Education

Samuel Elkington¹, Naomi Winstone², Lydia Arnold³, Edd Pitt⁴, Carmen Tomas⁵ ¹Teesside University, Middlesbrough, United Kingdom. ²University of Surrey, Guildford, United Kingdom. ³Harper Adams University, Newport, United Kingdom. ⁴University of Kent, Canterbury, United Kingdom. ⁵University of Nottingham, Nottingham, United Kingdom

31 Assessing paramedics through simulation and its relationship to real life clinical practice.

Enrico Dippenaar Anglia Ruskin University, Chelmsford, United Kingdom. University of Cape Town, Cape Town, South Africa

73 Assessment vs the VLE: Making a new VLE deliver a familiar assessment pedagogy

Fiona Meddings University of Bradford, Bradford, United Kingdom

86 'Teacher assessment and feedback intercultural competence and literacies: towards mutual development of co-negotiated literacy'

Veronica Rovagnati University of Kent, Canterbury, United Kingdom

12.10-12.40 Parallel Session 13 Break out Rooms

Parallel Session 13 (Piccadilly Suite) Chair(s): Huahui Zhao

14 Using student expertise in co-creating resources to foster feedback literacy

Sambell Kay¹, Sally Brown², Liz Adamson³

¹University of Cumbria, Carlisle, United Kingdom. ²Independent consultant, Newcastle, United Kingdom.

³Edinburgh Napier University, Edinburgh, United Kingdom

Parallel Session 13 (Room 5) Chair(s): Chris Edwards

174 Rethinking assessment and feedback in a post-pandemic era: Actionable insights to promote and support learning in HE

Esmarie Strydom¹, Mariette Fourie² ¹North-West University, Vanderbijlpark, South Africa. ²North-West University, Potchefstroom, South Africa



Conference Programme

Friday 24 June 2022

Parallel Session 13 (Room 7) Chair(s): Hilary Constable

136 Playing by the (many) rules: an analysis of UK Taught Master's assessment regulations

Cathi Fredericks¹, Shaun Leboutillier², Neil McLaughlin Cook³, Marie Stowell⁴, Harvey Woolf⁵ ¹Canterbury Christ Church University, Canterbury, United Kingdom. ²Anglia Ruskin University, Cambridge, United Kingdom. ³ex-Liverpool Hope University, Liverpool, United Kingdom. ⁴University of Worcester, Worcester, United Kingdom. ⁵University of Wolverhampton, Wolverhampton, United Kingdom

Parallel Session 13 (Room 11) Chair(s): Fiona O'Riordan

180 Enhancing self-regulation through assessment: Facilitators and barriers related to student and staff perceptions

Stephen Rutherford¹, Sheila Amici-Dargan², Carol Evans^{1,3}, Karl Donert⁴, Manuel João Costa⁵, Rafael de Miguel González⁶ ¹Cardiff University, Cardiff, United Kingdom. ²University of Bristol, Bristol, United Kingdom. ³University of Exeter, Exeter, United Kingdom. ⁴EuroGeo, Brussels, Belgium. ⁵University of Minho, Minho, Portugal. ⁶University of Zaragoza, Zaragoza, Spain

12.40-12.40

Lunch

Steak House Restaurant

Parallel Session 14 (Piccadilly Suite) Chair(s): Paul Kleiman

194 The Triple 'A' Authentic Assessment framework: the impact of engaging with real life marketing client briefs with a social justice agenda

Sally Everett, Maimoona Junjuna, Katrina Scott-Hyde King's College London, London, United Kingdom

Parallel Session 14 (Room 3) Chair(s): Juuso Nieminen

186 Collaborative assessment, shared grades and group accountability in Midwifery education

Christopher Little¹, Jodie Preston² ¹Manchester Metropolitan University, Manchester, United Kingdom. ²Keele University, Keele, United Kingdom

Parallel Session 14 (Room 5) Chair(s): Iain MacDonald

128 Artificial Intelligence: Implications for Assessment, Academic Integrity and Policy.

Stephen Gow University of York, York, United Kingdom

Parallel Session 14 (Room 7) Chair(s): Fabio Arico

189 Challenging assessment habits. How to make a difference to awarding gaps.

Cath Caldwell, Siobhan Clay, Emily Salines University of the Arts London, London, United Kingdom

Parallel Session 14 (Room 11) Chair(s): Nigel Francis

182 Student approaches with assessment feedback: effects of individual differences and social identity factors in predicting engagement and avoidance behaviours.

Ken Mavor, Ewan Bottomley University of St Andrews, St Andrews, United Kingdom

13.20-14.50

Parallel Session 15

Break out Rooms

Parallel Session 15 (Piccadilly Suite) Chair(s): Linda Graham

5 Promoting Academic Integrity - A University Initiative

Fiona O'Riordan, Rob Lowney DCU, Dublin, Ireland



Conference Programme

Friday 24 June 2022

Parallel Session 15 (Room 3) Chair(s): Ishan Kolhatkar

152 When 'good enough' has to do: reflections on three examples of adapting to assessment in a Covid-19 higher education context.

Anke Buttner University of Birmingham, Birmingham, United Kingdom

Parallel Session 15 (Room 5) Chair(s): Fiona Meddings

139 Adopting Technologies for Learning-Oriented Assessment: Opportunities and Challenges in a Baltic State University

Rasa Greenspon¹, Airina Volungeviciene¹, Dai Hounsell² ¹Vytautas Magnus University, Kaunas, Lithuania.

²University of Edinburgh, Edinburgh, United Kingdom

Parallel Session 15 (Room 7) Chair(s): Jayne Pearson

90 Using the disruption of the pandemic to enhance assessment design in distance learning programmes

Gwyneth Hughes¹, Stylianios Hatzipanagos², Linda Amrane-Cooper³, Alan Tait^{2,4} ¹UCL Institute of Education, London, United Kingdom. ²University of London Centre for Distance Education, London, United Kingdom. ³University of London, London, United Kingdom. ⁴Open University, Milton Keynes, United Kingdom

Parallel Session 15 (Room 11) Chair(s): Nicola Reimann

192 'Feedbackpacking': Mapping the journey towards L2 student feedback literacy

Joseph Davies Duke Kunshan University, Kunshan, China

15.00.-15.45 Chair(s) Sally Brown	Plenary Panel	Piccadilly Suite
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15.45-16.00 Chair(s): Fabio Arico	Closing Remarks and Poster & Pitch Award	Piccadilly Suite
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16.00 Close

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Author Abstracts

Masterclass: Prof. Kay Sambell & Emerita Prof. Sally Brown (Piccadilly Suite) 10:15 - 11:35 Wednesday, 22nd June, 2022

203 Pragmatic post-Covid assessment processes and practices

Kay Sambell¹, Sally Brown² ¹University of Cumbria, Carlisle, United Kingdom. ²Leeds Beckett University, Leeds, United Kingdom

Abstract

This year has been unlike any other in terms of university assessment worldwide, with unprecedented changes to arrangements for on-site assessment during lockdown. Many (including us) have contributed suggestions on how to move forward to ensure the integrity of assessment quality while safeguarding student and staff experiences. Building on our work over the summer of 2020, where we developed a range of useful guides and resources for colleagues worldwide*, and recognising that now is an excellent time to change assessment for the better long term, this masterclass will explore future-focused approaches that can enable effective and transformative learning through positive assessment and feedback experiences. This workshop will involve elements of presentation, practical activities and discussion, aiming to enable participants to:

- plan constructively for assessment activities which are not dependent on synchronous on-site activities.
- consider an efficient approach to designing authentic assessment tasks that works well in a variety of contexts.
- discuss how we can future-proof our assessment tasks to cope with complex challenges and contingencies in the future.

Our resources are available as the Covid-19 Assessment Collection which are all freely available for download here <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

Masterclass: Dr. Edd Pitt (Room 3) 10:15 - 11:35 Wednesday, 22nd June, 2022

199 The Importance of the Relational and Affective Domains in Feedback - Using Intellectual Streaking to Develop Staff & Student Feedback Literacy

Edd Pitt University of Kent, Canterbury, United Kingdom

Session Outline

In this Masterclass delegates will explore the relational and affective domains within the feedback process. This interactive Masterclass will take delegates on a journey through their own experiences of giving and receiving feedback with a particular focus upon staff and student relationships. The Masterclass will utilise a series of activities that will provide an opportunity for delegates to explore their own and their student's emotional responses to feedback. The Masterclass will highlight how a greater awareness of emotional literacy development, facilitated through intellectual streaking, could improve staff and students' feedback literacy and working relationships.

Biography

Edd is a Senior Lecturer in Higher Education and Academic Practice and the Programme Director for the Post Graduate Certificate in Higher Education at the University of Kent, UK. He is an Honorary Fellow at the Centre for Research in Assessment and Digital Learning, Deakin University, Australia. His principle research field is Assessment and Feedback with a particular focus upon the relational and affective domains within feedback.

Masterclass: Prof. Sally Everett (Room 5) 10:15 - 11:35 Wednesday, 22nd June, 2022

198 Becoming an assessment 'JEDI': fostering Justice, Equality, Diversity and Inclusion in our assessment practices

Sally Everett King's College, London, United Kingdom

Abstract

Few would argue against designing assessment which enables all students to demonstrate their full potential (Hockings, 2010), yet literature on how we make our assessment practice truly inclusive, accessible and diverse is surprisingly limited (Tai, Ajjawi & Umarova, 2021). Although there has been significant attention placed on adopting universal design principles and a move towards 'assessment for all' (rather than relying on individual disclosures) there is little scholarship on how assessment design and practices should reflect and consider broader social justice

issues. By adopting a simple framework of 'justice, equality, diversity and inclusion', we will explore how assessment practices can positively respond to calls for decolonisation of the curriculum and a more compassionate pedagogy, whilst also challenging the 'forces' of systemic bias, structural inequality, exclusion and marginalisation. By sharing practices of how we foster diversity, and embed student partnership, choice, accessibility (and kindness) into our assessment it is hoped that workshop participants feel able to move one step closer to becoming 'JEDI masters' of inclusive assessment.

Biography

Sally is Professor of Business Education and Vice Dean (Education) at King's Business School, King's College London. Sally is also the Academic Lead for Inclusive Education for King's College London. Sally was previously the Deputy Dean for the Business School at Anglia Ruskin University (2013 – 2018) and Chair of their inclusive working group. Sally is a National Teaching Fellow (2017), Principal Fellow of the Higher Education Academy (2013), Collaborative Award for Teaching Excellence award holder (2016) and is the Equality Officer for the Association of National Teaching Fellows. Sally is a member of the Chartered Association of Business School's Race Equality Working Group and their Equality and Diversity Committee. Before her role at Anglia Ruskin University, Sally was the Head of Department for tourism, events and marketing at the University of Bedfordshire. Sally has published widely on inclusive education, student employability, diversity, and on the impacts of tourism.

Masterclass: Prof. Paul Kleiman (Room 7) 10:15 - 11:35 Wednesday, 22nd June, 2022

201 Negotiated Assessment: principles and practices

Paul Kleiman Ciel Associates, United Kingdom. Middlesex University, London, United Kingdom. Rose Bruford College, Sidcup, United Kingdom

Abstract

Negotiated assessment was developed as a way of ensuring that students were active agents in assessment rather than objects of assessment. Originally developed to meet the challenges of issues such as parity, equivalence and fairness in creative arts disciplines, negotiated assessment can be applied across a range of disciplines. Currently it is used by several programmes and a whole HE institution. In this masterclass workshop Paul Kleiman will describe the negotiated approach to assessment and will explore how it might be adapted and applied across a range of disciplines. This workshop is open to colleagues from all disciplines.

Biography

Paul Kleiman is Senior Consultant at the independent educational consultancy Ciel Associates and a Visiting Professor at Middlesex University and Rose Bruford College. He originally trained and worked as a theatre designer and director before stumbling into teaching in higher education. He was one of the founding tutors of the Liverpool Institute for Performing Arts (LIPA) where he first developed and implemented negotiated assessment. From 2000-2011 he was Deputy Director of PALATINE, the UK Subject Centre for Dance, Drama and Music based at Lancaster University where he was also a Senior Research Fellow, and from 2011-2014 he was the Higher Education Academy's UK Lead for those disciplines. That work included advising the QAA on Subject Benchmarking and advising the Department for Education on 'A' level reform. Paul's work and research on creativity and assessment in higher education is cited widely in books and journals across a range of disciplines.

Masterclass: Professor Pete Boyd (Room 11) 10:15 - 11:35 Wednesday, 22nd June, 2022

202 Publishing your Research into Assessment in Higher Education: Strategies, Style, Substance

Pete Boyd University of Cumbria, Carlisle, United Kingdom

Abstract

Writing shapes your thinking. This workshop works at two levels: considering strategies for supporting the writing of your students; considering strategies for developing your own writing for publication of research journal papers. First, we consider writing support strategies. Second, we focus on the writing process and consider the issue of style. Third, we consider how to judge quality of research into higher education, with some pragmatic consideration of research audit and its emphasis on substance. The key question is: What are the characteristics of a publishable research journal article on assessment in higher education and what strategies can be useful in developing my writing for publication?

Session 1 (Piccadilly Suite) 12:10 - 12:40 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Rachel Forsyth

103 Can and should assessment nurture an orientation to society and social justice? Insights from STEM undergraduate courses.

Jan McArthur¹, Margaret Blackie², Nicole Pitterson³, Kayleigh Rosewell¹

¹Lancaster University, Lancaster, United Kingdom. ²Stellenbosch University, Stellenbosch, South Africa. ³Virginia Polytechnic State University, Blacksburg, USA

Abstract

This paper explores the connections that can, or should, be made between how we assess students in STEM (science, technology, engineering and maths) disciplines and nurturing an orientation to wider society, by which we mean a sense of interconnectedness between oneself and others. Using critical theory we link this orientation to society to a conception of social justice wherein individual and social wellbeing are mutually connected.

This session will build on the theoretical work on assessment for social justice (McArthur 2016, 2018) which is also grounded in critical theory. From a critical theory perspective, education should facilitate movement from a conception of the individual as autonomous towards the individual as a member of a larger society. The sense of achievement one gains through assessment tasks is therefore impoverished if located in simply the idea of a mark or grade. Instead, its focus should be - at least at some stages within the degree - on social contribution. Without this, students own sense of individual achievement and wellbeing is also diminished.

Our paper draws upon a large, longitudinal study among chemistry and chemical engineering undergraduate students at universities in the UK, South Africa and the USA, known as the Understanding Student Agency, Knowledge and Curriculum project and funded by the ESRC and Office for Students, as part of the Centre for Global Higher Education.

This paper explores the assessment dimension of this larger project. A previous, smaller study (McArthur 2020) suggested a spectrum of different ways in which students understand assessment achievement, which demonstrated very few associated it only with the grade, most associated it with learning and engagement with knowledge and quite a few believed learning to apply such knowledge was an important feature.

We used this initial study, and our understanding of social good within critical theory (Honneth 2004), to generate a framework for understanding the relationship between self, others and society when students engage with assessment. Our results show that only a very small number of students display any orientation to society through their responses to assessment tasks. This result is surprising, and somewhat distressing, because there are a number of socially-related assessment tasks within the curricula of most programmes researched. Thus it becomes evident that more may be required to achieve higher education oriented to society and social justice than simply the deliberate inclusion of socially-related activities in the curriculum or as assessment tasks.

Key References

- Honneth, A. (2004). A social pathology of reason: on the intellectual legacy of Critical Theory. In F. Rush (Ed.), *The Cambridge Companion to Critical Theory* (pp. 336-360). Cambridge: Cambridge University Press.
- McArthur, J. (2016). Assessment for Social Justice: the role of assessment in achieving social justice. *Assessment and Evaluation in Higher Education*, 41(7), 967-981.
- McArthur, J. (2018). *Assessment for Social Justice*. London: Bloomsbury.
- McArthur, J. (2020). Assessment for Social Justice: achievement, uncertainty and recognition. In C. Callender, W. Locke, & S. Marginson (Eds.), *Changing Higher Education for a Changing World*. London: Bloomsbury.

Parallel Session 1 (Room 3) 12:10 - 12:40 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nigel Quirke-Bolt

114 How to balance and align a course assessment set with its learning outcomes?

Blazenka Divjak University of Zagreb, FOI, Varazdin, Croatia

Presentation Research or Evaluation Presentation

Abstract

The most prominent role of the assessment is to support student's learning. In formal higher education (HE) it is vital to link the assessment to the intended learning outcomes. Therefore, the assessment in HE has a dual role as the assessment of learning and the assessment for learning. The questions are how to construct a good assessment and how to evaluate an assessment strategy against the two abovementioned roles?

The highest positive effects on student performance have feedback to students and problem solving usage (Hattie, 2009).

According to (Van der Vleuten & Schuwirth, 2005) the utility depends on five factors: reliability, validity, educational impact, acceptability and the costs of assessment. Due to lessons learned from COVID-19 pandemic period we should consider adding a new factor: feasibility of assessment encompasses the security measures. Any single assessment method can never be perfect on all criteria and the assessment involve a compromise. The nature of the compromise depends on the purpose and context of the assessment (Van der Vleuten, 2016).

In order to capture the assessment strategy on the course level it is necessary to apply utility framework on the complete assessment set (formative and summative).

To ensure the validity of assessment, the first step in preparing the assessment plan is to determine the relative weights of the course learning outcomes (LOs). Relative weights of the course LOs can be determined by group decision making using the Analytic Hierarchy Process (AHP) (Saaty, 1987). Group participants should be selected carefully and the cognitive dimensions following Bloom's taxonomy need to be considered. Example for a course will be presented (Divjak, 2015).

The second step is to perform the constructive alignment of LOs with the assessment tasks and teaching and learning (TL) activities (Biggs & Tang, 2011). It is important to construct the formative assessment tasks that support summative tasks. Issue to consider is what to do during the pandemics or any other change of TL delivery model. The linkage between formative and summative assessment tasks is essential for timely feedback to students and for an adjustment of TL methods.

The third step is to evaluate the complete assessment set against the utility formula. For each assessment set, the relative importance of the factors can be determined by the AHP based group decision making. The example will be presented.

Finally, it is to be concluded with the analysis of course practices and the recommendations for improvements.

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Parallel Session 1 (Room 5) 12:10 - 12:40 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Tina Harvey

177 Students (non)use of online rubrics: Turnitin vs feedback literacy

Joy Robbins, Milena Marinkova University of Leeds, Leeds, United Kingdom

Abstract

While studies have extolled the value of matrix-style levelled rubrics in digital or online formats, the benefits have usually been presented in terms of enhancing marking (e.g. Isbell and Goomas, 2014) or enhancing the feedback itself (Watkins et al., 2014). These benefits are important but nonetheless couch digital feedback as simply an improved way for teachers to deliver information to students, a more efficient but still “old paradigm” transmission model of feedback (Winstone and Carless, 2020). As more rubrics move online, particularly since Covid, we thought it would be worth investigating if the digital affordances of online rubrics could also help the development of students’ feedback literacy, their ability to understand and make use of the feedback they get.

We investigated students views on the usefulness of online rubrics through a series of qualitative case studies following 9 students over 1-2 semesters as they submitted written work to Turnitin and received online feedback, including rubrics, via Turnitin Feedback Studio. In some cases rubrics were used both formatively and summatively, and some students also encountered Feedback Studio’s ability to link in-text comments to rubric criteria. Student perceptions were investigated through interviews and, perhaps more tellingly, through student-created screencasts following a think-aloud protocol as they accessed, navigated, worked through, and reacted in the moment to their online feedback. The data therefore give a very interesting picture of what the students prioritised in their digital feedback, and what they did not even click. Counter to our hopes for digital enhancement, it appears that Turnitin rubrics exacerbate poor feedback literacy development, perhaps even worse than old-fashioned paper rubrics.

This session will detail our negative Turnitin rubric findings and parse some of the feedback literacy developments within the case studies to outline implications and potential ways forward for digital rubric and feedback use.

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Parallel Session 1 (Room 7) 12:10 - 12:40 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Gemma Quinn

11 Screencast Feedback as a Dialogic ‘New Paradigm’ practice: Supporting Feedback Seeking, Agency and Uptake.

Dr James Michael Wood Seoul National University, Seoul, Korea

Abstract

Screencast feedback is higher in quantity, more explicit and engaging, and may better enable uptake compared to written feedback. However, most studies deploy screencast feedback as the ‘transmission’ of feedback comments (Mahoney, Macfarlane, & Ajjawi, 2019). This does little more than ‘replace’ written feedback (Pitt & Winstone, 2020) and does not consider the importance of learner agency and action within the uptake process.

However, this limitation can be overcome if screencast feedback is conceptually positioned and deployed in a way that supports agency by providing technology-mediated opportunities for learners to initiate and sustain feedback uptake-oriented dialogues with providers. Drawing on a qualitative case in practice, using reflections (N=14) and surveys (N=14) to progressively focus interviews with 13 undergraduate advanced writing students in South Korea, three themes were developed to illustrate the potential of the feedback practice.

In the first theme, screencast feedback appeared to enhance understanding of feedback and helped learners understand the gap between current and target performance and to set and achieve feedback enactment goals.

In the second theme, documentary evidence revealed that participants asked eight different types of questions about feedback, including initial feedback requests, questions on changes made and on those to make. Dialogues were also used to reject feedback. Data suggest dialogues resulted in feedback uptake or learning which may not have been possible without them. The perceived informality and ease of initiating technology-mediated dialogues reportedly increased willingness to interact.

In the third theme, participants revealed that viewing screencast feedback increased the feeling of connection with the teacher. This, along with enhanced perceptions of teacher effort in providing feedback, encouraged the perception of support and care from the teacher. This, in turn, encouraged trust and motivation to engage with and use feedback.

The findings demonstrate that although screencast feedback was perceived to be of higher quality and easier to use, there were still occasions in which further dialogue was needed to understand, reject, or complete the learning and uptake process from feedback. Thus, the findings illustrate a potentially worthwhile tradeoff between the teacher resources needed to field additional questions from learners, efficiency gains in learning from feedback and potentially greater satisfaction with interpersonal aspects of the feedback experience. Thus, the findings have both theoretical and practical implications and are especially relevant to those teaching in higher education settings who wish to support feedback engagement and uptake and improve student-teacher relationships through a dialogic and relational approach.

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Parallel Session 1 (Room 11) 12:10 - 12:40 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nigel Francis

8 Protecting and promoting: How self-presentation strategies impact on tutor/student trust within dialogic feedback spaces

Richard Wallis University of Brighton, Brighton, United Kingdom

Abstract

According to Carless (2013) “Trust is an important but underexplored factor impacting on teaching, learning and assessment” (p.90). Specifically, within the growing field of dialogic feedback (DF), research highlights particular challenges as to how ‘trust’ can be established and maintained between student and tutor. Here, DF is understood as those, “...interactive exchanges in which interpretations are shared, meanings negotiated and expectations clarified” (Ibid, p.90). Beaumont et.al (2011) add a further practice-based perspective of DF, defining it as “...opportunities that provide not only a summative judgement of performance, but support through opportunities for a discussion which identifies areas of improvement and scaffolds the student to help achieve higher grades” (p. 674).

One such common ‘opportunity’ for DF is within assessment feedback tutorials (referred to interchangeably in the literature/sector as ‘assignment tutorials’ or ‘feedback meetings’). Here, students engage in face-to-face meetings with their marking tutor to discuss summative feedback commentary and grades; often encountering an unfamiliar and potentially uncomfortable dialogic space. Assessment feedback tutorials do not occur within either a social, relational or affective vacuum. Indeed, engagement with DF can be a challenging, risk-taking “social act” (Ajjawi, &

Boud, 2015) that elicits a range of emotional responses. This, in turn, can significantly impact upon students' identity as learners and the way in which they perceive and evaluate learning relationships. As asserted by Race (1995), "Students' emotions greatly influence the way in which they are able to receive and process feedback, and sometimes the value of such feedback may be eclipsed by learners' reactions to it" (p.67).

Conceptually framed by Goffman's (1959) seminal work - and more recently Marshall and Barbour's (2015) research relating to Persona Studies - this paper draws upon my doctoral research that demonstrated how students' reactions and interactions within the DF space could be understood through the categorisation of self-presentation strategies. Using Schütz's (1998) Taxonomy of Self-Presentation Styles to guide the analysis, behaviours were identified to help understand how students presented their outward identity to their marking tutor. The thesis questioned how such strategies might impact upon the critical element of 'trust', required for DF to be effective in supporting a transformative learning experience. Conclusions were made that more research is required, from both student and staff perspectives, into understanding how and why such self-presentational strategies occur within the dialogic space and what, if anything, they bring to the quality of dialogue experienced within the tutorial context.

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Keynote Presentation: Professor David Boud (Piccadilly Suite) 13:40 - 14:40 Wednesday, 22nd June, 2022

Introduction Jess Evans

204 Assessment for future needs: Emerging directions for assessment change

David Boud Deakin University, Melbourne, Australia

Abstract

Over the past fifty years remarkable changes have occurred, not just in assessment practice, but the ways in which we conceptualise assessment. Some of these shifts include: From a focus on simple performance on final examinations, to a diversity of approaches in different modes at different times; from assessment as comparing students to judgement of outcomes against standards. Most importantly, there has been a conceptual shift from the single purpose of certifying students to multiple purposes including aiding learning and building the capacity of students to make their own judgements; and from judging students with respect to each other to judging them against standards and criteria.

What is now commonplace in assessment was, if conceived of at all, once strange and radical. What will scholars in the future notice about assessment today? What will they regard as quaint and old-fashioned and what will they see as having provided the foundations for more effective practice?

While some things are unlikely to change—universities will still have certifying functions, there will be forms of external accountability and assessment will still contribute, for good or bad, to student learning—there is far more scope for flexibility and change than we normally imagine.

The presentation will consider current practices that, looking back, will be recognised as strange or counterproductive, and consider what will replace them. It will include some or all of the following:

- Certifying student performance that has been superseded by later performance in the same unit or course.

- Recording student performance by a grade/mark for each subject/course unit, rather than in terms of learning outcomes that have been met.
- Over-emphasising a limited range of inauthentic assessment practices and thus learning outcomes (e.g. tests, exams and essays).
- Believing that the form of assessment is more important than the effects it produces.
- Expending effort on feedback processes that correct or classify students' work rather than provide them with the means and opportunities to improve it.
- Emphasising unilateral assessments in which students are solely judged by others, creating patterns of dependency and lack of confidence in their own judgements.
- Assessing all students identically when they have different aspirations.
- Certifying and portraying students in ways that do not recognise the distinctiveness of their achievements.

How rapidly can we move from comfortable and familiar assessment practices that are becoming increasingly indefensible? What is needed to do so?

Biography

David Boud is Alfred Deakin Professor and Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne and Emeritus Professor at the University of Technology Sydney. He is also Professor of Work and Learning at Middlesex University. Previously, he has held positions of Head of School, Associate Dean and Dean of the University Graduate School at UTS. He has published extensively on teaching, learning and assessment in higher and professional education. His current work focuses on the areas of assessment for learning in higher education, academic formation and workplace learning. He is one of the most highly cited scholars worldwide in the field of higher education. He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in building assessment skills for long-term learning (Developing Evaluative Judgement in Higher Education, Routledge 2018), designing new approaches to feedback (Feedback in Higher and Professional Education, Routledge, 2013) and Re-imagining University Assessment in a Digital World (Springer, 2019).

Parallel Session 2 (Piccadilly Suite) 14:50 - 15:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Diane Grayson

7 Examining the Effects of Policy Change: An Empirical Study of Grade Appeals:

Vidar Gynnild NTNU, Trondheim, Norway **Presentation**

Abstract

Assessment lies at the heart of the student experience (Brown & Knight, 1994; Rust, Price, & O'Donovan, 2003) and much time and effort is invested in making grade decisions transparent and equitable to the extent possible. Despite the widespread application of written guidelines, assessment rubrics and other support structures, issues associated with assessment have not been fully resolved (Sadler, 2014), and the application of subjective criteria calls for attention to principled questions.

This study builds on the study of different appeals policies applied at the University of Oslo, Norway. The study spans more than a decade involving thousands of students, those who filed an appeal as well as those who refrained. Until August 1, 2014 assessors were granted full access to previously assigned grades as part of the appeals process. However, due to demands from the student union and others, this policy was changed to meet the call for fairness. Assessors should be 'impartial', not being influenced by previously assigned grades or any accompanying correspondence with the candidate.

When such access was denied as part of a policy reform, grades tended to deviate significantly from the originally assigned grade. In turn, this caused considerable turmoil prompting the government to introduce yet an additional round of re-assessment in events of gaps larger than two steps. Unlike the situation in many countries, students in Norway are free to challenge academic judgment as well as filing appeals caused by technical flaws, and the appeals team knows nothing about the motivation.

The first part of this session highlights the effects of widely different policies applied at the same institution, while the second part deals with issues of equity and reliability. Concerns are raised about the role of written statements as the sole source to guide assessment. As has been stated elsewhere, words take their meaning in whatever context they are used in. This study suggests the need to learn and internalize standards as an essential resource by participation in communities of practice.

Sadler (2012) argue that an assessment standard is essentially an abstract concept that cannot be communicated by words and needs some material form to be grasped by humans. The audience will be engaged in a discussion of findings and theoretical approaches, including the role of tacit knowledge in assessment. What are the possibilities and limitations of grade descriptions, rubrics and written statements to ensure fair grading in comparison with practices based on tacit knowledge?

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Parallel Session 2 (Room 3) 14:50 - 15:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Sara Eastburn

24 Proposing a model for the incremental development of peer assessment and feedback skills: a case study

Laura Costelloe¹, Arlene Egan²¹Mary Immaculate College, Limerick, Ireland. ²Roffey Park Institute, Dublin, Ireland

Abstract

Literature suggests that a crucial element of peer assessment is feedback; through giving and receiving feedback, peer assessment works to engage student learning on a deeper level (Liu and Carless, 2006; Topping, 1998). Equally, the ability to give and receive feedback and to critique have been recognised as important life skills beyond the classroom that are applicable to work contexts. Given this reality, learning how to give constructive feedback should be viewed as 'an essential generic skill' (Cushing et al, 2011: 105).

This presentation reports on a model for an incremental trajectory for building confidence and competence in peer assessment and feedback for Higher Education learners. The model was developed from a case study of a postgraduate programme in an Irish Higher Education context. Arising from a small-scale study incorporating a combination of student feedback, teacher observations and informed by relevant literature (for more detail on the methodology underpinning the development of the model see Egan and Costelloe, 2016), the model recognises that giving and receiving peer feedback is not an innate skill and that learners require a scaffolded approach to develop the requisite skills (Adachi et al, 2018; Cassidy, 2006). This presentation focuses specifically on the 'peer feedback' component of the proposed model and outlines how the model might support incremental skill development, particularly (i) the ability to assess others, (ii) the ability to give and receive feedback and (iii) the ability to make judgments. The model suggests that learners should firstly become comfortable engaging in self-assessment tasks, which should incorporate a form of feedback from a more competent other. From here, self-assessment and peer-assessment should commence to allow the learner to understand how a peer may perceive elements of assessment and feedback differently. Following this, group-to group peer assessment and feedback is encouraged, as this can enhance confidence in judgement and communication of feedback. From this point, one-to-one and one-to-group peer assessment and feedback can commence.

We argue that such an approach encourages the use of peer assessment *as* and *for* learning, whereby students are gradually scaffolded - through various formative "low stakes" assessment tasks and activities - to develop the ability to provide formative peer feedback. While the model requires further testing and validation, it offers a pathway for practitioners for the incremental development of peer assessment and feedback skills.

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Parallel Session 2 (Room 5) 14:50 - 15:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Fabio Arico

175 Optimising STEM examinations for digital and remote delivery: a case study.

Ruth Allison, Margaret Bryndal Kaplan International Pathways, London, United Kingdom

Abstract

The rapid transition to remote digital teaching and learning modalities following the outbreak of COVID-19 pandemic has necessarily spearheaded the transformation of the assessment landscape. What was once considered unorthodox has become desirable, if not unavoidable: assessing students through essays or exams is steadily giving way to new learning measurement forms embracing the notions of authentic assessment and assessment of and as learning (Brown & Sambell, 2020b; Ashford-Rowe et al. 2014; Dann, 2014). Yet, despite a general appetite for this change, moving away from 'business-as-usual conservatism' (Brown & Sambell, 2020a: 2) has proven difficult to implement, particularly for STEM subjects. Alternatives to STEM examinations used at the start of the "digital pivot" in Kaplan Pathways, caused reliability and validity concerns, proved resource heavy and not sustainable going forward. Referring to STEM examinations, the question of assessment design needed not have been how we move away from exams, but rather, how we optimize such exams for remote delivery.

Our presentation evaluates the approach taken by Kaplan Pathways to creating scalable, valid & reliable digitised examinations for STEM modules. Having developed a digital item-banking model (Banerjee et al. 2016, Currier, 2007), we have leveraged its affordances to realise assessment transformation necessary to address the challenges experienced with alternative assessments for STEM subjects. In this model, validity is ensured through close alignment of items with learning outcomes and learning content (Biggs & Tang, 2011), which also increases assessment relevance to students. Reliability is enhanced through automated marking processes. These also help to achieve resource efficiencies and to create instant feedback loops with students (Evans, 2016), and ultimately lead to long-term sustainability (JISC, 2020). Security is improved through item randomisation, lockdown browsers and online proctoring. Randomisation of items also allows us to minimise opportunities for academic misconduct. Learning support is also built into the model, through provision of continuous, formative tests which mimic summative examinations (Gibbs & Simpson, 2005). Introducing this model has also necessitated a radical redesign of examination questions: by introducing assessment blueprints we control and assure the quality of each item which, in turn, guarantees the stability of examination structure and equivalent examination experience for each student.

We will also discuss lessons we have learned along this journey, from the importance of continuous enhancement of staff digital literacy, through dealing with change management issues that come with a project of that nature, to ensuring strong collaboration with your IT department.

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Parallel Session 2 (Room 7) 14:50 - 15:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Steffen Lytgens Skovfoged

16 Strategic Engagement: Exploring student buy-in across a formative and summative assessment

Suzanne Fergus, Ektaa Hirani, Nawal Parkar, Stewart Kirton
University of Hertfordshire, Hatfield, United Kingdom

Abstract

Assessment greatly influences the approaches to learning that students adopt. The nature of the assessment task, its educational value, outcomes and perceived importance influences student engagement. PeerWise, a freely available online tool enables a highly interactive student-led assessment activity that promotes independent learning and peer-feedback. The level and quality of student engagement across a formative and summative PeerWise assignment in two 1st year chemistry modules across three academic years was evaluated. Detailed analysis reports the level of student participation in the task, time-resolved engagement during the assignment window, classification of the student question type (using a revised Bloom's taxonomy), quality of model answers/student comments and occurrence of errors. The level of participation was extremely high in both formative (84%-95%) and summative cohorts (100%). There was enhanced engagement from the formative cohorts in answering questions and engaging in PeerWise beyond the assignment deadline. The quality of student work was comparable irrespective of the summative/formative assignment and the majority of questions created tested beyond simple recall. Strategic engagement across both formative and summative cohorts is evident with a greater number of short cuts detected in the formative cohorts. This research study will help address concerns by academics when planning the assessment portfolio within a programme of study.

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Parallel Session 2 (Room 11) 14:50 - 15:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Dai Hounsell

72 Authentic Assessment: Integrating professional and academic standards for coherent assessment in higher education

Hazel Messenger¹, Pete Boyd² ¹London Metropolitan University, London, United Kingdom. ²University of Cumbria, Carlisle, United Kingdom

Abstract

The multiple purposes of assessment in higher education include academic certification, quality assurance, student learning, developing students as lifelong self-regulated learners, and student employability (Bloxham & Boyd, 2007). Authentic assessment in higher education motivates students and helps to embed development as a lifelong learner and employability into taught programmes. Authentic assessment arguably requires three elements: real-world practicality; cognitive challenge; and development of evaluative judgment (Villarroel et al., 2020). By 'evaluative judgment' we mean the capacity to analyse and judge quality of work within the subject discipline (Tai et al., 2018). Higher education assessment within professional fields, in this study we investigate accountancy and school-teaching, often involves professional standards formally maintained and enforced by professional associations or bodies. These professional standards are positioned in our study as boundary objects (Giroux, 1988). Across the university-employer boundary there is tension around the value of different kinds of knowledge and between academic and professional standards within authentic assessment. This may play out as different values placed by stakeholders on theory and research compared to the practical wisdom of expert practitioners. Stakeholders include academics, students, practice-based mentors, employers, professional bodies, and university managers. The tension is likely to be most explicit where students completing a programme gain accreditation against formal professional standards, for example to gain exemption from some professional body examinations as an accountant or to gain government approved qualified status as a schoolteacher. In assessment literature and practice, the term 'criteria' is used to refer to a 'property, quality, characteristic or attribute of a student response' whereas the term 'standard' refers to the level of quality (Sadler, 1987). A second distinction is made between analytic grading, separate qualitative judgments against criteria, and holistic grading, by which the assessor progressively builds up a complex mental response to student work or performance (Sadler, 2009). These distinctions are often blurred in the development and use of 'professional standards' by professional bodies or government agencies. This study is based on two case study undergraduate programmes in England, investigating the position of relevant professional standards within the programme assessment framework. A critical discourse analysis of the programme specification and of documents related to professional assessment focuses on three levels of: text; discursive practice; and social practice. Data was also generated through interviews with academics and focus groups with students and subjected to thematic analysis. The influence of professional standards within a programme may be strong and yet their position and role as a boundary-crossing assessment object may be uncertain and confusing. Our analysis suggests that professional standards require careful integration into programme assessment frameworks but as a dynamic and contested element of authentic assessment. This session aims to provoke thinking about the integration of authentic assessment into taught programmes and the coherent provision of criteria, standards, and effective feedback to support student learning.

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Poster & Pitch Presentations (Room 5) 15:40 - 16:40 Wednesday, 22nd June, 2022

Presentation type Poster & Pitch Presentation Chair(s): Linda Graham

155 The complex web of social interaction: Expanding virtual and spatial multiliteracies and a need to revisit netiquette guidance

Sue Beckingham, Sheffield Hallam University, Sheffield, United Kingdom

Abstract

From an early age we learn how to communicate with others and develop an understanding of etiquette and what constitutes polite behaviour and good manners when interacting in person. The term 'netiquette' refers to internet etiquette. Welsh and Wright (2010) use the term netiquette as the rules of etiquette in digital communication and DeJong (2013:115) describe netiquette as "a term used for professional and polite practices online".

Students will use multiple ways to communicate with their friends and family in a social context; with peers and tutors throughout their learning and assessment experience; and with potential employers when seeking placements and graduate job opportunities. Communication may be in person or online, be formal or informal. Furthermore the modes of communication used will be multimodal integrating visual, audio, gestural and spatial patterns of meaning (Cope and Kalantzis, 2009). The New London Group (1996:63) coined the term multiliteracies to describe "the multiplicity of communications channels and media, and the increasing saliency of cultural and linguistic diversity". There are expectations that students entering university will all have a command of these multiliteracies and the expected rules of netiquette. Moreover they may be judged and assessed on their interactions both in person and online. A significant question is where are they taught these skills and how do we know the students have developed them?

This poster considers a range of literacies required as networked individuals (Rainie and Wellman, 2012), and the need to provide students with guidance on professional social skills and multi literacy support. Drawing upon Miller's (2015) multi literacies framework for university learning, suggestions for formative activities are given. These focus on six domains of literacy: institutional literacies, digital literacies, social and cultural literacies, critical literacies, language literacies, and academic literacies.

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156 Investigating the strategies students use when preparing for assessment

Hayley Wootton, Alice Collier King's College London, London, United Kingdom

Abstract

Learning strategies are techniques commonly used when attempting to understand, learn or retain material. Spanning a range of lower and higher order approaches, the learning strategies chosen by students within a single undergraduate cohort can vary significantly (Lastusaari, Laakkonen and Murtonen, 2016). A variety of factors can affect the learning strategies an individual uses, with personal motivations being one such factor (Lynch and Trujillo, 2011; Chan and Bauer, 2016). For many undergraduate students, assessment and attainment remain two key reasons to engage with and study course material (Gibbs and Simpson, 2004). However, the influence of specific types of assessment task on observed study habits and employed learning strategies is still not fully understood.

Being interested in the relationship between assessment type, learning strategies and attainment, we share our preliminary research to probe the learning strategies used by undergraduate chemistry students when preparing for a range of assessment tasks. These include a combination of both traditional and alternative assessment methods (e.g. closed vs open book exams), which have increased in popularity across the higher education sector in response to the need for more authentic assessment. As presented, our initial analysis highlights that the types of learning

strategies reported most commonly by students may indeed vary based upon the nature of the assessment task given to them.

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167 Pass the remote. Changing the channel on teaching and learning practices through co-creation and partnership between students and lecturers.

Rose Baulk University of Bolton, Bolton, United Kingdom

Abstract

This paper considers how co-partnership and co-creation between teachers and students can enhance teaching and learning within the Higher Education setting. COVID-19 has challenged many aspects of teaching and learning. From an instructional perspective, it has forced lecturers to be more diverse in their pedagogical practices. This has also enhanced opportunities for learning, extending this beyond the physical classroom.

This paper documents the approaches taken regarding the delivery of modules taught on the BA (hons) Education and Learning degree programme.

The researcher has explored and adopted conversational frameworks and relational pedagogy into their own working practice. This approach has further been embedded into their teaching practice, working with students as co-partners and co-creators.

The presentation will discuss the evolution of teaching practice over two academic years and the benefits and opportunities for collaborative translation between students and lecturers that have emerged from the pandemic.

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195 Developing student self-regulation through comparative peer-assessment.

Claire Ellison University of Salford, Salford, United Kingdom

Abstract

Developing assessment and feedback strategies to assist students with progression and graduation is a key focus for many institutions. However, student engagement with feedback is often poor and they can find it difficult to act

upon it; often stating the feedback was generic or of insufficient quality for improvement. This has been compounded by the Covid-19 pandemic, where providing face-to-face formative feedback to most students was not possible. A feedback strategy that has shown to improve engagement is Adaptive Comparative Judgement (ACJ; Hardy et al (2016)). Rather than a mark scheme or rubric, student work is marked comparatively. Each piece of work is assigned as better or worse than a comparator, with the process repeating until a full rank of submissions has been generated. This becomes particularly useful when the comparators are the students themselves. Students can (anonymously) view the range of submissions and thus understand where their work fits within the scope of their peers. They also get the opportunity to see 'what good looks like' and leave feedback on their peers' work. Finally, this entire protocol can be run through a web-based tool, accessed from any internet enabled device. To demonstrate how this approach could be applied at the University of Salford, I ran proof-of-concept study during the 2020-21 academic year with a small cohort of level 6 students. This initial study assessed student opinion of ACJ. The scheme was then expanded in the 2021-22 academic year, incorporating more students and integrating the ACJ process fully into the curriculum delivery.

Here, I present the outcomes of integration of ACJ including improved self-awareness and regulation by students as they were more active and engaged with formative feedback. Student opinions on the access to high quality examples of work, and personalised feedback through online tools will be discussed. Engagement and self-regulation were measured through collection of qualitative data obtained from questionnaires. The questionnaires examined students' attitudes towards feedback, both in its usual form and when obtained through adaptive comparative judgement. In addition, they were questioned on their opinions of the ACJ process and if the process changed how they attempted other assignments. The improvement in quality of the work submitted was assessed by comparing initial and final submissions. After the conclusion of the project, it is hoped this strategy could be expanded across the directorate and school, and eventually the wider university as a standard approach to formative peer-feedback.

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Poster & Pitch Presentation (Room 7)

15:40 - 16:40 Wednesday, 22nd June, 2022

Presentation type Poster & Pitch Presentation Chair(s): Iain MacDonald

143 Novel approaches to practical clinical assessments in lockdown and beyond

Gemma Quinn, John Baxter, Gladson Chikwa, Helen Cook, Bryan Lightowler, Sandra Martin, Elizabeth Mosley, Patricia Peebles, Tom Robshaw, Jacqueline Smart, Claire Sutton, Simon Tweddell University of Bradford, Bradford, United Kingdom

Abstract

Objective Structured Clinical Examinations (OSCE) were introduced in the UK as a means of objectively assessing clinical competence in medical students (Harden *et al*, 1975). They are widely used in the assessment of healthcare students, although their reliability has been challenged (Brannick *et al*, 2011). Traditional OSCEs are undertaken face-to-face and require considerable organisational time, timetabled staff resource, significant quantities of paper, and time-consuming data analysis (Chou *et al*, 2021). Our poster discusses how several programmes in Healthcare and Life Sciences at the University of Bradford moved OSCEs rapidly online during the COVID-19 pandemic. We identify how we addressed the issues, the impact on student and staff experience, and ways in which we learnt from these. For our healthcare programmes such as Pharmacy, Paramedic Sciences and Advanced Clinical Practice (ACP), this was particularly challenging as co-location was not possible and OSCEs are used to assess clinical competence and meet professional and regulatory body requirements.

Challenges included ensuring that programme learning outcomes and professional body requirements were met, whilst remaining cognisant that graduates were needed to join the healthcare workforce. Not all students or staff had appropriate devices, places to study or access to reliable Wi-Fi, meaning that synchronous assessment may not have been possible for all students (Seah, 2020). Existing IT infrastructure and instructor knowledge was not sufficiently agile for remote OSCEs, and workaround solutions were required.

Programmes independently devised online OSCEs. For example, Paramedic Sciences used recorded consultations with family members and ACP used recorded consultations with manikins. Pharmacy used synchronous consultations with simulated patients, focusing on skills.

The approaches mitigated the disruption caused by the pandemic and resulted in several unanticipated benefits. We demonstrated that an agile approach is feasible in response to changes in healthcare practice. We also observed a reduction in assessment anxiety and over time, improved self-efficacy and assessment literacy for students. Quality assurance was intrinsically improved, as the online assessments were recorded. Finally, it allowed students showcase their best performance.

Moving forward we have refined many aspects of online OSCEs, including provision of supportive materials and examples. The changes in Pharmacy caused inflated marks, so assessment of knowledge has been reintroduced. However, on reflection, siloed working caused inefficiencies in sharing best practice and we have now adopted an interdisciplinary approach. This creative and urgent response to the challenges of the pandemic is inspiring long term and collaborative changes to improve authenticity of assessment and student success.

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161 Embedding UDL in assessment in a large class context

Ann Marie Farrell Dublin City University, Dublin, Ireland

Abstract

This poster pitch and presentation reflects on the application of the Universal Design for Learning (UDL) framework on pedagogical practice in the context of a large (430 students), final year, undergraduate module which is part of an initial teacher education programme in the Republic of Ireland. Pedagogy is a complex concept incorporating teaching, learning, curriculum and assessment as well as relationships and values (Nind et al., 2016). Recognising and acknowledging learning diversity from the outset of the pedagogical experience by designing flexible, varied routes through the curricular journey is at the core of the Universal Design for Learning (UDL) framework (Rose et al., 2014), which considers the teacher's representation of concepts and students' engagement with, action on and expression of those concepts. The pedagogical approach to this module was founded on the alignment of the pillars of pedagogy (Nind et al., 2016) with the pillars of UDL whereby the 'multiple means of representation' perspective aligns with teaching, the 'multiple means of engagement' perspective aligns with learning, and the 'multiple means of action and expression' perspective aligns with assessment, all of which are described and encapsulated in the curriculum.

Both the formative and summative purposes of assessment were considered when considering access for the assumed diversity of learners in the class. Students engaged with assessment in three learning contexts:

- Full class (plenary) sessions wherein peer assessment and two-way formative feedback were enabled through the use of technological tools such as PeerWise, CatchBox, Padlet, Kahoot
- Workshops (12 groups) wherein a case study was used as the basis for developing an assignment in class using Google Docs. Feedback provided in class and afterwards in writing.
- Independent (outside of timetabled periods). Students were allowed choice of task, choice of who to work with and how many. The principles of authentic assessment were embedded in this element of the assessment i.e. students had to write for a defined audience; replicate real-world tasks; engage deeply (Koh, 2017).

Large class size can result in the perception that pedagogical approaches must be necessarily limited due to scale (De Rogatis et al., 2014; Foley & Masingila, 2014; Hornsby & Osman, 2014). Embedding UDL infused an energy into the teaching/learning dynamic, enhancing student learning and engagement. Although this case study is rooted in

ITE, it has relevance across the disciplinary continuum as many of the issues reflected upon are likely experienced across disciplinary boundaries, e.g. engagement and assessment integrity.

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135 Canva and future midwives: enhancing learning and assessment through digital creativity

Holly Morse Swansea University, Swansea, United Kingdom

Abstract

In 2020 the Nursing and Midwifery Council's new Standards for pre-registration midwifery programmes came into effect, with a focus on preparing students as 'future midwives' (NMC, 2019). Reflecting the recommendations of the Topol review (HEE, 2019) on preparing the healthcare workforce to deliver the digital future, the new Standards put emphasis on innovation, including digital literacy and the effective use of technology to enhance learning and assessment.

Our third-year student midwives study a research module, building on their knowledge through exploring research methods, understanding evidence and developing critical appraisal skills. This module is assessed in two parts, an essay (60%) and a conference poster presentation (40%), aimed at developing and assessing additional digital, creative and presenting skills. Presentations are delivered to, and assessed by, small groups of peers and members of the teaching team, developing confidence and communication skills.

Arts-based pedagogy is a well-established approach within health education, challenging linear thinking, promoting inquiry and reflection, resulting in transformative learning (Reiger et al, 2019): key skills for future midwives. However, continual evaluation is needed to ensure this process produces meaningful learning, recognising that engagement can be impacted by creative self-efficacy and perceptions of vulnerability in presenting and receiving peer assessment (Reiger et al, 2020).

Initially, students were signposted to use Microsoft Word for this task but found this prohibitive in terms of creativity and personalisation. Taking on board this feedback, and the limitations of Word as a creative digital design tool, other options were explored. 'Canva', an online design tool, was trialled by students in 2019 to enhance intuitive use and creativity and support them to produce a more aesthetically pleasing 'conference-ready' result. Canva can be used free and needs no prior digital design experience.

Students engaged enthusiastically and productively after minimal instruction from one of the team familiar with using Canva for this purpose in her own research. Overall, they produced work for assessment of a high standard, gave positive feedback on the creation and delivery, expressed pride in the end result and felt more confident presenting it. Similar results were produced by cohorts in 2020 and 2021, presented online due to COVID-19. Due to the success of embedding Canva in this assessment, a further Canva-based assessment (an infographic) was proposed within our new curriculum, which was recently approved by the NMC for 2022. Canva has potential to support a variety of assessment types across disciplines in Higher Education.

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162 A long-term online solution for remote examinations: Factors for success in an institutional implementation of the Gradescope online assessment platform

Samantha Pugh¹, Duncan Borman¹, Jamie Whitehead² ¹University of Leeds, Leeds, United Kingdom. ²Turnitin, Newcastle-upon-Tyne, United Kingdom

Abstract

Like institutions the world over, the University of Leeds faced the unprecedented challenge of a pivot to fully online emergency teaching and assessment in March 2020. Determined to minimise disruption and support learning, not only for our students, but also for our teaching staff, we accelerated the implementation of the Gradescope assessment platform, from pilot to full implementation over a rapidly accelerated timescale. A specific benefit of using Gradescope was that it allowed students to upload and tag handwritten work, which is essential in the testing of knowledge and its application, particularly in the STEM disciplines. Converting work to a typeset format requires students to demonstrate a different set of skills. Equally, Gradescope allowed instructors to mark the work using a stylus, and to make adjustments to the rubric throughout the marking process, making it a very agile and user-friendly process, compared to other tools that were available to the institution. We were operating without invigilation, and by adjusting exam papers to be suitable for an open environment.

We will provide a critique of the Gradescope platform and emphasise the factors for success in implementing and supporting such a rapid change. This included strong cross-faculty training and support including 'just-in-time' live sessions and peer support, a high level of support and responsiveness from the vendor, the use of trial assessments with students to minimise technological challenges in delivering assessment using a new platform, and close working between central services and Schools for a team-based approach to the delivery of assessment.

Whilst the transition of assessments to Gradescope was driven by necessity, it has delivered benefits for the assessment process that the institution plans to maintain beyond the pandemic with respect to the ease of online marking, particularly where assessments are marked by a team, and the ability for assessment leads to monitor the marking process in real time. There are also benefits with regards to the feedback capabilities for students, although this is yet to be fully investigated at Leeds. This focused approach on evaluating effective technology was instrumental in helping to inform the University's new assessment strategy, which now has a focus on 'digital by default.'

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Poster & Pitch Presentation (Room 11)

15:40 - 16:40 Wednesday, 22nd June, 2022

Presentation type Poster & Pitch Presentation Chair(s): Tina Harvey

142 Engagement Assessments (EA) - the small one's that count....

Patricia Perlman-Dee University of Manchester, Manchester, United Kingdom

Abstract

Traditional Assessment for learning, provides information about student achievement at a certain point in time, but often has little effect on learning. However, Assessment as learning develops and supports students' metacognitive skills, so thinking about thinking is crucial in helping students become lifelong learners (Dann, 2014). Therefore, creating assessments using "engagement assessments" (EA) creates an active and engaged learning process that caters much more for diversity amongst different student's learning styles.

By making ongoing smaller exercises, activities, projects and role plays being summative assessments instead of formative assessment, students' level of engagement and learning process is much more active learning.

The usage of EA as summative assessment will make the majority of students engage with the material. This is because by doing the set task, this will also contribute to their final grade. There is a reward for engaging with the material and to complete the set exercises. We have found that the reward approach works a lot better than a "penalty".

This Poster & Pitch presentation will highlight some of the many types of summative engagement assessments that the presenter has used in her courses. The academic literature (Gibbs and Simpson, 1994) discuss 11 conditions under which assessments support learning. Condition 3 is enforcing that support for EA: Tackling the assessed task engages students in productive learning activity of an appropriate kind".

Therefore, the initial starting point to implement summative EA is to make sure part of the overall grade is allocated to the engagement assessment.

EAs could be used in any educational setting and for any subject. Each subject will have certain EA's that will be more appropriate. However, using quizzes as EA is highly applicable in all settings and can very easily be adapted. Workshop or seminar attendance is also highly transferable for any course that has synchronous learning. Active participation exercises are all about breaking tasks down in smaller chunks and building up the learning.

This Poster & Pitch presentation will equip the audience with a practical tool kit on how to include and implement new, chunked down, ongoing, engaging approach to assessments: Engagement Assessments.

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150 Supporting Meaningful Assessment through Balanced Learning Design

Barbi Svetec, Blaženka Divjak University of Zagreb, Faculty of Organization and Informatics, Varaždin, Croatia

Abstract

To provide meaningful assessment, it is essential to link assessment methods to teaching and learning activities (TLA) and corresponding intended learning outcomes (LO), in line with the principle of constructive alignment (Biggs, 1999). This can be enhanced through learning design (LD), enabling informed decision-making in designing learning activities, in a pedagogically effective and innovative way, using relevant resources and technologies effectively (Conole, 2013). Therefore, supporting assessment was one the key principles in the development of the Balanced Learning Design Planning (BDP) concept and tool.

Building on existing LD concepts, contemporary research findings and theory, the BDP concept and tool provide innovation to support sound pedagogical planning in higher education. As such, the concept and tool aim to support meaningful assessment that measures, but also enhances learning.

Being strongly based on LOs, on the macro level, the concept and tool aim to ensure alignment of LOs at the study program and course level. On the micro level, the concept and tool emphasize constructive alignment and linking course LOs with TLAs and corresponding assessment.

To support meaningful assessment, the concept and tool include several innovative functionalities. First, there is a focus on ensuring assessment validity by assigning study program and course LOs with relative weights, which can be done using multi-criteria decision-making methods (Divjak et al., 2021). At the course level, the relative weights of LOs can be further distributed among chosen assessment tasks. Second, the tool supports detailed assessment planning related to particular TLAs, including the type of assessment (formative or summative), assessment points (if relevant), and the assessment provider (teacher, peer, self, automated or other). Third, the tool provides curriculum analytics which can enhance LD planning in line with the intended pedagogical approach. It presents an overview of course assessment with respect to assessment type and provider. Moreover, it provides analytics of intended LOs' coverage through topics and corresponding assessment tasks. Finally, it demonstrates the comparison of relative assessment weights, based on planned assessment activities, with the weights assigned to particular course LOs.

The tool is currently being used in designing several courses and MOOCs. Its further development will include integration with the LMS, which will enable complementing the planning data with actual implementation data, subject to further learning analytics. Our poster and pitch presentation would present the essential features of the BDP concept and tool, but also report on preliminary findings related to their use in assessment planning.

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164 An innovative portfolio assessment to foster self-regulated learning for international students on a Pre-Sessional programme.

Debra Jones, Hazel Newton Bristol University, Bristol, United Kingdom

Abstract

The focus of this poster presentation is the development of a new portfolio assessment on our online Pre-sessional programme. Pre-sessionals play a key role in preparing international students for entry onto degree courses at UK Universities. In response to Covid-19, we created a completely new course which changed the focus from language proficiency to academic communication skills necessary in UK higher education. The new course reflects a developmental approach, emphasising process over product, developing transferable skills rather than evaluating output. To reflect this, we replaced the end-of-course exams and summative coursework with a formative portfolio assessment.

Our Learning Development Portfolio (LDP) constitutes learner-oriented assessment by promoting on-going learning and development, active student involvement as self and peer reviewers, and student engagement with feedback as feedforward (Carless, 2007). The portfolio is not simply a showcase of students' work (assessment of learning); it engages students in the cycle of self-regulated learning "where learners set goals for their learning and then attempt to regulate certain aspects of their thinking, motivation and behaviour during learning" (Steen-Utheim & Hopfenbeck, 2019, p.82). Hence, the portfolio constitutes assessment as and for learning, developing academic knowledge and the skills required to be autonomous learners in their future studies and careers.

Students take ownership of their LDP by setting Learning Development Goals (LDG) based on their previous experience and the academic communication requirements of their degree. Each week, students choose examples of their work to add to their portfolio, evidencing their application of learning and progress. Students complete a weekly reflection form giving a rationale for their evidence; reflecting on and responding to peer and teacher

feedback and requesting feedback to feed forward to future tasks; and rating their development using a Red-Amber-Green system, encouraging self-evaluation (Carless, Joughin, Liu, 2006). Teachers play an active role as mediators, scaffolding self-regulation through “good feedback practices” (Nicol & Macfarlane-Dick, 2006, p.205). At the end of the course, students record a Presentation of Claim, drawing on their portfolio to evidence their progress.

The new course received positive feedback; external accreditors praised its multi-disciplinary approach and focus on assessment for and as learning, while the External Examiner praised its innovative approach, providing “a rich and personalised learning experience”. Teacher and student feedback was equally positive. In our poster, we show how the portfolio fosters self-regulated learning through a process of dialogic feedback and share teacher and student evaluation of the portfolio assessment.

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178 Developing an Ethos of Authentic Assessment: an Exemplar from a Fast-Moving Discipline

Pio Fenton, Michele McManus, Elaine O'Brien, Conor Kelleher Munster Technological University, Cork, Ireland

Abstract

Practitioners of fast-evolving disciplines in industry often bemoan the lack of capacity of academic institutions to keep pace with their required skillsets. This can often be highlighted in areas relating to digital technologies. One such discipline that requires practitioners to be able to actively engage with new platforms, skill-need and knowledge bases is Marketing. Traditionally seen as a stable academic discipline, HEIs are struggling to produce graduates of this discipline who have had the exposure that enables them to ‘hit the ground running’. This presentation from the Department of Marketing & International Business at Munster Technological University (MTU), explores how authentic assessment was developed as a means to bridge the gap between academia and practice while also improving the student experience along the way. The presentation will look at the authentic assessment from the perspectives of students and lecturers, with emphasis on barriers and opportunities.

We examine how while our existing authentic assessment practices are favoured by our students, they must be aided by ongoing scaffolding, thought leadership and a richer/rounder emphasis on the mechanism. We examine how to formalise the systems, processes and recognition of this approach in a manner that assists in addressing issues that exist in how the department operationalises this strategy. Simply, our objective is to make it easier for lecturers to design and implement authentic assessments while maintaining positive student engagement. By taking a macro and micro lens to examine aspects of this authentic assessment, we intend to provide guidance for other academic disciplines on how to approach the development of an ethos of authentic assessment within programmes or across a department. Equally, through active engagement with the student voice we are able to outline the key merits and challenges of this experience. Finally, we showcase this as an exemplar with mapping to a student journey device that outlines the role of authentic assessment in their development.

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188 Noticing: From Common Occurrence to Transformative Feedback Tool

Lindsey Moses Bishop Auckland College, Durham, United Kingdom

Abstract

Purpose: To share how the act of 'noticing' can be developed into a transformative feedback process.

Background: To 'notice' is to become aware of. The purpose of feedback is to make students aware of their learning and the progress they are making (Marris, Perry and Wardle, 2021). In our undergraduate counselling programme, feedback is not restricted to merely academic development and achievement, it is encompassing of a much larger arc incorporating many aspects of the students' life. This is essential in counselling training as students are not only developing academic competency but professional competency too. This requires attaining a level of self-awareness and personal development that enables the monitoring of their own fitness to practice (BACP, 2021), this requires 'noticing'. The development of personal and professional competency, is increasingly a desired graduate outcome on many courses (Irving-Bell, 2019). Therefore, noticing as a transformative feedback tool is relevant to all involved in the delivery and participation of HE.

Key Points: By making 'noticing' tangible and placing it central to the learning experience, students are actively mentored to develop their capacity to 'notice' which extends their awareness and enables greater engagement in the feedback process.

There are several steps to this process:

1. Connect: encouraging students to make conscious connections to their own 'noticing', eg: 'What are you aware of....?' 'How are you feeling?' Without inhibiting responsiveness (Forsythe and Johnson 2016).
2. Equate: supporting further reflection. How does their 'noticing' manifest: cognitively, emotionally, physiologically? What meaning, value, belief do they attach to it? Does their noticing hinder or help?
3. Respond: exploring with students' new reactions and changes they can make because of their 'noticing' which enables more effective action and further development of themselves.
4. Synthesize: evaluating change brought about from, actively 'noticing' and responding more effectively. Using this new awareness to 'notice' further.

Conclusion: Comparable to elite athletes who train to maximise their physical potential, students can also train their ability to 'notice', investing in, developing and fostering their 'noticing' capacity, which in turn enhances their learning and feedback process. Effective utilisation of this skill has proven to be beneficial far beyond academic study with students and graduates reporting on the benefits 'noticing' brings to their lives, which amongst many things include, improved mental and physical well-being, more effective ability to communicate and form/ maintain fulfilling relationships, increased integrity, resilience and self-respect, better organisational and management skills (BAC, 2021a&b).

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Parallel Session 3 (Piccadilly Suite) 16:50 - 17:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Jan McArthur

138 Precedents to feedback literacy: using an evidence-based approach to reflect on feedback talk

Emma Medland¹, Marion Heron¹, Kieran Balloo^{2,1} ¹University of Surrey, Guildford, United Kingdom. ²University of Southern Queensland, Springfield, Australia

Abstract

Feedback literacy has served to operationalise what Carless (2015) described as a shift from a one-way transmission of feedback to students (i.e. old paradigm), to a commitment to student engagement in the feedback process (i.e. new paradigm). This evolution is providing insight into the nuances of feedback literacy and its application to practice (e.g. Carless & Winstone, 2020; Carless & Boud, 2018; Sutton, 2012), but fails to consider what feedback looks like and how it can be identified (Heron et al, 2021). Whilst certain forms of feedback are easily identifiable (e.g. written feedback on assessed tasks), others are more troublesome due to their heterogeneity (e.g. verbal feedback) and require support in recognising feedback. This is perhaps why most feedback research focuses on post-assessment written feedback. However, feedback talk is the most rich and abundant source of feedback that students are exposed to and yet it has been largely neglected, is under-conceptualised (Heron et al., 2021) and often not perceived as feedback at all, but rather as part of the dialogue of learning and teaching (Medland, 2019).

We define feedback talk as part of naturally occurring classroom dialogic interactions, which is distinct from verbal feedback that is largely associated with assessment tasks. With this in mind, a pilot study (Heron et al., 2021) adopting a linguistic lens to explicate what feedback talk looks like within longer classroom conversations identified ten codes (i.e. the Feedback Talk Framework). This presentation focuses on validation of the Framework through mixed methods using a survey (n = 136) and data-led reflective interviews with staff (n=7). The interviews were thematically analysed and Krippendorff's alpha analysis was performed to assess the reliability of participant judgements in the survey. Results suggested the Framework could be validated by collapsing the original ten codes into three key feedback talk moves: i. Informing; ii. Confirming and Validating, and; iii. Questioning. Whilst it might seem reductive to isolate feedback talk to a set of codes, they were found to provide a first step in supporting teachers to recognise and reflect upon the multitude of forms of feedback interactions taking place within their classrooms, and for creating opportunities to maximise the impact of feedback. Thus, using an empirically derived framework of feedback talk can support an evidence-based approach to teacher reflection and thus contribute to the development of teacher (and student) feedback literacy.

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Parallel Session 3 (Room 3) 16:50 - 17:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nigel Quirke-Bolt

125 Reframing portfolio assessments during Emergency Remote Teaching and beyond

Laura Dison, Maria Prozesky Wits University, Johannesburg, South Africa

Abstract

In Higher Education over recent years recognition has grown that assessment plays a central role in shaping students' approaches to learning and in defining ways of thinking in the disciplines. In this paper we trace how during Emergency Remote Teaching (ERT) in 2020, lecturers at the Wits School of Education in Johannesburg, South Africa, began using portfolio tasks as a way of ensuring that students would demonstrate their achievement of knowledge and capabilities in reflective and authentic ways. We highlight lessons for best practice in using portfolio assessments in online or blended teaching, as HE moves through pandemic conditions into an uncertain future.

Lecturers at the School had prior to ERT begun moving towards formative 'responsibility-sharing' assessment activities (Sambell and Sambell 2019) as a strategy for involving students centrally in assessment processes and empowering them to make reasoned judgments about their own and others' work. Such portfolio tasks were seen

as authentic, not only in the sense of students' developing 'employability' or professional skills, but more importantly skills of sustainable and life-long learning. This trend accelerated during ERT when lecturers were encouraged to use portfolios to engage students in ongoing writing tasks and self- and peer-assessment activities, enabling them to achieve key learning goals while counteracting the temptation to copy or plagiarise because of the personalized nature of the tasks that promoted a sense of student voice and ownership.

This paper chronicles our shifts in thinking around portfolios as a form of authentic assessment for BEd students in a large public university in South Africa, over the course of 2020. We assess the portfolios' effects in enhancing assessment for learning, and specifically students' critical consciousness, drawing on a range of examples of assessment practices at the School of Education. Our analysis illustrates some of the practical constraints and necessary conditions of implementing portfolios in the context faced by universities such as ours, a context characterised by high student numbers, poor preparedness for university, severe technological challenges, and a powerful culture of summative assessment that favours assessment for accountability rather than for learning.

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Parallel Session 3 (Room 5) 16:50 - 17:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Juliet Eve

55 The Evaluation of The Third Mission in Higher Education: The Next Generation?

Serafina Pastore, Fausta Scardigno University of Bari, Bari, Italy

Abstract

The present paper reports on the processes of conceptualizing and assessing the third mission of higher education in Italy.

On the backdrop of the main trends in defining the third mission (Docherty, 2010; Ennew, Greenaway, 2012), the paper summarizes an explorative study aimed to outline a conceptual framework and a set of indicators useful to assess third mission activities.

Recent rising demands and the changing higher education landscape in a globalised world are accompanied by attempts to define what new activities or objectives of HEIs were or should be institutionalised and supported. From being entities for knowledge creation and dissemination, universities are now asked to play an increasingly entrepreneurial role, involving networking and collaboration, as well as sustainability and social engagement. The activities which started to complement, and accompany research and teaching (e.g., technology transfer, lifelong learning, social and civic engagement) have come to be called the third mission of HEIs.

Third mission, in this perspective, has been generally defined as the contribution of education to social progress that universities not only produce new knowledge but do so with social and economic perspectives in mind. While different have been the attempts to explore and assess the third mission (e.g. REF and KEF in the UK), in Italy this topic still represents a neglected research field: assessment of third mission is mostly perceived as something irrelevant and disconnected from the university mission.

Given the recognition of difficulties teachers and university staff have with the definition and assessment of the third mission a study has been realized.

The results achieved are twofold: firstly, a critical analysis of institutional documents has been performed in order to identify the third mission indicators. After a comparative and contrastive analysis of institutional documents (at national and European level) a set of indicators has been created as representative of the main dimensions of the third mission.

Secondly, stakeholders' feedback on the clarity, completeness, and usefulness of a new set of indicators have been collected in order to inform the design of a new model of third mission in the Italian higher education system.

Despite its intrinsic limitations, the paper sheds light on important issues to be considered in the evaluation of the third mission (Stilgoe, Lock, and Wildson, 2014). Moreover, this study demonstrates how it is possible to develop a bottom-up model useful to avoid that the third mission evaluation represents another mandatory activity for university staff.

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Parallel Session 3 (Room 7) 16:50 - 17:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Stephen Rutherford

140 Signature assessments in Initial Teacher Training: what kinds of assessment proliferate? A content analysis of assessment practices across higher education institutions in England.

Jack Bryne Stothard University of Derby, Derby, United Kingdom

Abstract

Assessment matters. It is an essential aspect of the learning process (Leenknecht et al., 2021) and the 'Assessment and feedback benchmarking tool', produced by The National Union of Students (2015), suggests it remains a point of particular interest for higher education (HE) students. Buckley (2021) goes further suggesting a crisis beckons, stating "questions on assessment are pretty much the lowest-scoring questions on the NSS." (p. 1009) Literature also suggests that students continue to be assessment-driven, thus efforts to demystify and create greater transparency around assessment is essential for HE institutions. Whilst aspects of initial teacher training (ITT) assessment are dictated by the Department for Education, others are left for individual institutions to dictate. Very little literature explores the types of assessment pre-service trainee teachers engage in, thus teacher education assessment is an area ripe for research and scholarship. Therefore, this research investigates the kinds of assessment utilised by HE institutions for ITT undergraduate programmes of study resulting in qualified teacher status (QTS).

This exploration is underpinned by the work of Shulman (2005), particularly his focus on the term 'signature pedagogies'. These pedagogies, Shulman argues, are those ways of thinking, speaking and doing in teaching and learning which are discipline specific. He suggests that these pedagogies subject individuals to "the early socialization into the practices and values of a field..." which "prefigure the cultures of professional work..." (p. 59) This research explores if this is also the case for assessment practices. By extrapolating Shulman's concept of signature pedagogies to formulate a concept of signature assessments, this research seeks to demonstrate that discipline-specific assessments are extremely common amongst ITT programmes.

Unobtrusive internet research is utilised to explore publicly available information pertaining to the types of assessment practices utilised by HE institutions in England in trainee teacher with QTS programmes of study. Brabazon (2021) argues that unobtrusive research is an increasingly fruitful field for research due to the growing sites of availability and the wealth of data available. She states "The online environment has intensified and magnified the scope and scale of the textual systems available for analysis..." thus "there is expansive material about daily life that is available in public for scholars to analyse." (p. 45) Content analysis is utilised, underpinned by the

work of Krippendorff (2004), to present quantitative data detailing the frequency of assessment types. This is explored and presented in tabulation for perusal, exploration and further scholarship.

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Parallel Session 3 (Room 11) 16:50 - 17:20 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Mary McGrath

27 Promoting student agency through a radical self-grading innovation: Lessons learned

Juuso Henrik Nieminen¹, Laura Tuohilampi² ¹University of Hong Kong, Hong Kong, Hong Kong. ²University of New South Wales, Sydney, Australia

Abstract

Promoting student agency has been seen as the primary function for new generation assessment environments. Nonetheless, it has been argued that the notion of agency is rarely considered when designing assessment in higher education; teacher-led assessment practices still dominate in universities, allowing little room for student agency. Self-assessment has been promoted to tackle this issue, yet empirical research on the interplay of self-assessment and student agency is scarce. This study introduces two models for self-assessment to examine their affordances for supporting agentic behavior: a formative and a summative one, of which the summative model includes the element of self-grading. The study utilises the socio-cultural framework of ecological agency (Emirbayer & Mische, 1998) focusing on the affordances for agency, rather than conceptualising it as a personal or psychological feature (Biesta & Tedder, 2007). Agency can be used to resist teaching practices rather than to adapt for those, which is why we investigated adaptive, maladaptive and passive forms of agency.

This study draws on an experimental study on self-assessment. In the study, students in a large undergraduate mathematics course were randomly divided into two groups and informed about the placement. The formative self-assessment group practiced self-assessment throughout the course by taking part in formative self-assessment tasks. In the end of the course this group attended a course examination that determined their final grade. The summative self-assessment group did the same, but in the end of the course these students self-graded their own mark. Other than the final summative assessment, both groups took part in the same learning environment. After the course 41 students were interviewed, and the interviews were analysed for this study.

The results show that while both models offered affordances for agentic learning, future-driven agency was only presented by the students studying according to the summative self-assessment model. Self-grading offered an affordance for this - 'I'm finally able to study for myself' was a frequent theme in the data. The students in the summative self-assessment group understood the value of self-assessment in their future life, while students in the formative self-assessment group connected the benefits of self-assessment with the course at hand. Overall, even though maladaptive behavior is often warned about, what concerns us with our results is the amount of behavior reflecting lacking agency. We argue that in higher education, there is a need to both utilise socio-cultural frameworks for agency and to align these frameworks with strong methodology.

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Parallel Session 4 (Piccadilly Suite) 17:30 - 18:00 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): James Michael Wood

23 Evaluation of the impact of a newly developed feedback model: "StanfordPLUS".

Dave Darwent, Amy Musgrove, Karl Baker-Green Sheffield Hallam University, Sheffield, United Kingdom

Abstract

Attending higher education institutions and achieving academic success are associated with positive outcomes, valued at individual and societal levels, such as reducing unemployment and poverty and increasing civic participation. Thus, many studies have focussed on enhancing learning by examining the factors that affect students' performance, including the teaching behaviour most strongly related to academic success: academic feedback. (Bellon *et al.*, 1991).

Within this research framework, in a unique population of College of Social Sciences and Arts students, feedback was examined to look at the relationship between feedback and grade attainment. In the trial period historical data was examined to see whether there were any existing factors which enhanced grade attainment between T1 and T2 assessments. The research team found that staff using the Stanford WISE feedback model (Yeager *et al.*, 2014) were seeing students with greater grade improvement between T1 and T2. This then developed into a new feedback model, called StanfordPLUS. StanfordPLUS involves the Stanford model of feedback with added extras. This new model has now been tested on current students studying in the College of Social Sciences and Arts. Over this 3-year period investigation, analysis and research led to the conclusion that feedback to students has a positive impact only when certain features are included and that the impact is dramatically increased when other features are utilised in very specific ways.

As an academic community we are constantly reflecting on our own practice and being told we should feel empowered to create and promote academic excellence among our students' (Haggen, 2018), but this is a constant battle for many as timescales and work pressures are increasing. In a community of academics where we are striving to provide high quality feedback we have become disheartened that our students spend little time analysing that feedback. The trial of our StanfordPLUS model offers motivational evidence that by staff making quite small adjustments to their practice they will stimulate significant increases in student attainment. In turn this will motivate the many students who are assessment and grade driven.

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Parallel Session 4 (Room 3) 17:30 - 18:00 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Rachel Forsyth

173 Exploring Student Perceptions of 'Fair' Assessment Within a Business School Context Through the Lens of Organisational Justice Theory

Jenny Lloyd Warwick Business School, University of Warwick, Coventry, United Kingdom

Abstract

The concept of 'fair' assessment in education appears to be a highly important one yet it is one that appears laced with contradictions. Where assessment is seen to be fair, it has an extremely positive impact for all involved. Rasooli, Zandi et al (2018) note that 'fair' assessment practices can be highly positive for staff and students alike, yielding highly positive learning effects for students and improved teacher satisfaction, greater legitimization of authority and enhanced evaluation of teacher expertise.

Yet despite the potential benefits of classroom assessment, it is not well regarded. Murillo and Hidalgo (2020) echo Sambell, McDowell, and Brown's (1997) classic study with their assertion that assessment of student learning tends to be perceived negatively by both students and teachers alike. Moreover, according Liu, Johnson et al (2016), there is a lack of consensus amongst teachers as to exactly what 'fair' assessment is. More concerning, where assessments are perceived to be unfair they can result in a range of very negative outcomes, including aggression (Chory, Horan et al 2014), cheating (Lemons and Seaton 2011).

Recently the concept of fairness in assessment contexts has been explored through the lens of Organisational Justice Theory (Lizzio and Wilson 2008, Rasooli, Zandi et al 2019). According to Rasooli, Zandi et al (2019) educational researchers maintain that such an approach is appropriate given the subjective and socially constructed nature 'fairness' and the fact that the principles that underpin the concept of 'justice' within an organisational context, also apply within the classroom.

This paper develops this work with a focus upon perceptions of 'fairness' within a business school context. It offers an account of a series of focus groups undertaken with the primary aim of exploring students' perceptions of assessment fairness within the context of Distributive Justice i.e. fairness of outcome (Kazemi & Tornblom 2008), Procedural Justice i.e. fairness of process (Leventhal 1980) and finally Interactional Justice (Greenberg 1993) i.e. how people are treated. It then reflects upon the implications that these insights hold for assessment design in a business school context.

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Parallel Session 4 (Room 5) 17:30 - 18:00 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Huahui Zhao

158 The formative and summative value of ePortfolio use on self-regulated learning: A systematic review and thematic analysis

Chris Deneen¹, Tracii Ryan², Mike Prosser² ¹University of South Australia, Adelaide, Australia. ²The University of Melbourne, Melbourne, Australia

Abstract

ePortfolios in higher education are assumed to be effective at developing and determining complex student competencies and skills highly correspondent to self-regulated learning (SRL). Research validating this assumption,

however, is sparse and of varying quality. This paper systematically explores and evaluates research into relationships between ePortfolios and SRL and identifies areas for further research.

Sustained academic success requires autonomy, agency, and motivation from the learner to effectively plan and execute learning activities. Due to the correspondence of SRL to these characteristics, higher education practitioners and researchers are increasingly interested in how best to support and determine students' SRL development.

ePortfolios are believed to be a means for accomplishing and evidencing this development. That premise is based on perceptions that ePortfolios are guided by frameworks for learning rather than pre-determined product; centre on active learner engagement and authority; and foster connection and synthesis within and across curricula (Watson, Kuh, Rhodes, Light and Chen, 2016). These criteria strongly overlap with elements of SRL and align with best practices in assessment.

The literature supporting such conclusions, however, has recognised problems (Rhodes, Chen, Watson, and Garrison, 2014). Many studies which quantitatively analyse SRL in relationship to ePortfolios rely on single study, quasi-experimental designs with small sample sizes. Surveys designed to measure SRL for the purposes of establishing relationships to ePortfolios often fail to report either methods by which items were developed, or psychometric properties of the instrument. Also, there is a lack of specificity about which activities comprising ePortfolio engagement are most relevant to SRL competencies.

The aim of this study was to identify methodologically sound studies examining ePortfolio use in relation to SRL, systematically review whether, and how ePortfolio use improves or allows evidence of students' SRL skills, and propose useful directions for future research and practice.

A systematic, multi-stage review was conducted of relevant, empirical literature. This yielded only eight studies of sufficient quality and relevance to inform understandings of ePortfolios' interactions with SRL. Results support the general premise that ePortfolios correlate to SRL development in a higher education context. Limitations within the literature, however, inhibit our ability to establish more specific or causal connections.

A subsequent thematic analysis of the broader scope of near-acceptable literature yielded a schema of specific, SRL-relevant ePortfolio learning tasks and activities. These have potential for informing practice, but require further robust and contextually relevant research. The paper concludes by offering specific suggestions for this research.

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Parallel Session 4 (Room 7) 17:30 - 18:00 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nicola Reimann

185 The 'Clinical Humanities & Wellbeing' module- object lessons for assessment as learning

Flora Smyth Zahra, Jayne Pearson King's College London, London, United Kingdom

Abstract

We present an innovative transdisciplinary assessment within the core undergraduate programme in the Faculty of Dentistry, Oral & Craniofacial Sciences, King's College London.

Employing an object-based self-enquiry approach (Barton and Willcocks 2017), all 200 first year Hygiene Therapy BSc and Dentistry BDS students attend two art-museum visits to identify an object that they connect with. They

present their object at the end of the course online, as a video presentation to their peers and receive feedback in supportive, small groups. Crucially, the assessment is not graded but awarded pass/fail only. As part of demonstrating engagement with the course, students are asked to; contribute to online fora discussions, clay make, grow cress, and visit green spaces in London. They are asked to make connection in their presentation between their chosen object and the wider themes of the module. By reflecting on their learning explicitly as part of the task, this is Assessment as Learning (Earl, 2013, Yan and Boud, 2021) in that, students are actively and demonstrably engaging with evidence of their achievements, understanding and feedback through the presentation task.

We present the rationale for this type of assessment within a module of this nature. We then highlight three main benefits:

- Students are developing emerging reflexivity in the way they are connecting their own sense of self and learning to an emerging understanding of issues of social justice through their engagement with the wider themes of the module. This has the potential for transformative practice in clinical education by introducing the students to different perspectives and ways of knowing (F Smyth Zahra 2018), whilst acknowledging the deep emotional component involved in learning.
- Through the assessment, the students are focusing on engagement with their own learning and seeking feedback from tutors and peers rather than being concerned with grades (Blum 2020) as is the case in all other elements of a competitive dental school programme.
- Finally, although the pre-Covid design of the module had pre-supposed an online component alongside the museum and green space outings, the launch in 2020 was in the midst of the Covid pandemic. Using data from the forums and the presentations, we tentatively propose that this explicit connection between the digital pedagogical component and the outings, through the assessment task may have helped belongingness in an otherwise isolated cohort and this may have increased the value of the module and its themes to many students.

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Parallel Session 4 (Room 11) 17:30 - 18:00 Wednesday, 22nd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Pete Boyd

59 Reviewing pedagogic feedback practice from the Integrated Foundation Year student perspective

Tina Harvey, Joanne Scott University of Cumbria, Carlisle, United Kingdom

Abstract

The transition into higher education (HE) can be challenging for many students, but in particular for those from non-traditional backgrounds. Understanding 'how to play the academic game' and adapting to the academic language and expectations can be difficult, in turn, this becoming exclusionary (Northedge, 2003). The problem occurs when educators '...take for granted that students know what to do with feedback' (Nash and Winstone, 2017:4) however the obvious fact remains that 'students cannot act on which they do not understand' (Mulliner and Tucker, 2017:268). Therefore, if students are to be academically successful, these skills are essential (Winstone, Mathlin and Nash, 2019) and pivotal when developing successful assessment practice for the long term.

Students on the Integrated Foundation Year (IFY) programme are typically from non-traditional backgrounds, which is why the aim of this project is to support their long-term academic development. Previous research has noted the importance of assessment feedback with aiding in retention and achievement for foundation students (Beaney

2006) which is a key focus of the IFY programme. Beaney (2006) continues and asserts that foundation students will be willing to work through many outside issues they may face if they feel they are gaining from their learning experiences. This was a main driver during the revalidation of the IFY programme, to create modules that were authentic to the workplace, along with embedding authentic assessment that would lead to developing employability skills and promoting life-long learning.

Research demonstrates that student insight is needed in order to be able to develop and adapt future assessment in response to feedback practice (Boyd, Hymer and Lockney, 2015; McDowell and Sambell, 1999). Hence the aim of this project was to gain students' perspective on various approaches to feedback practice, in order to identify best practice that enables students to understand, develop and progress their assessment literacy skills in preparation for progression to level 4. Applying a mixed method approach, an online anonymous questionnaire survey was deployed to 35 IFY students. Semi-structured interviews were then conducted to gain a richer depth of data. This presentation will discuss the discoveries of findings and reflect on the diverse perspectives of students' feedback preferences along with analysing the practicalities of embedding these findings into pedagogical practice within the teaching team. Finally, this presentation will highlight the next steps to this ongoing project and how improvements can be made.

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Parallel Session 5 (Piccadilly Suite) 09:30 - 10:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Stephen Rutherford

100 Contextual assessment : a nuanced approach to mitigation

Rachel Forsyth, Stephen Powell, Orlagh McCabe, Helen Laville Manchester Metropolitan University, Manchester, United Kingdom

Abstract

The coronavirus pandemic struck just before the main assessment period in UK Higher Education. Many UK universities implemented a 'no detriment policy' to guarantee that student grades in affected assessments would not have a negative impact on their final grades (QAA, 2020).

It was clearly essential to provide mitigation for campus closures, but there are potential difficulties with 'no detriment' policies. Firstly, students may progress, or graduate with, significant lacunae in core topics. This could be resolved by applying programme-level restrictions, or, for progression, by the provision of additional support, if possible, in subsequent years. Secondly, the 2020 cohort might be seen as having had an easier path to progression or graduation, whatever the quality of their actual submissions. This may have an impact on their own opportunities and self-image.

This presentation describes an approach which was designed to provide a more nuanced way of providing mitigation: contextualised assessment. We defined this as 'an approach to planning and marking assignment tasks according to criteria which are adjusted to reflect unforeseen, but that maintain robust standards'. Contextualised assessment applies to the task, not to a student's individual submission.

This provided a way to quickly redesign assignment tasks so that they reflected student achievement without applying blanket adaptations such as the use of algorithms or additional deadline extensions. It also enabled the maintenance of assessment in at least some core tasks, preparing students better for subsequent years of study and maintaining the integrity of the qualification. This approach provided a framework for individual module teams to revise their assignment tasks whilst maintaining academic standards, informed by the distinction between academic standards and quality standards articulated in the Office for Students/Advance HE Degree Standards project (Advance HE 2017).

We will share examples of contextualised assessment tasks and criteria and describe the impact on staff and students collected through quantitative and qualitative data. We will also discuss how this approach could become part of mainstream assessment practice.

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Presentation type Research or Evaluation Presentation Chair(s): Jayne Pearson

104 Video-enhanced dialogic assessment of teaching practice portfolios: the process of constructing dialogic evidence in an online space to demonstrate meeting professional teachers' standards

Elizabeth Hidson, Ian Elliott, Alison McMaster, Simon Sheard, Jemma Bell, Vikki Wynn University of Sunderland, Sunderland, United Kingdom

Abstract

Initial teacher education in the UK is arguably characterised by the signature pedagogies (Shulman, 2005) of lesson observation and evidence portfolios that demonstrate how far a trainee's practice meets the criterion-referenced teachers' standards (DfE, 2011).

In an international independent distance learning (IDL) programme, these practices are rendered more challenging by working remotely and asynchronously with trainees across time zones. Physical access to undertake lesson observation can be difficult logistically. Assessment may be hindered by the need for selective evidence, which may lack depth and nuance.

To fully understand and assess professional practice carried out at a distance requires a change in assessment practices. In recent years, the technological affordances of video-enhanced lesson observation and video calling with desktop sharing functionality have augmented the work of teacher educators (Hidson, 2020). This has the advantage of connecting candidate and assessor in a shared online dialogic space, as outlined by Wegerif (2007). From this perspective, dialogue can encourage reflection, elicit tacit knowledge, help construct additional evidence and lead to a negotiated appreciation of strengths and areas for development.

The Video-Enhanced Dialogic Assessment (VEDA) process being implemented makes use of these principles to complement formative and summative assessment of teaching practices and portfolios. It can most easily be imagined as an online viva voce interview, building on similar work in this vein by Carless (2002) and addressing logistical issues highlighted by Scott and Unsworth (2018), who used video vivas. Research being carried out in parallel continues to generate and transcribe data from dialogic assessment interviews, semi-structured interviews with candidates and assessors and electronic documentary records. These are analysed thematically to address a key research question: what evidence of practice is constructed through the VEDA process?

This presentation will share two key case studies from current practice. One focuses on the trainee teacher for whom formative video-enhanced dialogic assessment is part of their learning i.e assessment *for* learning as opposed to assessment *of* learning (Black and Wiliam, 1998). The other case study will present the summative high-stakes VEDA interview where the assessor must be confident that all the evidence presented demonstrates that the candidate meets the necessary teachers' standards. It will explore the process of dialogic assessment and frame the outcomes as dialogically-constructed evidence. Finally, the presentation will demonstrate the relevance of VEDA

during the current Covid-19 pandemic, where traditional campus-based teacher education has been interrupted, locked down and forced to seek alternative approaches.

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Parallel Session 5 (Room 5) 09:30 - 10:40 Thursday, 23rd June, 2022

Presentation type Workshop

191 "Catching the broad picture" Teacher training through programmatic assessment

Freek Siero, Danai Fuengshunut Hogeschool Rotterdam, Rotterdam, Netherlands

Abstract

To work at a university (of applied sciences) in the Netherlands, it is not necessary to have a degree in education. Therefore universities are responsible for a teacher training course: the basic didactical qualification. At the university of applied sciences Rotterdam we designed a specific course following the rules of programmatic assessment (VanderVleuten, et al. 2012) to determine whether teachers meet the required minimum level of competent behavior. During the course we use a variety of assessment instruments instead of a final assessment or exam. Quality refers hereby to the validity and reliability of the different instruments that are used and the procedural quality criteria relate to feasibility and transparency. Straetmans and Sanders (2013) conclude in a publication on teacher training that the use of different methods in determining competencies is the most desirable. This multi-perspective approach in determining if a teacher is competent diminishes the negative aspects of validity and reliability that are present in every separate method. Van der Vleuten and colleagues (2012) confirm in their model for programmatic assessment the importance of using individual data points to maximise learning and feedback value, and that the high-stake decision of pass-fail is based on the aggregation of many data points. Van der Vleuten point out the critical issues in the process of using different methods, data and assessors (VanderVleuten, et al., 2012, p.205).

By means of programmatic assessment we have the idea that we not only do more justice to the development of teachers, but that this approach also contributes to a better overall system of training.

We would like to share our experiences with teacher training during the conference and discuss it with participants in an exchange session. The starting point is to see with the participants what they can incorporate from our approach into their own education.

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Parallel Session 5 (Room 7) 09:30 - 10:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Patricia Perlman-Dee

62 Inclusivity of the undergraduate assessment criteria: enhancing accessibility, applicability and usefulness of the assessment criteria from students' perspectives

huahui zhao University of Leeds, Leeds, United Kingdom

Abstract

Assessment in higher education has been the key education debate due to its importance for the quality insurance of degrees yet students dissatisfaction with it is prominent in the National Student Survey (Mackay et al., 2019). This has given rise to the research on the assessment criteria which are expected to facilitate consistent marking and learners' understanding of assessment and feedback. Whilst educators praise the benefits of the assessment criteria for assessment delivery (e.g. Meyer-Beining, 2020), malpractice of marking with the assessment criteria has also been noted (e.g. Bloxham et al., 2011). Whilst acknowledging the advantages of sharing the assessment criteria with learners to communicate academic standards and facilitate learning (Jonsson, 2014), educators also explicitly express their concerns over the dangers and challenges of making the assessment criteria transparent for students (Bearman & Ajjawi, 2018). As Bloxham and Boyd (2007, p. 73) stipulate, "application of a marking scheme is a social construct negotiated between the members of that assessment community and influenced by their tacit knowledge". Therefore, it is important to investigate students' perceptions of the current problems regarding the assessment criteria alongside tutors'.

This presentation will report a completed project which explored undergraduate students' perceptions and experience of their assessment criteria. It will argue and evidence that sharing the assessment criteria with learners is insufficient to make the assessment criteria transparent for them. Instead, it will demonstrate that transparency requires the accessible, applicable and useful assessment criteria and tutors' support for students in various yet meaningful ways. 110 undergraduate students from different disciplines in a large-scale university in the U.K. were involved in this project. A survey was designed to explore their perceptions of accessibility, applicability and usefulness of their current assessment criteria and their experience of using the criteria and receiving tutor support to understand the criteria. Specifically, it will discuss

- How inclusive the current assessment criteria are in terms of their accessibility, applicability and usefulness and the intertwined relationships among them
- Whether and how tutor support for them would impact the accessibility, applicability and usefulness of the assessment criteria.

The presentation will be finished with suggestions on enhancing the inclusivity of the assessment criteria based on student interview data. Inclusivity has been used as the guidance for (a) interpreting and understanding student attitudinal data and (2) exploring ways of developing and introducing the assessment criteria for every student, despite their learning needs and their cultural and subject backgrounds.

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Parallel Session 5 (Room 11) 09:30 - 10:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Joanne Berry

35 Exploring Students' Feedback Literacy Development Following a Work Placement Year

Edd Pitt¹, Naomi Winstone², David Boud³ ¹University of Kent, Canterbury, United Kingdom. ²University of Surrey, Guildford, United Kingdom. ³Deakin University, Melbourne, Australia

Abstract

Since the Wilson review (2012), work placement or professional training years are an increasing feature of UK higher education programmes. Students typically study for two years at an institution and then spend an academic year in an industry associated with their degree subject. Following this, they then return to complete the third year of study. A growing body of research suggests that a work placement year is associated with better final year degree performance with students seeing a 4-6% grade increase in their final year compared to their second year (Jones, Green & Higson, 2017). Students in Little and Harvey's (2007) research reported that they gained personal and intellectual development and report increased levels of confidence and enhanced motivation towards study.

The feedback research agenda has moved towards enhancing learners' agentic engagement with feedback (Winstone et al., 2017). To address this, opportunities to develop student feedback literacy have been identified as a key strategy (Carless & Boud, 2018). The present research specifically explored how a work placement influenced students': appreciation of different forms of feedback; judgements of quality and standards; ability to manage affect in the feedback process; and their enactment of feedback. Twenty-four final year Business students (m=11, f=13) who had experienced a work placement were interviewed prior to the commencement of their final year of study at a UK University. During the interview, participants were asked specific questions relating to the four dimensions of Carless and Boud's (2018) feedback literacy framework (appreciating feedback, making judgements, managing affect and taking action). Interviews were transcribed verbatim and thematically analysed by the first author.

In comparison to their first two years at University and because of their work placement, participants reported changes in their understanding of the purpose of feedback. Changes in feedback-related behaviour were typified by actively seeking feedback from their supervisors and peers. Opportunities for ongoing dialogic feedback on a 1:1 and group basis were conducive to participants making sense of feedback and feeling empowered to take action and enact workplace feedback. Due to their lack of experience at the beginning of the work placement, they struggled to make evaluative judgements in relation to their own and others work (Tai et al., 2018). However, this greatly improved towards the end of the placement due to the continual opportunities to make judgements over time. Participants reported adaptive coping strategies aligned with overcoming experiences of negative feedback and negative emotional reactions.

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Parallel Session 6 (Piccadilly Suite) 10:10 - 10:40 Thursday, 23rd June, 2022

Piccadilly Suite

Presentation type Research or Evaluation Presentation Chair(s): Nicola Reimann

12 Video podcasts as a revision tool for examinations

Phillip Miller New College Durham, Durham, United Kingdom

Abstract

Examinations have traditionally been a troublesome assessment method for students upon foundation degree programmes within New College Durham. This issue can be associated with the majority of students having progressed from backgrounds with low prior attainment, vocational routes or from a break in studying, or possibly due to the vast amount of complex information that is present in modules such as *Functional Anatomy for Sport and Exercise*. The inclusion of exams is however important due to the underpinning nature of the theory included in such modules and the frequent use of this assessment method within professional body qualifications. It is therefore crucial that students be supported effectively in preparing adequately for the examinations that they will undertake.

Brecht and Ogilby (2008) suggested that videos can be useful due to factors such as the ease of replaying key points, the ability to view at times and locations of a students choosing and the portability that is afforded by the use of mobile devices. The research literature has shown growing use of videos within educational settings and there is a growing evidence base that supports the use of video podcasts as useful tools to help students in preparation for examinations (Kay, 2014; Kay, 2012; Lazzari, 2009; Winterbottom, 2007)

The presentation reports upon a two-year project that aimed to create, deploy and evaluate brief (<4 minutes, Whatley & Ahmad 2007) video clips as a tool that students could use as revision tools prior to examinations. Videos were created by the module tutor, and uploaded to YouTube with hyperlinks to them created within the Virtual learning Environment (VLE). Analytic data from both the VLE and YouTube has been utilised to create a picture of the degree of student usage of these videos, which has also been supplemented with a brief questionnaire that asked students to expand upon this data with their own views on the usefulness of the videos along with self-reports of usage.

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Parallel Session 6 (Room 3) 10:10 - 10:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Ishan Kolhatkar

168 Exploring staff experiences of open-book assessment during the pandemic: lessons learned and next steps.

Pauline Rooney, Caitríona Ní Shé Trinity College Dublin, Dublin, Ireland

Abstract

The advent of the Covid-19 pandemic instigated a shift in assessment practices across many higher education institutions. Within Trinity College Dublin, many academics replaced the traditional closed-book in-person summative exams with open-book online assessments utilising different examination formats: these included short window exams (with a duration of three hours or less), long windows exams (with a duration of six hours or more, commonly 24-48 hours), online proctored exams and other forms of assessment (commonly continuous assessment approaches) (Johnston and O'Farrell 2020).

Despite the extensive supports provided by Trinity College's Academic Practice unit regarding making the shift towards open-book assessments, evidence suggests that both staff and student bodies were not wholly in agreement as to the success or otherwise of these new or revised forms of assessment (Trinity Teaching & Learning Survey 2021, internal report). While the majority of students reported a largely positive experience of open-book assessments, many staff continued to have concerns. To explore these concerns further, in the summer of 2021 staff from across the disciplines within Trinity were interviewed to determine what digital and/or open-book assessment practices worked well for them, the challenges encountered, and key concerns for the future. Echoing previous findings in the literature (Nguyen, Keuseman and Humston, 2020; Dawson, 2020), one of the key staff concerns regarding open-book exams was the potential for students to cheat, plagiarise or collude: while some academic staff devised innovative strategies to overcome such issues, others continued to encounter challenges and remained unconvinced as to the appropriacy and/or effectiveness of open-book approaches. In addition, the literature on discipline-specific assessment practices was examined with a view to establishing the effectiveness of digital TLA approaches, and their limitations and challenges (Academic Practice, in draft; Slade et al. 2021).

In this presentation we will explore staff perspectives on, and experiences of, open-book assessment during the pandemic, drawing out key learnings, which will inform approaches to digital assessment design post-pandemic, and strategies for supporting staff therein. As a first step, Academic Practice are currently devising their "Spotlight Series" on digital assessment with an initial focus on open-book assessments. This presentation will be of interest to academic staff, educational developers, and anyone with an interest in exploring effective open-book alternatives to traditional examination formats.

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Parallel Session 6 (Room 7) 10:10 - 10:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Julia Rodriguez-Garcia

96 Undergraduate students' perspective of summative and audio feedback

Gemma van Vuuren Cassar, Chris Harvey Canterbury Christ Church University, Canterbury, United Kingdom

Abstract

This paper evaluates the perception and experience of students to audio feedback for summative assessment tasks for undergraduate in higher education at a university in the South of England. The aim of this research project is to establish the priorities of students for summative feedback and to verify their experience and engagement with formative, summative, written and audio feedback. The potential of audio feedback to enhance the student assessment experience and the learner – tutor relationship was investigated.

In the second half of 2020 a faculty restructure resulted in the establishment of a new department and the regrouping of undergraduate programmes offering psychology, social, applied and sports sciences. A new approach to summative audio feedback was trailed across the new department. 1,600 students were invited to provide their feedback on the summative audio feedback of their assessments of the first semester through an online survey.

The findings of the study are presented and discussed in light of the emerging literature and the growing trend of digital feedback through Turnitin in higher education, and provide insight into the views, experiences and preferences of students.

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Parallel Session 6 (Room 11) 10:10 - 10:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Doina Gavrilo

134 Creative and authentic assessment: bringing back the art!

Rick Fothergill, Lowri Dowthwaite University of Central Lancashire, Preston, United Kingdom

Abstract

Authentic assessment is increasingly becoming not just popular but essential in contemporary higher education (Sokhanvar, Salehi, and Sokhanvar (2021). Students need to develop graduate outcomes that equip them to be job ready, and the type and role of authentic assessment plays a crucial part here in ensuring intellectual learning leads to changes in practice (Kennedy, 1999).

Alongside this, creativity has also been identified as a key skill for students in higher education to develop as it has a direct link to academic ability and success (Egan, Maguire, Christophers & Rooney, 2017).

Over the years we have embedded the science of creativity into a year one undergraduate module called 'The Human Being in Context' and supported students to develop their creative skills across the three year course in preparation for graduation. Given that the course is dedicated to training future mental health professionals it is important they are provided with the opportunity for self-reflection and self-care, hence the module encourages students to explore their own wellbeing as part of who they are.

Students are introduced to the researched links between creativity and wellbeing and encouraged to try out activities that they can reflect on. This then culminates in a creative, authentic assessment in any artistic format including painting, drawing, music, sculptures, poems, songs and or artefacts.

Studies have found that experiencing positive emotions, such as enjoyment, pride and satisfaction increases learning potential (Lynam & Cachia, 2018) which is reflected in the overall student evaluation of this module resulting in high satisfaction levels in engagement and attainment.

Although it is only a twelve-week module, the lasting impact it has on students is significant, in particular students have reported improved mental health, confidence and skills. During the pandemic the module was delivered online. It was during this time that a link was made with the occupational therapy team at a local forensic hospital. The lead therapist, also an artist conducted an art class online with students and invited us to collaborate with their service users to develop further art-work. The result of which was a vibrant exhibition called 'Being Human'. The work exhibited was a collection of student and service user's work reflecting on their humanity.

This presentation will discuss the nature of our authentic assessment, explore the challenges and opportunities to improve practice and share our reflections on the process.

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Mini Keynote Presentations (Piccadilly Suite) 11:00 - 12:00 Thursday, 23rd June, 2022

Presentation type Mini Keynote Presentation Chair(s): Pete Boyd

137 Active Feedback

William McGuire, David Nicol, Gemma Haywood University of Glasgow, Glasgow, United Kingdom

Abstract

This paper reports on the initial findings of a project which explores students' perceptions of the effectiveness of a feedback intervention intended to enhance their engagement with hitherto problematic aspects of the Professional Enquiry and Decision-Making assignment, part of the MEd in Professional Practice.

Five areas were selected as the focus for feedback improvements: literature search strategies, literature reviews, ethics applications, research dissemination strategies and identifying limitations in their research designs. The aim of the intervention was to develop the students' abilities to generate useful feedback on their own work while still benefitting from more conventional support offered through peer and tutor feedback.

The intervention sequence was as follows:

In each of the five areas of focus:

1. students compared exemplars of high-quality work in the same topic domain in which they would subsequently produce their own work and identified what made these of high quality. The intention here was to appraise students of what was required by the task and what effective output would look like;
2. Students then produced their own work in that area of focus;
3. Students then compared their findings from (i) with their own work and generated their own feedback about how they could make improvements.

Students wrote down what they learned from each comparison in a worksheet thereby making their self-generated feedback explicit. This both enhances students own' feedback generation and gives teachers information about what feedback they need to provide.

This study is interpreted in terms of new research (Nicol, 2021: Nicol and McCallum, 2021) which argues that if students are to learn to regulate their own learning and performance independently of their teachers, we must build their capacity to generate their own feedback. The implications for staff workload are also discussed.

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147 The CALM in the storm: negotiating assessment in the time of Covid

Paul Kleiman Ciel Associates, Manchester, United Kingdom. Middlesex University, London, United Kingdom. Rose Bruford College, London, United Kingdom

Abstract

The Covid pandemic has not only forced those in higher education to adapt their approaches to assessment, but also it has called into question whether some of those approaches are fit for purpose, pandemic notwithstanding. Common problems include:

- Opaqueness in assessment models re: clarity of learning outcomes and assessment criteria.
- Generic assessment criteria and learning outcomes are often complex and difficult for students (and some staff) to understand.
- A focus on product/outcome rather than process/output

- Significant variances in student assessment workloads – for the same credits - within and across programmes.
- Frequent confusion and dissatisfaction surrounding assessment (as shown, for example, in NSS scores)

The challenges of standard approaches to assessment are particularly acute in the creative arts disciplines. The negotiated model of assessment (Kleiman, 2008) was first developed at LIPA in order to mitigate some of the challenges and to ensure that assessment was ‘fit for creative purpose. Negotiated assessment is informed by notions of the student as agent rather than object of assessment (e.g. Walt Haney in Noam et al, 1996), assessment as a dialogic process (e.g. Brindley and Marshall, 2015), assessment is the curriculum (e.g. Ramsden, 1992) and various critiques of the use of learning outcomes (e.g. Gibbs, 2014). The negotiated model of assessment, either adopted or adapted, was being used in some institutions and programmes before the pandemic. Its main features are:

- Placing the notion of ‘performance’ (as a learner, artist, maker, performer, thinker, producer, researcher, team member, etc). at the centre of the approach.
- The use of five (sometimes six) assessment ‘fields’ which remain consistent throughout the levels of study but which are clearly differentiated by language and assessment design.
- The facility to adjust and/or negotiate the assessment ‘weight’ of each of those fields according to the objectives and type of assessment.
- The use of an assessment tutorial or interview as a dialogic investigative and evaluation tool.

Leeds Arts University adopted a version of the negotiated assessment model in 2018 and named it CALM (Creative Arts Learning Model). Currently it operates across the whole institution. At Napier University it is used on the undergraduate and post-graduate music programmes.

This presentation will present the negotiated assessment model and how it operates. It will also discuss, in particular, to what extent the CALM model was able to operate successfully during the Covid restrictions and how it might be adapted to the demands of other disciplines.

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15 Colouring new assessment futures

Darrall Thompson University of Technology Sydney, Sydney, Australia

Abstract

Through roles as Director of Teaching and Learning and Associate Head of School (T&L) in an Australian university Design, Architecture and Building Faculty here are some strange comments from individuals that underpin my assessment conviction and current research ^{1,2} .

Student reflecting: My yellow is really big... actually over the whole degree I've got an HD average in yellow... will you sign this if I do a screenshot?

Subject/Unit Coordinator reflecting: *You know I thought this subject was all about practical tax accounting skills but looking at the small red it looks like I'm focusing this subject on research... and there's no blue in there which is a bit of a worry !*

This presentation attempts to transcend the ever-tightening grip of paranoia about measurement authenticity. It discusses an intervention that actually encourages teacher bias and marker variability where teachers' personal values and intentions are embedded in tasks for subjects or PBL and the assessment criteria for every task type. It encourages genuineness and engagement through the affective domain. It uses visual assessment software to focus away from marks and onto what is being valued, through self-assessment ³, and richly described attribute-linked criteria (not complicated rubrics ⁴).

However, this approach needs to begin at primary and secondary levels together with tertiary education. The international revolution against exam regimes and standardised testing in schools is still only in its first stage: 'Suffering in silence without a strategy'. Teachers are under pressure, we needed to keep this simple but retain the complexity.

The earlier colour comments relate to a Graduate Attribute project intervention ⁵, now used in 800 university subjects with pilots in 6 high schools. We have agreed on some important paint colours for different assessment criteria 'paintpots' that teachers can dip their weighted assessment criteria into. If this is consistently applied then students can engage with the colours they are developing over time and across all their projects, subjects or units of study.

What if every subject/project/unit/task had colour-coded criteria that related to the high level important paint colours for assessment futures. Sub-categories are then defined and described by teachers differently at primary, secondary and tertiary levels using appropriate discipline language and terminology. Then the important colours gain validity, as in the student comment example, given the diverse variety of subjects, tasks, criteria and markers over time.

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151 Developing a new institutional policy on assessment of student learning

Diane Grayson University of the Witwatersrand, Johannesburg, South Africa

Abstract

For many years, the University of the Witwatersrand (Wits), a large, research-intensive university in Johannesburg, relied heavily on written, invigilated final examinations as the main component of students' final marks. Over the years, the number of examinations proliferated as some courses were divided into smaller modules. The enormous number of high-stakes examinations created administrative and logistical challenges, and led to an increasing demand from students to write deferred or supplementary examinations. The whole assessment system had become badly skewed. To address this systemically, we identified diversifying assessment as one of seven focus areas in our Wits Learning and Teaching Plan 2020-2024, which we started to implement in early 2020.

Then COVID-19 hit in March 2020, and all learning, teaching and assessment at Wits had to be done remotely. We discovered that our Senate Standing Orders on the Assessment of Student Learning (SSOASL) did not cater for

remote assessment – they were written on the assumption that students would be physically present – so we had to quickly develop a procedures document for remote assessments.

In 2021 we were thus ideally placed to rethink institutional policy and practice on assessment. At a meeting of the Senate Teaching and Learning Committee, I proposed rewriting the standing orders, and was tasked with convening a team to do this. The task team comprised Assistant Deans: Teaching and Learning from all faculties, the Director of the Centre for Learning, Teaching and Development, the Deputy Registrar and the Head of the Examinations Office.

The task team proposed changing the form of the document, which was long, detailed, and rather indigestible, by separating pedagogy and procedures. The SSOASL is now concise, comprising guiding principles and minimum requirements; seven procedures documents spell out the rules. This both enhances usability and makes it easier to update procedures, since only the Teaching and Learning Committee needs to approve them, not the whole Senate. In the Preamble we state:

The Senate Standing Orders on Assessment of Student Learning (SSOASL) provide principles for assessment that are educationally sound, widely applicable and useful in assuring quality. They indicate requirements, but not detailed procedures. This is done in a number of accompanying procedures documents, which will be reviewed and updated on a regular basis according to need and circumstances.

In addition to foregrounding important principles, such as including assessment in course design, sections in the new SSOASL are based on what we learnt during the pandemic. One of these is about academic integrity (Originality, 2020. Everything you need to know about contract cheating. <https://www.turnitin.com/ebooks/everything-you-need-to-know-about-contract-cheating>), and the need to address it in multiple ways (file:///C:/Users/A0058727/AppData/Local/Temp/academic-integrity-charter.pdf), including in how lecturers model it, design assessment tasks, and communicate with students about acceptable practices. Another section deals with diversity and inclusion from a number of perspectives – diversity in the forms of assessment, consideration of the needs of students who are differently able and come from diverse cultural, language and educational backgrounds and preferences, and inclusion of various locations, time frames and resource requirements, including online and remote assessments (Gunder, A., Vignare, K., Adams, S., McGuire, A., & Rafferty, J. (2021, June 8). Optimizing high-quality digital learning experiences: A playbook for faculty. Every Learner Everywhere. <https://www.everylearn-ereverywhere.org/resources/>; Conrad, Dianne and Openo, Jason, 2018. Assessment Strategies for Online Learning. Engagement and Authenticity. Edmonton: AU Press, Athabasca University). We encourage a greater variety of summative assessments during the semester and less reliance on final, high-stakes written examinations. We also introduced the concept of cumulative assessment, comprising an extended task, broken into components with feedback, leading to a final product. Getting the procedures documents to align with the guiding principles while still serving as the authoritative documents in the case of disputes was more challenging, but through substantial collaboration and consultation, we have succeeded. The new SSOASL will provide both a driving and an enabling institutional tool to enhance assessment.

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108 Building student agency through self and peer- assessment as an ethical endeavour.

Georgeta Ion, Cristina Mercader, Anna Díaz - Vicario, Aleix Barrera Universitat Autònoma de Barcelona, Barcelona, Spain

Abstract

Assessment is one of the educational processes conceived as unfair by students (Sambell et al., 1997). However, in the last years, promoting student agency and conduct an ethical assessment practice have been seen as the primary

function for new generation assessment environments (Nieminen & Tuohilampi, 2020). Involving students in the assessment process contributes to increasing the sense of fairness (Flores et al., 2014) and consolidating the students' agentic behaviour (Andrade, 2010). Thus, student agency appears as an ethical endeavour, linked to the students' rights and responsibility to guide their learning and act over their personal and professional development. This communication explores a way to promote students' agency by involving them in peer- and self-assessment practices (PA and SA). We explore the notion of authorial agency (Matusov et al., 2016), and we look at the potential of the SA and PA as practices for enhancing the students' perception of fairness.

With this aim, we present a study conducted in a Catalan public university involving students of in Educational sciences programmes in an experience of PA and SA in a group-based assignment.

At the end of the experience, a survey was administrated to evaluate students' views concerning the assessment environment and the sense of fairness. Each item was assessed with a 7-point Likert-scale. 73.75% of the students involved in the experiment (n = 177) responded.

Being involved in PA and SA is a valuable experience and enhances the students' sense of fairness in assessment. The instructional design appears to be a critical determinant of how students perceive PA and SA as a fair activity. There are significant differences when the assessment is shared with peers. Also, the concept of fairness is higher rated when the process is performed individually -and not negotiated with all the members- and when the students do not have previous experience in PA or SA. Factors that do not affect the perception of fairness are a) the criteria used to form the groups, b) the moment when students received training on PA and SA, c) the place where the PA and SA are performed, and d) the anonymity.

The study has several implications such as: 1) engaging students in PA and SA could enhance the sense of fairness; 2) lecturers should carefully design learning and assessment scenarios to maximize the spirit of fairness; 3) Lecturers should guide students during PA and SA practices.

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206 Assessment and society: the nuance and complexity of assessment research

Jan McArthur Lancaster University, Lancaster, United Kingdom

Abstract

For many years those of us committed to the importance of assessment in higher education have argued against the bad old days where assessment was that 'bit at the end': both feared and largely dismissed when major teaching decisions were made. We have moved so far in understanding the linkages between teaching, learning and assessment. But is this reflected in our research? This mini keynote reports on a large longitudinal and comparative study of undergraduate experiences. I focus on a particular aspect which looked at student orientations to society and the relationship to assessment. Focusing on the stories of two unusual students – Scarlet and Harrison – I reveal

the complexity of individual students' experiences and the tensions between researching for insights into trends, groups, codes or categories and the undeniable individuality of every student experience. In this project we made sense of this by looking at assessment in terms of the whole student experience. We conclude with a message about what it means to research assessment in isolation.

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Parallel Session 7 (Piccadilly Suite) 12:10 - 12:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Janis MacCallum

101 Keep calm and carry on! Harnessing the power of inner feedback to help first years develop new knowledge in pandemic times

Kay Sambell^{1,2}, Linda Graham¹ ¹University of Sunderland, Sunderland, United Kingdom. ²University of Cumbria, Carlisle, United Kingdom

Abstract

This presentation focuses on the concept of internal feedback (Nicol, 2020) and will explore its application to our own pedagogic practices in Childhood Studies as we (reluctantly) shifted to online pedagogies and assessment practices during the pandemic.

First, we will introduce our theoretical approach, and our hypothesis that fostering students' inner feedback via comparison-making processes might productively support first-year student engagement and transitions in online environments. We will then set out how we deployed this new approach to create ongoing informal feedback opportunities (Sambell et al, 2013) to offer important, manageable and educationally driven strategies in the context of our recent switch to emergency remote undergraduate teaching and assessment.

We will present findings from the initial stages of our ongoing pedagogic action research project, which focuses on the 'wicked issue' (Ramaley, 2014) of how best to support students to discover a foundational and transformative threshold concept (Land et al, 2006) as they make the transition to the study of childhood at undergraduate level.

Explicitly building Nicol's approach into our redesigned curriculum involved the specific and deliberate design of opportunities for learners which repeatedly followed a weekly cycle of inter-related pedagogic steps. This recurrently involved students in a sequence which involved them producing, comparing, reviewing and reflecting iteratively on increasingly sophisticated scaffolded tasks which aimed to help them compare their assumptions about the reality of childhood with myriad other perspectives. The sequence was accompanied, importantly, by student journaling and the iterative process was threaded throughout the design of asynchronous materials (lectures, tasks, activities, resources on the VLE) and wrapped around with dialogic interactions in the weekly live seminar on Microsoft Teams. The comparative elements included exemplars (Sambell & Graham, 2020), but also extended well beyond them.

The approach we developed, and the comparators we used to help student generate new knowledge via comparison-making, will be outlined in the presentation. This will be accompanied by initial findings from the evaluative data gathered, which included stakeholder perspectives (staff and students). Data to illuminate the

research questions were systematically gathered via surveys, semi-structured interviews and ongoing documentary evidence and participant-observation, and key themes and issues will be reported.

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Parallel Session 7 (Room 3) 12:10 - 12:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Iain MacDonald

61 Supporting learner agency and uptake with dialogic peer screencast feedback as a relational and workload sustainable practice

Dr James Michael Wood Seoul National University, Seoul, Korea

Abstract

Screencast feedback may better facilitate feedback engagement and use because it is clearer and more explicit (Mahoney, et al. 2019), more workload sustainable and efficient (Dawson et al. 2018), and better enables uptake. Similar benefits may confer to peer screencast feedback, but the practice remains underexplored. Nevertheless, because many studies deploy screencast feedback as the one-way 'transmission' of feedback comments (Mahoney et al. 2018), this does little more than 'replicate' the provision of written feedback comments (Pitt & Winstone, 2019) within an obsolete feedback paradigm.

This study took an in-depth qualitative case study approach to help address and explore this gap, investigating the use of dialogic peer screencast feedback over a 16-week emergency online semester. Fourteen undergraduates at Seoul National University were encouraged to produce peer screencast feedback on a research essay and literature review. Eight students offered consent for their drafts (before peer feedback and after), reflective writing (mid-course), screencast data to be used as data for analysis and triangulation, and an in-depth qualitative survey was administered.

Three themes were developed through inductive thematic analysis. Screencast peer feedback was generally considered higher quality, more in-depth, and enabled students to expand on Google Doc comments in greater detail. Participants also confirmed that in comparison to written feedback, peer screencast feedback supported feedback givers in focusing on 'global' aspects of the essay, such as argument and criticality. Conversely, written feedback (Google Drive comments) better facilitated feedback at the sentence level. This was also confirmed through analysis of the peer feedback videos and student drafts. Google Doc comments also enabled further recursive collaborative development of the feedback comments, including in many cases, up to the point at which successful changes were made. The provision of peer screencast feedback, particularly the use of the camera for the feedback giver encouragement and sensitivity to the feelings of feedback receivers, helped learners process and mitigate the emotional impact of peer screencast feedback and develop a sense of community.

The findings have important implications for instructors working in forced online, online and blended conditions and for instructors who want to provide a social, caring, and connected learning experience. They also demonstrate how learners can be supported in understanding and using feedback while developing agency within the learning and feedback process in a way that does not place an additional burden on overworked feedback providers.

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Parallel Session 7 (Room 5) 12:10 - 12:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Joanne Berry

133 Assessment Transformations: The Importance of Evidence to Tell the Pandemic Story

Sara Finney, Megan Good James Madison University, Harrisonburg, VA, USA

Abstract

In the United States, higher education institutions engage in outcomes assessment to respond to institutional accountability mandates (Spellings, 2006) and to inform programming changes to improve student learning and development (Fulcher & Prendergast, 2021). Our institution is a leader in assessment earning numerous national awards. A key to our success is our emphasis on making evidence-informed decisions. To do so, we routinely design research studies to evaluate our work. These structures allowed us to evaluate our impact after altering our practices to a virtual environment during the pandemic. We highlight two research studies and build a case for embedding research designs in assessment practice.

Study 1 – Virtual Data Collection. To evaluate and improve our institution's general education program, students complete a battery of assessments before and after the program. We inform them of the purpose of this assessment effort, though not all students fully understand. Although students are required to complete the assessments, there is no personal consequence for their performance. Without personal consequence, effort during the assessments may be low, impacting inferences about student ability (Wise & DeMars, 2005). Effort during the assessments may be related to students understanding of the purpose of outcomes assessment. If knowledge about outcomes assessment and effort were positively related, we could design interventions to increase knowledge and, in turn, increase effort (Finney et al., 2016). We gathered data on knowledge about outcomes assessment and test-taking effort from students who completed assessments remotely due to Covid versus on-site. Students' knowledge about the purpose of assessment data was high, with negligible differences in knowledge across virtual vs. on-site contexts. In sum, students who better understood that outcomes assessment was used for accountability and improvement efforts expended more effort, regardless of context.

Study 2 – Virtual Professional Development. Faculty have disciplinary expertise, but often lack assessment skills. Thus, our institution provides a weeklong professional development workshop aligned with the Assessment Skills Framework (Horst & Prendergast, 2020). Since its creation, we evaluated the workshop's impact on participant's assessment knowledge and perceived value using a pre/post design. In 2020, we quickly adapted this workshop to an online format and found the impact on participants resulted in similar effect sizes.

As higher education conversations about resources continually shift, having data to tell a story about our impact before, during, and after the pandemic has been useful. We encourage others to embed research structures within their practices.

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Parallel Session 7 (Room 7) 12:10 - 12:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Tina Harvey

113 Reliability and validity of methods to assess undergraduate healthcare student performance in clinical pharmacology courses.

David Bell, Vikki O'Neill Queen's University Belfast, Belfast, United Kingdom

Abstract

Strategies to assess student performance include traditional closed-book, time-limited written examinations comprising single best answer (SBA), short answer and longer essay and case-based questions. During the COVID-19 pandemic, many assessments adapted to open-book, extended duration format. We compared reliability and validity of these differing approaches^[1-4], in assessment of clinical pharmacology learning outcomes within medicine and dentistry. In both courses, assessment strategies map to professional learning outcomes, ensuring construct validity.

The second year dental cohort comprises 58±5.6 students annually (mean±SD, n=7) who undertake two written assessments: class test (30 open-ended very short answer questions) and paper (short answers, essay and case study). Both assessments are reliable: during 2014-2019, Cronbach's alpha was 0.84±0.05 and 0.74±0.09 (n=6) for the class test and paper, respectively. The class test is taken mid-year whereas the paper focuses on the entire year's content, increasing content validity. Correlation between closed-book class test and paper scores was 0.626±0.045 (n=6, p-value<0.001), inferring criterion validity. During COVID-19 restrictions, the paper was delivered using a 24-hour open-book format: alpha was 0.65 and correlation with the closed-book class test completed earlier that year was 0.252 (p-value 0.064).

The first year medical cohort comprises 261±5.0 students annually (n=8). Clinical pharmacology is integrated within a larger course and contributed one section (5 questions) of a larger closed-book paper containing short answers and case studies during 2012-2016. Since 2017, clinical pharmacology has contributed 20 SBA questions within a larger mid-year class test and one section (3 questions) of a larger paper. Reliability of the paper correlated with number of questions: alpha was 0.79±0.06 and 0.66±0.10 for 5 and 3 questions, respectively. Alpha for the SBA test was 0.74±0.002. Correlation between closed-book SBA and short answer scores was 0.625 (p-value<0.001). Performance in clinical pharmacology correlated with other sections of the short answer paper (biochemistry 0.53, p-value<0.001; pathology 0.57, p-value<0.001). During COVID-19 restrictions, the paper was delivered using a 24-hour open-book format: correlation with a closed-book SBA completed earlier that year was 0.213 (p-value<0.001) and with the pathology section of the open-book paper (5 questions) was 0.30 (p-value<0.001). Alpha was 0.70 (5 questions).

Overall, our experience suggests that free response written assessments are at least as reliable as SBA for closed-book time-limited assessments. Reliability is correlated with number of questions used. Dependence on open-book extended duration assessments during the COVID-19 restrictions resulted in only modest reduction in criterion validity and reliability.

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Parallel Session 7 (Room 11) 12:10 - 12:40 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Mary McGrath

30 Assessment and ableism: How warm-hearted accommodations marginalize and exclude students with disabilities

Juuso Henrik Nieminen University of Hong Kong, Hong Kong, Hong Kong

Abstract

Assessment accommodations (e.g., extra time in exams and separate testing rooms) are the current norm in supporting students with disabilities in assessment: their nature and role in higher education is rarely problematised. However, it has been shown that overreliance on accommodations might undermine truly inclusive assessment designs. As warm-hearted as they might seem, accommodations often end up excluding marginalized students even further: they see students as the problem to be fixed, not the assessment system itself (Nieminen, 2021).

In this study, I examine assessment accommodations through a critical lens in the context of Finnish universities. First, drawing on a document analysis (Nieminen, 2021), I discuss how assessment policies in Finland dominantly frame students with disabilities through the medical model of disability by focusing on their deficits and symptoms. All the Finnish assessment policy documents and texts from each of the higher educational institutes were collected and analysed. These documents contained the information about what is required to gain an access to assessment accommodations during one's studies. The analysis drew on Foucauldian discourse analysis. The results showed that students were framed as 'the Others' who threaten the validity of assessment.

Furthermore, I introduce how these assessment policies are reflected in practice. An institution-wide open-ended survey (N = 139) was collected from a Finnish university, mapping out the assessment experiences of students with disabilities. A discursive analysis showed how the students understood themselves as 'lesser' than other students in assessment: assessment made them feel like they do not belong to university. Assessment had caused profound barriers for these students who then blamed themselves, not assessment, for their exclusion.

Based on both the policy analysis and the analysis of student experiences, it is shown how assessment and assessment accommodations act as a major mechanisms for excluding students with disabilities in higher education. Even when students might otherwise thrive in higher education, it is often assessment that reminds them about their difference, abnormality, incompetence and indeed *disability*. This is in direct contradiction with attempts to promote equity and inclusion in higher education. Possibilities for change are discussed along the lines of my recent work on Assessment for Inclusion (Nieminen, 2022).

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Keynote Speaker: Professor Naomi Winstone (Piccadilly Suite) 13:40 - 14:40 Thursday, 23rd June, 2022

Introduction: Fiona Meddings

205 Towards a radical reframing of feedback in higher education

Naomi Winstone University of Surrey, Guildford, United Kingdom

Abstract

Feedback is often described as a source of frustration. For students, feedback often feels of limited relevance to future work; for educators, time invested in providing comments appears to be wasted when students do not appear to engage fully with their advice; and for institutional leaders, student satisfaction metrics appear stubbornly resistant to change in response to a wide range of practice interventions. In this keynote, I seek to question whether

the connotations associated with the term 'feedback' might be partly responsible for these collective frustrations. I will trace the origins of the term in educational discourse, and highlight how the perceived meaning of the term can shape both cognition and behaviour within the context of feedback processes. In particular, I will draw upon my recent programme of research which explores the ways in which the concept of feedback is framed in the research literature, in strategic documentation, in metrics, and in practice. I will invite delegates to consider an alternative higher education landscape where the very notion of 'feedback' is questioned and repositioned, through addressing two critical questions: How does the discourse of feedback influence the ways in which feedback processes are enacted, how students are positioned in these processes, and the impact of these processes? Might we be able to move beyond the current impasse in higher education by reframing the very notion of feedback and how it is discussed in policy and practice?

Biography

Naomi Winstone is a cognitive psychologist specialising in the processing and implementation of feedback information. Naomi is a Reader in Higher Education and Director of the Surrey Institute of Education at the University of Surrey, and she also leads the multidisciplinary Surrey Assessment and Learning Lab. Naomi's research has been funded by bodies such as The Leverhulme Trust, the Assessment and Qualifications Alliance, the Society for Research into Higher Education, and HEFCE/OfS. Naomi's research has led to the development of educational tools and resources, such as the Developing Engagement with Feedback Toolkit, published by Advance HE, which is in use in over 100 schools, colleges and Universities worldwide. She also developed the Feedback Engagement and Tracking System, which was awarded the Educational Development Initiative of the Year Award by SEDA in 2018. Naomi is a UK National Teaching Fellow and a Principal Fellow of the Higher Education Academy.

Parallel Session 8 (Piccadilly Suite) 14:50 - 15:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Joanne Berry

144 Beyond the Assessment-Feedback Nexus: [Re]viewing Feedback through the Lens of Teaching and Learning

Dai Hounsell University of Edinburgh, Edinburgh, United Kingdom. Bournemouth University, Bournemouth, United Kingdom

Abstract

It has long been argued (and compellingly so) that in the mindsets of teachers as well as students, feedback has been too closely enmeshed in assessment, with dysfunctional consequences for how feedback is valued, communicated and engaged with by both parties (see for example Sambell et al 2012; Winstone & Boud, 2021). But an over-preoccupation with the assessment-feedback nexus, I argue here, has also had a constraining influence on how feedback is conceived of, investigated, debated and enhanced by ourselves (i.e. those of us who study, research, and publicly talk and write about feedback) as well as in how it's frequently been corralled at institutional and system-wide levels.

First, there has been a concomitant lack of attention to the array of learning-teaching encounters in higher education where 'moments of feedback' are enacted, yet in which assessment is either absent or only indirectly or distantly of salience. Such moments share with 'assessment feedback' three indispensable elements: the visibility of one or more aspects of a student's understanding, progress, performance or achievement at a given instant (see e.g. Bourke, 2020); an appraisal, however fleeting, of the quality it represents; and the generation of responsive observations or actions designed to move forward the learning of that student.

Second, such 'moments of feedback' can be found in various well-established forms of learning-teaching encounter beyond as well as within classroom, practicum or teacher-present online settings; can be student- as well as teacher-initiated; and can involve interactions between learners or between learners and individuals who are not teachers and have no assessment role or responsibilities (Hounsell, 2021). Such moments, which vary significantly across subject areas, have recently been gaining more attention than hitherto (see e.g. Esterhazy et al, 2019; Heron et al. 2021) and will be identified more fully in the presentation).

Thirdly, and following on from this deploying this more expansive, wide-angle lens, there are good grounds for considering feedback less as hand-in-glove with assessment roles and responsibilities but, rather more fundamentally, as a central and dispensable component of teaching expertise that finds its expression in a wide variety of learning-teaching encounters. In other words, feedback interactions can fruitfully be seen as kith and kin

with mentoring, tutoring, facilitating, supervising, advising, coaching, scaffolding and other members of the extended family of teaching.

There are also implications for how feedback literacy, student agency and sustainable feedback are understood and fostered.

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Parallel Session 8 (Room 3) 14:50 - 15:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Pete Boyd

77 Achieving Authentic Assessment via Digitalisation: Key Learnings from the Pioneers

Ishan Kolhatkar Inspira Assessment, Oslo, Norway

Abstract

Authentic Learning and Authentic Assessment continue to be hot topics within the Higher Education arena, with universities feeling ever more pressure to produce graduates, who are able to hit the ground running in the workplace. One of the tools, that has successfully been utilised by Scandinavian universities to achieve this, is digital examinations.

In this session, Dr Sisarica will be sharing some of the key learnings and examples from this more than a decade long journey, including not only the obvious benefits to students, academics and administration staff, but also the challenges faced and resolved by institutions committing to large-scale adoption. The digital implementation journeys of universities such as the University of Oslo, University of Bergen and University of Gothenburg will be included, to name a few.

Finally, Dr Sisarica will discuss the emerging trends within eAssessment.

Dr Anja Sisarica represents Inspira Assessment, from Oslo, Norway. Inspira Assessment is a secure cloud-based e-assessment platform that covers the entire examination process from initial question creation to exam delivery and collaborative marking. All subjects from STEM to Arts can be examined via Inspira Assessment. Inspira team works in partnership with universities, schools, awarding bodies and governments, serving end-users in more than 150 countries.

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Parallel Session 8 (Room 5) 14:50 - 15:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): William McGuire

124 Sustainable Feedback and Programme Evaluation: Conversations with Professional Masters Students

Hilary Constable University of Cumbria, Carlisle, United Kingdom

Abstract

We have been asking participants how their reading, writing, speaking and listening have developed on their part-time professional Master's programme and how this has influenced their professional lives. We have been doing this to improve programme evaluation by probing the language of feedback and learning. Using dialogic feedback has generated an efficient and purposeful form of evaluation.

Language is significant. In UK universities the qualifications framework (QAA, 2014) provides institutional language to describe what students are to learn. As tutors it is important to find out what will help students get a feel for the academic actions and moves embedded in these statements. In pursuing the (eternal) challenge of 'finding out where the learners were' we wanted to get at some of the self-talk that these Masters students used. We stepped aside from using our tutor written, university endorsed learning outcomes and asked participants how they would describe their own progress. An online survey, with an alternative of on-line video interview, let students report on how their reading, writing, speaking and listening had developed through the programme. The questions were two-fold: how had students skills developed on the programme AND in what ways this had helped their professional practice. We were aware that students might answer in terms that spoke to their knowledge of us as tutors or evaluators, nevertheless we found students own words pointed the way to identifying what we may have previously disregarded and quickly generated ideas for programme development such as the actual use of the induction material. Students in our study did not limit themselves to a narrow view of academic literacies (Lea & Street 2007). Our findings revealed a wider range than expected of influence of study on professional life, including intriguing terms such as 'nerdy conversation'.

The work is framed by assessment debates, in particular dialogue and sustainability (Boud, 2015; Carless et al 2011; Tai et al 2018). The issue of the influence of a programme on professional development is wider and involves graduate attributes and lifelong learning, a debate with a long and mixed history (Washer 2007) and now seen in the VITAE researcher development framework offering a bridge into professional life.

We found that the terms (reading/writing/speaking/listening), distinct from university and quality assurance expressions of attainment, lent themselves to discussions spanning programmes and timescales and that alternatives of questionnaire and interview suited students.

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Parallel Session 8 (Room 7) 14:50 - 15:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Jess Evans

29 Assessment feedback dialogue as value creation: a socio-cultural perspective

Paul Orsmond^{1,2}, Nicola Young², Remigio Zvauya² ¹Staffordshire University, Stoke-on-Trent, United Kingdom.

²Birmingham University, Birmingham, United Kingdom

Abstract

Dialogue is required if learning from assessment feedback within higher education (HE) is to occur. Dialogue, an enabler activity, develops feedback literacy, understood as students; 'appreciating feedback', 'making judgements', 'managing affect' and 'taking actions' resulting from feedback. Assessment feedback is now understood as a social practice which emphasises its nature and distribution. There is extensive feedback literature that encourages dialogue, while limited research exists on student social interactions in processing feedback dialogue, and subsequent changed learning practice. Social learning is understood as relational, an interdependence between person, and their world, within a historical context. Learning results from changes in participating in practice. This qualitative paper contrasts with many previous empirical publications, by focusing on the value of the learning derived from feedback through students changing participation within their community of practice and new identity development. Our work concerns graduate entry medical students in their first year of studying a problem-based learning (PBL) curriculum. PBL groups, of about nine students, are led by a student Chair, and facilitated by a tutor. Tutor feedback to the individual Chairs on their performance is integral to the PBL process.

Qualitative analysis of interviews from two student Chair focus groups of 8 and 6 and a tutor focus group of 4, showed that a social value creation model provided an effective way to understand the value of learning achieved by students from tutor feedback. A value creation framework, involving personal and collective grounded and inspirational narratives, showed participants gave value to their own learning experiences from tutor and peer feedback as it evolved over time. Five value creations were identified: (1) immediate (activities and interactions); (2) potential (knowledge capital); (3) applied (changes in practice); (4) realised (performance improved); and (5) reframing (redefining success). Our findings are relevant because: (A) we present a model that allows recognition and understanding of how students process and act on tutor and peer feedback and develop feedback literacy. (B) Learning from feedback results in knowledge being understood in terms of a person in practice, knowledgeable. Hence learning is distributed in nature not just an individual cognitive event. (C) We focus on situated learning and oral feedback both under-researched areas. The assessment emphasis shifts from summative and formative assessment in the abstract, to assessment *as* learning. Here learning is driven by evaluative judgements, integrated into ways of being in practice, and subsequent identity development.

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Parallel Session 8 (Room 11) 14:50 - 15:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Caitríona Ní Shé

82 Disrupting assessment practices: lessons from PGT students' experiences of assessment changes in Psychology, Psychiatry and Neuroscience programmes due to Covid-19

Jayne Pearson, Brenda Williams King's College London, London, United Kingdom

Abstract

In 2020, as a response to the COVID-19 pandemic, the majority of universities in the UK cancelled all in-person examinations to be replaced with online alternative assessments. This paper focuses on one faculty at a Russell

Group University with a small sample of PGT students, an under-represented group in the current focus of online learning and assessment, and their responses to the changes made to their assessments.

With many higher education institutions intending to move towards online assessments using private educational technology companies, data about the initial experiences of students of platforms and of assessment design is vital. Within one faculty, we conducted a pilot study through a small-scale survey (n=71) to gain a snapshot of the faculty cohort across a wide range of programmes. The survey focussed on students' views about the move to online assessments (particularly exams as the main mode of assessment in the faculty) and their future feasibility.

Results showed key issues for students were mental health concerns, home circumstances, social isolation, clarity of expectations and performance standards around academic integrity, and the support from the faculty, peers, lecturers and the wider institution. However, overall, students were positive about the future of online exams, the new regulations around time and where changes were made to assessments which could allow them to demonstrate more than factual recall.

While many of the above issues were caused by the pandemic rather than assessment per se, a number of key priorities for the university and the wider sector were identified. These include an understanding of students' digital readiness and home circumstances to maximise inclusivity, rather than assuming digital exams are inherently inclusive. Students need guidance on expectations around the use of technology platforms and academic integrity within this digital environment. Furthermore, our data leads us to tentatively counter the current concerns of academics around plagiarism and cheating as a trust issue (Bearman et al, 2020). This would necessitate caution around the rush to online proctoring and surveillance of students and consider the problem from a programme and module level within faculties (Dawson, 2021). We recommend that this is a twofold approach: firstly using a diversification of assessments, such as open book exams, vivas and digital assessment (Sambell and Brown, 2020); secondly fostering a culture of academic integrity through formative assessment, social and intellectual support from peers through feedback (Carless and Boud, 2018) and embedded guidance on performance standards and expectations

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Round Table Presentation (Room 3) 15:40 - 16:40 Thursday, 23rd June, 2022

Presentation type Round Table Presentation Chair(s): Gemma van Vuuren Cassar

78 Trainee teachers' classroom assessment practices: towards a pedagogy of learning.

Adewale Magaji University of Greenwich, London, United Kingdom

Abstract

This study highlights various classroom assessment practices carried out by trainee teachers in Early years, Primary, Secondary and Further Education with a focus on answering the research questions:

What lessons can be gained and shared from trainee teachers' classroom assessment practices and possible interventions?

How do trainee teachers' implementation of assessment for learning vary with their conception of assessment practices?

A focus on improving trainee teachers' classroom assessment practices through the implementation of assessment for learning strategies (Black & Wiliam, 1998) to support pupils' progress is at the heart of this study. This includes supporting trainees to develop an understanding of the theoretical approach to assessments and implementing them in their classrooms. Buck, Trauth-Nare & Kaftan's (2010) theoretical approach to formative assessment identify certain criteria for evaluating trainee teachers' understanding of assessments and this will be explored. However, this study addresses trainee teachers' understanding of assessment in three lenses preconception, conceptualisation and implementation.

This mixed method research is carried out in a university that runs PGCE courses for trainee teachers, and is at the data collection stage that involves questionnaire, interviews, focus group discussions and lesson observations. The questionnaire is informed by James and Pedder's (2006) approach to teacher's classroom assessment and will be analysed using an exploratory factor analysis while lesson observations, interviews and focus group discussions will be analysed using thematic analysis.

Assessment is central to the quality of learning taking place in the classroom, therefore, engaging trainee teachers in assessment practices would require a new professional learning and the pedagogical strategies required to implement them (Buck et. al., 2010) and how they interact with pupils and the materials used in assessments (Black et. al., 2003). Hence outcome from this study would propose solutions to the research questions in order to support the professional development of trainee teachers.

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118 Applying current conceptualisations of feedback to reflective processes for the enhancement of higher education teaching

Nicola Reimann¹, Anna Serbati² ¹Durham University, Durham, United Kingdom. ²Universita degli Studi di Padova, Padova, Italy

Abstract

Reflection has been promoted as a key method for developing higher education teaching. While there is a wealth of publications demonstrating the benefits of collaborative reflective methods such as observation (e.g. Harper & Nicolson 2013, Hendry et al. 2020), these tend to be small-scale studies written by practitioners running and evaluating their own schemes, and anecdotal evidence suggests that academics may be more sceptical of the benefits. On the ground, feedback on teaching is often conceived as receiving information from others (peers, more experienced colleagues, educational developers) who comment on someone else's teaching. However, the literature on feedback in higher education has drawn attention to the importance of challenging these prevailing 'old paradigm' (Winstone & Carless 2020) notions of feedback.

The proposers of this round table have been influenced by current debates about reconceptualising feedback in higher education as 'assessment for learning', 'feedback for learning' or 'sustainable feedback' (Boud & Molloy 2013; Merry et al. 2013; Sambell 2011) and wish to explore their implication for the professional learning of higher education teachers. The recent literature considers feedback to be a dialogical interactive process involving collaboration and agency of both parties. The growth of feedback literacy (Carless & Boud 2018) needs continuous opportunities for learners to try out and distinguish different notions of quality, with the ultimate aim of progressively increasing their capability of independent evaluative judgement (Boud et al. 2018). This round table will argue that educational development practices would benefit from applying such contemporary conceptions of feedback. Nicol's (2020) notion of 'inner feedback' in particular may help to better understand the processes which underpin observation of and reflection on teaching and point to possible ways forward which would make these processes more effective.

The round table will first provide a brief overview of new conceptualisations of feedback and then focus on applying them to educational development practices. Ideas will be illustrated by the proposers' own experiences as well as data collected in the context of educational development projects and research. We intend to stimulate a debate of the ways in which contemporary approaches to feedback can be applied in order to develop more effective strategies that ultimately lead to the enhancement of university teaching and learning.

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193 Authentic and meaningful? Case study of assessment on a practitioner research module.

Kate Richardson University of Leeds, Leeds, United Kingdom

Abstract

This presentation reports a case study of introducing an authentic and meaningful mode of assessment to a module about practitioner research.

The module 'Enhancing student education practice through practitioner research' is part of the Postgraduate Certificate in Academic Practice (PGCAP). This module serves colleagues from across the university (Schools and Professional Services departments) and the goal of re-designing the assessment was to make it more authentic and meaningful to colleagues, and, perhaps, to influence the ways they approach assessment in their own teaching. The "new" authentic assessment involved a poster presentation with Q&A (via MS Teams) and a reflection on the experience of undertaking practitioner research, rather than a traditional written task. This particular module aims to support participants to develop their own practitioner research, and to disseminate their work, so the new assessment aims to develop the same skills and approaches they will use in their professional lives (Gulikers et al., (2004); Villarroel, Bloxham, Bruna, Bruna, & Herrera-Seda (2018)).

As part of improving the authenticity and meaning creation in this task, the module included formative assessment opportunities, including a formative video presentation task with feedback from peers, mentors and tutors. This feedback was in video, audio or written format—drawing on benefits articulated by Carless (2020). Participants also presented their projects to an online audience at the University's internal student education conference - rendering this a truly authentic experience.

The summative assessment aspect of the module enabled participants to leave the module with a poster, presentation and completed evaluation of their project- in addition to experience of disseminating their work. They had considered the implications for their practice and the separate reflection task was designed to act as a springboard for participants to consider how practitioner research could inform their future practice. This is an entry into Scholarship of Teaching and Learning (SOTL) and Pedagogic Research (PedR).

Positive feedback from participants highlighted many of the key benefits of authentic assessment emerging from the literature (Sokhanvar, Salehi and Sokhanvar (2021)). We hope that the benefits of this authentic assessment will extend to the students taught by the module participants – drawing on this experience to inform their own student education/teaching practice. The reflections of students doing this assessment were about enhanced engagement,

satisfaction and employability skills (Sokhanvar et al. 2021) - and these may shape and enhance the student experience beyond their classroom through their contribution to SOTL and PedR.

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69 More, less or just right?: supporting academics to implement authentic assessment

Tya Asgari¹, Scott Farrow²¹University of Liverpool, Liverpool, United Kingdom. ²Edgehill University, Ormskirk, United Kingdom

Abstract

Curriculum 2021 (C2021) is a curriculum framework and design model for programme teams at the University of Liverpool, developed by the Centre for Innovation in Education (CIE). C2021 is a set of tools, flexible resources and structured support to help module and programme teams embed the six Liverpool Hallmarks and Graduate Attributes; one of these being 'Authentic Assessment' (AA) (CIE, 2018).

To assist the module/programme leaders to embed AA in their learning and teaching (L&T) practice, we provide four main areas of support: writing guides, running workshops, creating networks, and support for the programme internal periodic review process (IPR). The workstreams include:

Workshops:

We use a set of cards developed in-house to show examples of how to implement AA in L&T practice. Academic colleagues unpack what best practice looks like, considering their current approaches and possible adaptations. We then use our Radar diagram (CIE, 2019) to 'audit' their assessment tasks - this is a tool developed in CIE to map elements of authenticity in teaching and assessment. These approaches help staff to appreciate the broad range of possible authentic assessments and also identify areas in which they can improve their current practice.

Networks:

This discussion forum is open to all staff who have an interest in AA and want to share practice or learn new ways to embed it within their curriculum. Here academic staff benefit from a community of practice, discussing new or creative ways to embed AA in their curricula. Additionally, we invite external speakers to share their experience or research to inspire colleagues.

IPR:

We support colleagues to review and improve their practice by identifying areas in which they can implement further integrate the C2021 Hallmarks and Attributes. We run both programme and module design IPR workshops and use the opportunity to influence and assist colleagues.

Guides:

We regularly identify areas in which academic colleagues might require introductory guidance. We appreciate that as these colleagues are mostly time-poor, they prefer short and practical guides in order to get started and identify more resources in the area. We provide both written and visual guides to suit diverse audiences.

As the CIE approach to implementing C2021 is only two years old, we constantly review and improve it. We would like to share and discuss our experience including the challenges and benefits of our approach to improve curriculum design and consequently, students' learning experience.

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122 Reflecting on reflecting: Developing reflective practice in Biology students

Janis MacCallum Edinburgh Napier University, Edinburgh, United Kingdom

Abstract

Graduates are expected to develop skills in lifelong learning to engage with ongoing CPD, as required by employers across the workplace, and by changes in working practice (Merriam, 2012; QAA, 2017). In the Biological Sciences, development of a reflective mindset is often undervalued, being overshadowed by the need for clear and objective scientific writing and reporting, in contrast to other settings (e.g. Clinical; Levine et al., 2008). A new final year module providing opportunities to engage with employers and exposure to a wide range of potential job destinations to support student transition into the working world included assessment comprising of a reflective blogpost and a CV and covering letter. Given the students' lack of understanding and experience with reflection, as would be expected for an alternative style of writing, initial challenges were around scaffolding to provide a useful and valid assessment (Rai, 2006; Kember et al., 2008).

The blogpost was split into three formative tasks, questions being set to encourage these reflections with an aim to act also as feedforward, and allowing self, peer and academic assessment on all posts. The first blog rubric required students to engage with a known model of reflection and build their writing using this model, to encourage understanding of what reflection is (Gibbs, 1988; Johns, 1995; Rolfe et al., 2001). This then built in the second rubric to an understanding of holistic levels of reflective writing (Moon, 2004; Chabon and Lee-Wilkerson, 2006) and in the third to the use of a mixed rubric combining elements of analytic and holistic reflection (Jones, n.d.). The summative work was assessed using the third combined rubric.

The final formative blog asked students to "Reflect on a skill/attribute, which you have been exposed to/able to work on/improve during this module" and 37% of students chose to write about the experience of reflective writing, 29% writing about time management. The students wrote in detail about their engagement with the writing and assessment process, the usefulness of providing critical feedback for others and the transformative effects of reflection on other areas of their life (Hunt, 2013). This presentation will reflect on the impact and usefulness of the assessment, and how this will inform future iterations of the module.

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32 Developing assessment skills together: the co-construction of a feedback literacy process in a pre-service teachers' course

Alessia Bevilacqua, Claudio Girelli University of Verona, Verona, Italy

Abstract

An extensive body of literature exists on the effect of assessment on teaching and learning processes: if well designed, it has the potential to transmit meaningful educational messages both to teachers and students. According to Winstone and Carless (2020), implementing a feedback literacy process could be a useful strategy to support pre-service teachers gaining knowledge, skills, and mindset concerning assessment and evaluative judgement (Boud et al., 2018; Stiggins, 2004). These paths can be even more effective if contextualized within realistic situations (Wang et al. 2008).

Within the Combined Bachelor's + Master's degree in Primary School Education, a feedback literacy path had been proposed to the students attending the course of Educational Research. To facilitate the acquisition of the course overall objective – i.e., the empowerment of research skills – the lecturers proposed an authentic task where students were asked to develop a project to participate in an Educational Research Call for proposal. Students had to

give and receive feedback repeatedly because each phase of the project had to be submitted to a double-blind peer review to the scientific community, made up of all the students of the course.

A feedback literacy path was implemented throughout the course to support students in this highly responsible task. As the 4th-year-students have already gained knowledge concerning assessment, it was preferred to co-construct a new feedback literacy path starting from the students' experience. This is the added value of this educational experience. Adopting the Student Voice might allow an improvement of current educational practices indeed as it can help broaden teachers' eyes on new issues, as well as increase students' responsibility for what they can and want to do for themselves (Cook-Sather, 2010).

From October to December 2019, 53 students took part in 6 reflective activities whose overall structure was inspired by the Winstone & Nasch (2016)'s Engagement with Feedback Toolkit. Students' papers were then analyzed through content analysis. The results bring to light the students' pre-conceptions regarding the purpose and functions of the feedback, the process of giving and receiving feedback, the difficulties encountered in these processes, the strategies adopted to solve them, also using emotion positively. Overall, it is possible to affirm that the feedback literacy path allowed students: firstly, to carry out an in-depth reflection on their actions, bringing to light their tacit knowledge; secondly, to empower their reflection-in-action to act with greater awareness and effectiveness in giving and receiving feedback.

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Round Table Presentation (Room 5) 15:40 - 16:40 Thursday, 23rd June, 2022

Presentation type Round Table Presentation Chair(s): Chris Edwards

132 Pandemic Opportunities: Increasing Space for Long-Term Enhancements to Assessment Training & Practice

Megan Good, Sara Finney James Madison University, Harrisonburg, VA, USA

Abstract

In the United States, outcomes assessment is required at the degree program level (e.g., BA in History) by institutional accreditors for accountability and improvement purposes (Ewell, 2009). Indeed, institutions must provide evidence of student learning for each program to receive federal funding. Often, a single program faculty member is responsible for coordinating assessment efforts. Although faculty are experts in their discipline, they often lack assessment expertise. Educational development in assessment should be central for faculty (Hutchings, 2010).

Until recently, there hasn't been a definition of 'assessment skills.' In 2020, Horst and Prendergast developed an Assessment Skills Framework that explicitly defines nine necessary skill areas: 1) Specify Student Learning Outcomes, 2) Create and Map Programming to Outcomes, 3) Design Instruments, 4) Examine Implementation Fidelity, 5) Collect Outcomes Information, 6) Analyze Data and Report Results, 7) Use Results to Improve Student Learning, and 8) Assessment in Practice. We work in a Center dedicated to supporting faculty practicing assessment within our institution and beyond. Recognizing that our colleagues need support to develop necessary assessment skills, we build professional development experiences.

The pandemic provided an opportunity for reflection. It forced us to re-think the professional development resources we offer and created space to collectively educate ourselves on emergent trends in our discipline. In this roundtable, we will discuss:

1. *Creation of Accessible Resources.* Our signature professional development event for faculty required in-person engagement. In 2020 we pivoted online. Thus, we re-created our workshop to be available asynchronously and self-paced. We also developed an online collection of extensive resources aligned with Horst & Prendergast's (2020) skill areas. These adaptations allowed for increased access for faculty at our institution and beyond.
2. *Space for Re-tooling Assessment Professionals.* The pandemic provided space to identify a key area that we could develop new skills: equity in assessment. We created a year-long curriculum and our staff (9 faculty and 10 graduate students) met every-other-week to discuss literature and produce resources focused on equity issues related to assessment.
3. *Curricular-Approach to Student Affairs Programming & Assessment.* In the U.S., students are expected to learn out of the classroom via programming in the Division of Students Affairs (e.g., Residence Life). The pandemic provided an opportunity to learn about a division-wide approach to student development: specify division-level outcomes, create sequenced evidence-informed educational programming, and develop linked assessment plans (Kerr et al., 2020). This learning transformed our approach to programming and assessment feedback.

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146 From pre-pandemic high-stakes to post-pandemic step-wise assessment and a more flexible approach to timetabling

Joanne Berry, Laura Roberts, Simon Bott, Patricia Xavier Swansea University, Swansea, United Kingdom

Abstract

In 2020/21 over 50% of students missed out on live teaching, most spent less than three hours a day on remote learning activities, and extensive modifications were made to traditional exam-based A-Level assessments. The result was a cohort of students (particularly those from deprived areas) with marked skills-deficits and little experience of the formal, high-stakes exams (on-site and online) typical of many HE disciplines. This round table presentation will set out two innovative ways in which academics at Swansea University have attempted to support these students.

Firstly, there is an acknowledgement that, even before the Covid crisis, the increasing diversity of the background education of our entrants means that a strategy of high-stakes summative assessments has an impact on retention and progression of students, since the learning support and skills development needs of higher-risk students can be overlooked. It was clear that lower-stake, scaffolded, and smaller assessments accompanied by high quality feedback would provide a more applicable, relevant, supportive and inclusive structure to enhance and secure learning. This led to a project to support academic staff to remodel their assessments, particularly in foundation and first-year modules, into 'bite-sized' chunks, thus avoiding a heavy assessment period with many high-stakes and stressful exams in January. This involved taking a programme-level view of assessment and identifying areas where the assessment strategy could be successfully adapted without overloading both staff and students. The aim was to enable students to become familiar with a range of assessment styles, to develop and build on their critical skills, and to experience regular high-quality feedback.

Related to this were changes made to the structure of the semester that were intended to support student transition to university by allowing for more flexibility in assessment and skills development. The traditional structure of the academic year at Swansea has involved two semesters of eleven weeks of teaching followed by a three-week assessment period. In the academic year 2021-22 a more flexible structure was permitted and programmes were encouraged to break up the eleven weeks of teaching: across the University a variety of changes occurred including study/reading weeks, assessment weeks, 'dynamic' weeks, skills weeks. These have allowed the curriculum to be enriched in ways that support students to develop their study skills and focus on their assessments.

The changes have been extremely popular with students and have led to a more inclusive and creative approach to assessment practices.

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131 The International Student Experience: Raising the profile of language in UK HE contexts

Anne Stazicker University of Leeds, Leeds, United Kingdom

Abstract

Assessment of English for Academic Purposes (EAP) is arguably more important than ever because of the emphasis on internationalisation in UK HE contexts. One of the results of these strategies is what Ding and Bruce (2017) refer to as 'marketisation' or 'commercialisation' of education, and it is that which is driving the increase in the recruitment of international students as 'cash cows'. Therefore, HE programmes are increasingly being delivered to students whose first language is not English and this has implications and consequences for both teaching and assessment beyond the EAP setting.

UKVI visa conditions for international students perpetuate myths within the HE EAP sector about the way in which language should be measured. The UK Government (2021) provide a list of Secure English Language Tests (SELTs) and those tests are designed to score each of the four skills (listening, speaking, reading and writing) separately. As Pearson (2019) asserts, this 'subverts in-house assessments'. Testing of discrete skills goes against the pedagogies and principles of language teaching, and continues to stunt the development of process-focused assessments for learning because of fear of the withdrawal of trusted sponsor status.

The ongoing listening and reading review at the University of Leeds Language Centre (LC), is testament that this need not be the case. We were successfully audited by UKVI in 2021 using in-house, integrated assessments, where the overall scores were **not** broken down into component scores, without any negative consequences.

The focus on *authentic, integrated assessment*, and consolidation of constructive alignment principles (Biggs, 1996) through raising the profile of listening and reading in a process-based approach is imperative because academic listening and reading are vital components of academic literacy, without which students are unable to produce work of an appropriate academic standard. Therefore, EAP programmes should provide authentic learning opportunities in the receptive skills because real-world academic listening in particular is 'messy' (Emrick, 2019) and difficult to unpack.

EAP practitioners have a responsibility to provide students with the necessary strategies to cope with this messiness as part of a toolkit of competencies, language and skills on preparatory courses, which students can later draw upon. However, it is the collective obligation of *all* HE educators to 'make language visible' in universities (Bond, 2020) in order to be fair and inclusive. Collaboration and dialogue across disciplines with EAP colleagues is key to understanding international students' struggles and thereby achieving more positive experiences of UK HE study.

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172 Giving Authentic Thinking Voice(s): Innovative Assessment in a PgCert Learning & Teaching in HE **Cameron Graham** Edinburgh Napier University, Edinburgh, United Kingdom

Abstract

"Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education (Freire, [1970] 1996: 71-72)".

In our new Postgraduate Certificate Teaching and Supporting Learning in HE (PgCert TSL in HE) at Edinburgh Napier University, we have drawn from our own learning, wider experiences and evidence generated from research (Smart et al., 2021) to take a different approach to assessment.

The PgCert TSL in HE is a part-time, work-based programme designed primarily for new academics who are developing their pedagogic practices, underpinned by core knowledge and professional values. Dialogical assessment features twice in our newly developed programme, once at the end of the first module and then at the end of the third. In both cases, these assessment points enable professional recognition (AFHEA and FHEA respectively).

The design of the dialogic approach borrows from our AHE accredited scheme in that the students must provide in advance required artefacts used by the assessors, and students themselves, to inform, support and guide the professional conversation which spans 30 minutes.

In this paper, drawing on evaluation from the first iteration of the PgCert TSL in HE, we will critically reflect on how facilitating professional conversations focused on learning and teaching supports the development of professional identity (Smart et al., 2021), a cornerstone of the vision embodied in the new University Learning and Teaching Strategy (2020).

Inspired by our reading of Freire, as well as current research (Smart et al., 2018; 2021), our presentation will explore three themes emerging from the evaluative data.

1. The dialogical, collaborative approach to teaching and assessment drawing on perspectives from both students and assessors.
2. Reflection and how dialogic assessment supports reflective practice.
3. Authenticity in learning and assessment with practical significance – and longevity.

We will also share some implications of dialogic assessment, such as negotiating conflicts in professional identity and the challenges presented by such a resource heavy approach. However, we believe that these challenges are outweighed by this innovative and creative assessment approach which aids the development of colleagues' thinking, but more so their confidence in discussing and sharing their practice.

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190 Inclusivity, assessment outcomes and cross-discipline awarding/continuation gaps for student cohorts during the Covid-19 pandemic: a roundtable

Nicola Beer¹, Helen Barefoot², Sam Elkington³, Juliet Eve⁴, Mazia Yassim⁵, Carolyn Paul⁶ ¹Oxford Brookes University, Oxford, United Kingdom. ²University of Hertfordshire, St Albans, United Kingdom. ³Teeside University, Middlesbrough, United Kingdom. ⁴University of Brighton, Brighton, United Kingdom. ⁵University of Greenwich, London, United Kingdom. ⁶University of West of England, Bristol, United Kingdom

Abstract

This roundtable discussion will present initial findings and emerging insights from a collaborative research project into assessment outcomes and inclusive assessment design for different groups of students during the pandemic-affected academic years 2019-20 and 2020-21. While this area of assessment practice in complex times has garnered some initial scrutiny and evaluation (cf. Baughan, 2021; Sampbell & Brown, 2020) as yet, few large-scale empirical studies of this kind have been conducted and shared.

Funded by the Quality Assurance Agency and undertaken by a group of eight collaborating institutions within the Alliance group of universities, the project sought to develop a set of Inclusive Assessment Design Attributes, generated by analysing the impact of assessment adaptations and regulatory adjustments introduced during the pandemic by a diverse range of Alliance institutions.

In the context of the roundtable format, project members will spotlight the highly innovative nature of the project and the resulting scope for developing and informing assessment practice across the sector. Points of emphasis will include the novel use of student researchers as partners in the project; the cogent mix of qualitative and quantitative data generated and analysed in the project; the patterns and trends discernible in assessment adjustment policies of multiple institutions; and the research ethics considerations in undertaking a collaborative research project at multiple institutions in parallel.

The roundtable format will enable the sharing of reflections, insights and observations from a wide range of the collaborating partners who will explore the implications and findings for a range of subject areas and whose contributions will be less per institution than on thematic principles that resonate across the project and with the wider community. The affordances of the roundtable format will also facilitate close critical engagement with the wider literature from different disciplines (e.g. Choi et al 2020) and the existing research evidence on innovations in assessment design and the articulation between assessment policy adaptations and student outcomes (e.g King et al, 2021).

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Round Table Presentation (Room 7) 15:40 - 16:40 Thursday, 23rd June, 2022

Presentation type Round Table Presentation Chair(s): Chris Deneen

47 Thinking differently about satisfaction with assessment and feedback

Rachel Forsyth Manchester Metropolitan University, Manchester, United Kingdom

Abstract

It has become commonplace in the UK to point out that students are dissatisfied with assessment. The UK National Student Survey (NSS) is completed by final year undergraduates annually and asks a series of multiple-choice questions about assessment and feedback. The 2019 NSS data shows student satisfaction at 73% for assessment and feedback, compared to 84% for overall satisfaction with courses. (Office for Students, 2019), and this has made

assessment a focus for enhancement activity across the sector. Despite this, the national average satisfaction with assessment has remained fairly constant for several years, despite considerable effort and investment in improving this area (see, for example, Holmes, 2018; Jessop, El Hakim, & Gibbs, 2014; Jessop & Tomas, 2016; Pitt & Norton, 2016; Winstone, Nash, Rowntree, & Menezes, 2015). Reflecting the questions in the NSS, much of this work has focused on marking and feedback.

A longitudinal analysis of comments made about assessment in an internal student survey in a large institution shows remarkably consistent patterns of comments over time with a strong focus on engagement, support, and organisation and very few comments about marking and feedback.

This mini-keynote will briefly explore the possibility that NSS questions may not be addressing students' principal concerns about assessment, so that responding directly to quantitative NSS data may limit the opportunities to improve student satisfaction.

What are the alternatives? Could focusing on the enhancement of other aspects of assessment management be more productive? What are the implications for assessment management and perceptions of standards and quality? The intention is to provoke discussion about enhancement priorities and activities.

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166 What is possible? Exploring Programmatic Assessment in the context of revised standards for Irish Preservice Teacher Education

Suzanne Parkinson, Cillian O'Sullivan, Brian O'Neill Mary Immaculate College, Limerick, Ireland

Abstract

Programmatic assessment has gained popularity in recent years and proposes an authentic and integrated form of assessment (Harland et al. 2015). Van der Vleuten (2012), one of the leading researchers in the field, argues that programmatic assessment is more valid and more reliable than traditional forms of assessment, as an over-reliance is not placed on any one methodology. Rather, an abundance of data is gathered throughout a student's studies, aiming to capture a more holistic and comprehensive overview of each student's learning. In essence, it consists of gathering multiple data points using a variety of assessment methods, through the longitudinal use of e-portfolios, feedback, and student mentorship. Ireland has recently introduced Standards for Initial Teacher Education (Céim, 2020) which sets out the requirements which all programmes of qualification for teaching in Ireland must meet in order to be accredited. Embodied within these standards is a shift towards competency-based models of education encompassing a broader view of learning, by accounting for one's knowledge, skills, attitudes, and dispositions (OECD, 2019). The move towards cultivating competencies challenges prevailing traditional teaching, learning and assessment methods. This study reports on a project funded by the National and Teaching Learning Forum, Ireland, within an Irish Higher Education Institution, which critiques the principles underpinning programmatic assessment and explores potential application to a revised conceptual model for preservice teacher education. The design of the study uses mixed methods and includes a detailed critique of the literature, views from students and educators

about their understandings on assessment and a critique and potential application of the principles of programmatic assessment to a revised model of preservice teacher education. Feedback to the proposals yielded is reported.

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187 Implementing an innovative patchwork portfolio assessment for final year nursing students during covid

Emma Jones, Katie Warburton, Sarla Gandhi, Emma Gillaspay, Pippa Shaw University of Central Lancashire, Preston, United Kingdom

Abstract

This presentation shares the experiences of students and staff at the University of Central Lancashire in adapting the final year nursing assessment strategy to implement an innovative patchwork portfolio assessment during Covid. This complex large-scale module has approximately 500 students per year, including a traditional degree route and apprentice learners across three campuses with multiple entry points. To add further complexity, emergency nursing standards during Covid meant third year student nurses were able to opt into the NHS workforce, choosing whether to become employed in practice (NMC, 2020) and therefore some of the cohort were theory-only students whilst others worked in clinical practice.

The module assessment strategy previously included three parts, one of which was a face-to-face assessment. At the start of the pandemic we developed an innovative patchwork portfolio assessment. Patchwork portfolios consist of smaller sections (patches) that are gradually assembled and then submitted as a whole (Matheson et al., 2013; Winter, 2003), usually with an additional reflective piece (Richardson & Healy, 2013). In this portfolio, students propose a change in clinical practice through submission of seven patches constructively aligned with the module aims and content (Biggs, 2003).

Students submit their portfolio in various digital formats including Microsoft Sway, Word, PowerPoint or Padlet. This flexibility plays to their individual strengths enhancing creativity, innovation, and inclusivity (Gandhi, 2016). Students chose to investigate an area of personal interest in their field of nursing to ensure the portfolio engaged their passion for the subject maximising the opportunity for learner agency (Gillaspay & Vasilica, 2021).

To ensure consistency across such a large complex cohort, a small group of staff ran online module assessment group support sessions throughout the module for students, in addition to the development of marking guidance sessions for the module team to reduce any challenges with parity due to the differences in portfolio presentation, word count equivalents and project area.

The portfolio is engaging and enjoyable for students and the module team. The module has received positive student and staff evaluation and became a permanent assessment strategy for the module. Some students have gone on to implement their ideas in their clinical practice areas, demonstrating the application of theory to practice. This authentic assessment aims to develop the nursing leaders of the future who are able to innovate, adapt and lead the significant changes required by the workforce to create a positive future for patient care.

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170 Exploring the nurturing of student's learner identity through the use of e-portfolio

Suzanne Parkinson, Cillian O'Sullivan, Brian O'Neill Mary Immaculate College, Limerick, Ireland

Abstract

Learner identity is an emergent construct and focuses on the process of 'becoming' rather than 'becoming something' and is defined by the learner and by learner narrative. It is arguable that the essence of 'learner identity' can be defined only by the individual. Scales tests or measures no matter how sensitively developed reflect an alternative view of an individual's learner identity and deny the individual the freedom to define it for him/herself. The author (Parkinson et al. 2021) favour a conceptualisation of learner identity as an organic construct, in constant evolution reflecting the process of 'becoming and being a learner' and composed broadly of two main dimensions that should not be separated, but rather viewed in totality. Firstly, there is the 'Who' of the learner. This is the learner narrative and includes non-visible behaviours: the learner's thoughts, perceptions, values, feelings and beliefs. The 'Who' of the learner includes the biography of the learner, the story of the learner, the learning journey and must always be referenced within the social-cultural context within which the learner resides. Secondly, there is the 'How' of learning. This relates to the language, skills and strategies for learning selected, customised and personalised by the learner. This understanding of learner identity mirrors previously articulated views by a myriad of theorists and also reflects the broad thrust of 21st century learning competencies. The construct of learner identity offers a fresh, new and empowering perspective to understanding learning and learners, as well as challenges prevailing understandings about how we evaluate, measure and track progress in education. The challenge then is how to operationalise the construct in third level education. E-portfolios and specifically learning portfolios are typically used with the dual intention of encouraging critically self-reflective lifelong learning and gathering evidence of broad skills and competencies that may enhance future employment prospects. The theory underlying the use of learning portfolios is promising but empirical evidence supporting their effectiveness remains sparse (Scully et al. 2018). Learning portfolios claim to be based on the reflective process. However, this is not always central or outlined by the user/creator in the design of the learning portfolio and too frequently tension exists between process use and the product it creates (Farrell, 2018). This study reports on the design of a learning portfolio for preservice teachers which strives to nurture the learner identity of users. The process, opportunities and challenges are outlined.

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115 Encouraging a culture change: developing an effective assessment model for the practical element of a teacher training programme delivered via distance learning that promotes reflective practice in trainees.

Alison McMaster, Vikki Wynn University of Sunderland, Sunderland, United Kingdom

Abstract

Currently, within the practical element of the PGCE Early Years Teaching (IIDL) programme, there is an over-reliance on the assessment of learning rather than assessment for learning. It is perceived that insufficient support is provided to practitioners in their own professional development thus there is a demand for inquiry into the epistemology of practice to address the widening rift between university knowledge and professional knowledge (Schön, 1994) offering further intrinsic motivation for those who view the learning process as complementary and developmental to their professional practice rather than as an obligatory paper-based exercise. Contemporary thinking around assessment for learning suggests that while there is an appropriate place for summative assessment (Irons, 2008), feedback should move away from a desire to quantify effectiveness as a practitioner and move towards a more pragmatic, reflective and meaningful approach to enhancing trainee experience (Sambell et al., 2013).

The programme seeks to develop competent practitioners, who habitually know more than they can articulate having acquired tacit knowing in practice (Schön, 1994, p. 8). It is therefore deemed more appropriate and valuable to assess longitudinal growth via the ability of the trainee to apply current knowledge in context, particularly prevalent over the past year, where rapid changes have occurred in relation to online teaching globally thus demanding a reflexive approach from academics to adapt assessment accordingly. However, designing uncontrived and relevant opportunities to communicate this 'knowing' is complex. To increase constructive alignment (Biggs and Tang, 2011), it is crucial that assessment is authentic and purposive, thus removing what can be viewed as the implicit and ill-defined nature of educational experiences and exposing the 'hidden curriculum': the disparity between what is officially stated within the curriculum offered by the institution, and what transpires in practice (Sambell and McDowell, 1998).

Reflections initially began as part of process evaluation of the individual module and rapidly extended to become action research (Schön, 1994), allowing for continuous reflexivity in response to findings impacting the entirety of the programme and the approach taken to its delivery.

Therefore, this research proposes to develop an assessment model for the practical element of the programme with the following intentions: promoting reflective practice in trainees; increasing the extent to which the assessment criteria is fit for purpose; creating a more authentic, learner-centred, holistic experience to replicate and promote effective early years practice and support the development of research-active pedagogues.

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Round Table Presentation (Room 11) 15:40 - 16:40 Thursday, 23rd June, 2022

Presentation type Round Table Presentation Chair(s): Ishan Kolhatkar

1 Long term assessment in higher education. New challenges and solutions

Doina Gavrilov SNSPA, Bucharest, Romania

Abstract

"Assessments in higher education are crucial in measuring the educational effectiveness and quality of an institution's offering" (Gomez, 2018). This has been the reason why high education institutions have tried to implement new techniques of assessment and evaluation over time.

In 2005, Noonan and Duncan sustain that the reform of the assessment system was concentrated on "assessment for learning based on student implication in the classroom assessment, and formative assessment- the teachers feedback on students learning outcomes" (Noonan, Duncan, 2005:1).

The above changes have brought positive results in the higher education system but at the same time have raised a new problem: the assessment focused on the examination, which disadvantaged the learning (Rawlusk, 2018:1).

On the other side, from different reasons to complete the assessments, the students try to find new techniques of cheating. Authors like (Walker, Townley, 2012), (Ellis, Zucker, Randall, 2018), (Amigud, Lancaster, 2019), write about businesses that complete students tasks in exchange for money, and students willing to pay for services that will help them to complete the assessment.

As a result, we see that the assessment techniques we have are not as effective as they used to be for evaluation of educational effectiveness.

Then, "What counts as assessment in the 21st century?" (Buckman, 2007)

Considering the above works, to identify other gaps in the assessment system, we focus on the Romanian higher education institutions. As a result, we identify other techniques of cheating the students use to complete their assessments, and new methods of student evaluation initiated to overcome the cheating methods and to ensure a better learning procedure. We identify that the attention the assessment has on the examination instead of learning encourages the students to focus on searching new cheating methods instead of studying.

Concluding, we understand that as long as we will focus more on examination than on the learning process, we will have to reform the evaluation techniques in higher education permanently.

Considering the evolution of the assessment system, its new challenges and gaps, the expectations for change, the outcomes it may provide, and the problems it raises, we suggest a few solutions for a longer-term assessment in higher education from a technologic point of view.

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20 Problems in assessing reflective practice: a model of critical reflection through online reflective dialogues. Nigel Quirke-Bolt Mary Immaculate College, Thurles, Ireland

Abstract

Professional reflective practice is seen as a key skill for aspiring new teachers to develop (Teaching Council, 2016). Most initial teacher education programmes require students to reflect on their experiences both on campus, and during school placements, which frequently results in various formal reflective assignments.

However, although the practice of reflection is viewed as an important activity, the methods used to assess student-teachers reflective practice can result in questionable outcomes (Hobbs, 2007) and lead to problems and a lack of clarity in how the students' reflections should be assessed (Ross, 2011; McGarr and O'Gallchóir, 2020). These

concerns have prompted this research study, which investigated how student-teachers reflective practice can be developed through their discussions with their peers on various contemporary themes, using a social constructivist approach within online guided discussion forums. This research study draws upon the experience of a cohort of eighty-one third-year undergraduate post-primary student-teachers on a four-year concurrent initial teacher education course, studying a compulsory education module.

The students-teachers' reflections were subsequently assessed in a section of the examination paper taken by the students at the end of the module. This project addressed the concern of assessing reflection by using a clear assessment framework that enabled the students to develop their critical reflective capacity through online reflective dialogue with their peers, leading to the reorientation (Quinn, 2000) and reflective development of their understanding of particular topics.

The insights gained from this research study have provided a model of how reflective practice could be assessed, and how critical reflection can be adopted into educational modules on initial teacher education programmes. The aim of this round-table discussion is to share practice amongst student-teacher educators who are faced with common problems and who are seeking to develop critically reflective practices.

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37 Designing assessment to sustainably change students' relationship to educational assessment in higher education

Lucie Mottier Lopez, Girardet Céline University of Geneva, Geneva, Switzerland

Abstract

In higher education, it is often summative assessment that puts students to work. It also determines the strategies and nature of student learning (Biggs, 1999; Romainville, 2006). A challenge is then to consider the "formative power" that summative assessment is likely to have on students' learning progress. In other words, to what extent can summative assessment, linked to formative assessment, represent learning opportunities? Under what conditions? Meeting what characteristics? For what effects?

The presentation will present several authentic assessment designs (Wiggins, 1989) experienced since 2015 in educational sciences courses. They aimed at creating links between formative and summative assessment by means of collaborative and reflective tasks over a long period of time (one semester). These continuous assessment designs were analyzed on the basis of various data collected from students (questionnaires, research interviews, reflective writings, etc.), in addition to the data traces produced by teachers.

The presentation will discuss, in condensed form, the main variables on the basis of which innovative continuous assessment is designed with the purpose of co-regulation (Andrade & Brookhart, 2019), in particular:

- The learning objectives and assessment criteria relating to both academic competences and transversal skills;
- The time and different places for carrying out the assessment tasks (in and out of class);
- The interaction and collaboration structures between students, in terms of social moderations and peer feedback
 - in different grouping configurations,
 - and co-responsibilities / roles;

- The nature of the tasks and the resources available (including digital resources) aimed at creating links of continuity between the tasks, both retroactively and proactively;
- The artefacts used to construct coherence between formative and summative purposes (portfolios, Google doc, etc.);
- The choices for the final summative judgment linked to institutional prescriptions.

The round table will discuss how these characteristics can represent levers that can help transform assessment conceptions and practices in higher education (e.g., Allal, 2013), including the co-construction with students of assessment cultures that can sustainably transform their relationship to assessment (for themselves as students, but also for their professional future). The obstacles encountered could also be discussed during the round table, showing the need for in-depth reflection with all the partners responsible for training programmes at the university.

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107 Proctoring, a golden buzzer for organising remote assessment?

Karen Van Eyllen, Arnoud Wils, Sarah Marent, Ine Rens KU Leuven, Leuven, Belgium

Abstract

Exams at KU Leuven used to be campus-based only. The COVID-19 pandemic has urged the need for switching to invigilated remote exams, and significantly raised the demand for proctoring software. In line with the KU Leuven strategic goals of 'future-oriented education' and 'going digital, investing in educational technology', we have put a lot of effort into organising and supporting remote exams. Remote proctoring tools provide ways to restrict what actions students can undertake in using their devices, as well as placing surveillance on the environment in which students take an examination (Dawson, 2020). Nevertheless, from our test cases, conducting various evaluation types and using several proctoring systems, we need to conclude that proctoring has its limits.

We incorporated our findings in a matrix proposed by SURF (2020, the collaborative organisation for IT in Dutch education and research) to facilitate decision-making in setting up proctored remote exams. Our enhanced matrix provides a fine-grained range of different approaches to remote exams which meet both the requirements of risk reduction and exam importance in each specific situation. It proved to be highly beneficial in supporting teachers to design an appropriate remote alternative for their traditional exam format.

We will be glad to participate at the round table to answer the next questions from our experiences:

- Which parameters need to be taken into account when mapping on-campus exams to proctored remote formats?
- Can proctoring sufficiently meet remote invigilation requirements: what are the pitfalls and wins?
- How can we turn the lessons learned from remote exams into sustainable enhancements of our existing educational context?

We give insight in KU Leuven's approach of adapting an existing decision matrix to make it a valuable tool for organising remote assessment.

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160 Breaking though the frontiers of digital assessment

Simon Walker, Joanne Moles, Anisa Patel UCL, London, United Kingdom

Abstract

Williams & Lowendahl (2020) have suggested that digital assessment is one of the ‘final frontiers’ in higher education. Whether one regards it as a final frontier or just a new frontier is debatable. But the metaphor of a frontier with its implied borderlands, boundaries and passageways into another land is useful. Our borderlands comprise disciplinary mindsets, cultures, and practices; our boundaries are institutional regulations and policies, and professional body and sector requirements; our routes cross the promised lands of authentic assessment and assessment for learning. UCL took its first real steps across the frontier in 2020 through the rapid procurement and use of a dedicated digital assessment platform. In May/June 2021 over 85,000 end of year exams and 50 pilot assessments had been delivered through the platform with a student submission success rate of 98.2%, ironically higher than previous face to face exams. Around 13% of students and 14% of staff responded to a survey about their experience of online remote assessment. Students reported a highly positive experience in general, but they also revealed several issues and challenges around communications and functionality. For staff the major challenge was to improve the marker journey. The two surveys have enabled the university to develop an action plan, that has fed into a new assessment operating model for 2022 aimed to improve academic integrity, consistency and clarity. The pivot to online teaching and assessment over the last 2 years at UCL dramatically accelerated the pace of educational change. Whilst moving assessment online was a response to an emergency, our success in doing so provided a much-needed confidence boost for thinking afresh and putting new ideas and resources in place. Our long-term objective is to provide assessment using dedicated assessment platform/s and offer UCL a mechanism to deliver innovative, authentic formative and summative assessment with the ability to integrate with UCL’s student information system. The digital assessment frontier has been crossed with few serious causalities. Whilst we still need to put in place many technical and cultural enhancements for it to become ‘business as usual’, we are now planning how to traverse the next and potentially more challenging frontier of developing truly transformative authentic and innovative digital assessment. This roundtable discussion will provide delegates with insights into our journey and promote discussion about breaking though other frontiers for successful institutional transformation.

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Parallel Session 9 (Piccadilly Suite) 16:50 - 17:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Dai Hounsell

36 Teaching and learning assessment skills: The case of prosocial peer-feedback in higher education

Céline Girardet, Lucie Mottier Lopez University of Geneva, Geneva, Switzerland

Abstract

This contribution reports on a pedagogical scenario implemented within an undergraduate university course on assessment in education. The course certification included diverse peer-feedback assignments, in which students (n=64) experimented the roles of ‘providers’, ‘receivers’ and ‘assessors’ of feedback:

- providing a written criteria-based feedback on an initial production,
- assessing the qualities of 8 feedbacks with an online questionnaire,
- collaboratively discussing feedbacks (in forums bringing together their providers and receivers) with the aim to improve initial production.

Throughout the course, students reflected on their experience with peer-feedback. Emphasis was made on the prosocial qualities of feedback. We chose the term ‘prosociality’ to translate the French word ‘bienveillance’, which is widely used in our context. ‘Bienveillance’ is defined as a positive disposition towards others and a concern for others and their empowerment (Jellab, 2018). One of the course premises is that learning to provide prosocial feedback is useful not only for students’ immediate course-related learning, but also for their future lives as students, professionals and citizens, as it participates in building their evaluative judgement (Tai et al., 2017) in a perspective of sustainable assessment (Boud, 2000; Boud & Soler, 2016). With this focus on prosociality, a key

question is: What were the perceived learning benefits (course- and future-related) associated with the peer-feedback assignments?

We adopted a mixed method approach based on different data sources:

- 512 online questionnaires in which students assessed feedbacks provided by their peers, including an adapted and translated version of the Feedback Perception Questionnaire (FPQ), validated by Strijbos and al. (2010), with added items about the perception of feedback prosociality.
- 64 short reflexive texts about students' perceptions of their learning through the course assignments.

Preliminary results showed that the more prosocial the feedback was perceived, the more it produced positive feelings, the more it was perceived as useful, and the more it was linked to a willingness to improve one's work. Student assessment of feedback prosocial qualities varied across students for the same feedback despite common criteria, which seemed to be a source of surprise and a learning opportunity for students. Moreover, it seems that learning how to provide prosocial feedback is considered useful even for students that do not intend to become teachers. More findings will be reported and linked to the literature, offering insights into the growing body of work on sustainable peer-feedback practices in higher education.

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Parallel Session 9 (Room 3) 16:50 - 17:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Fabio Arico

95 Remote Proctoring During the COVID-19 Crisis: Evidence-Based Insights from European Institutions
Steffen Lytgens Skovfoged, Rasmus Blok UNIwise, Aarhus, Denmark

Abstract

When the COVID-19 pandemic hit, higher education institutions were faced with the same challenge: cancelling summative assessments or running them online. Most institutions chose the latter, either opting to change as little as possible and transpose closed-book assessments from pen and paper to digital, or choosing to redesign the assessment so that it took an alternative form.

In response to the pandemic and to increase the reliability, credibility and authenticity of testing (Camara, 2020), UNIwise introduced remote proctoring within WISEflow, our digital assessment platform, through the use of AI and images of participants. Studies have shown that the use of proctoring software results in greater compliance with academic integrity compared with online exams used without it (Alessio, 2018). Our data shows that more than 409,000 assessments – 17% of the 2.3 million plus assessments sat on WISEflow in 2020 – were sat using our remote proctoring functionality, 167,000 of those in the UK.

Our research shows that whether a university chose to replicate closed-book assessments using our digital platform or to redesign their assessments depended on three factors:

1. The institution's previous level of digitalisation
2. The level of institutional autonomy – are they governed by strict legislation regarding data privacy, such as in Germany and Belgium, or monitored by professional and/or regulatory bodies?
3. The institution's tolerance of risk

The more digitised and experienced with digital assessment, the less inclined the institution seemed to be to use closed-book or proctored exams, as was the case in Denmark and Norway. On the other hand, our data for the UK, France, Belgium and Germany shows that institutions with a higher previous reliance on paper-based assessments were more inclined to transpose them into a similar format online.

Case studies from institutions on both sides of the remote proctoring question will contextualise our data, which is drawn from 112 institutions across Europe, and give insight into the experience of decision-makers, academics and students at this critical time, offering clear points of interest for those thinking about the future of assessment at their own institutions.

Drawing on recent work by Jisc (2020) on assessment, which recommends that assessment should be authentic, accessible, secure, appropriately automated and continuous, we look ahead to speculate on the post-pandemic picture: will the changes to assessment that we saw in 2020 be lasting? How can we ensure that the disruption of the past year transforms the way universities approach assessment going forward?

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Parallel Session 9 (Room 5) 16:50 - 17:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Jan McArthur

159 Assessment approach at programme level in a BSc Food Science Programme

Tom Mariner, Anna Green, Julia Rodriguez Garcia University of Reading, Reading, United Kingdom

Abstract

In the programme under study the modular compartmentalisation of the programme and the limited coordination between module convenors and programme director in the design and delivery of assessment tasks gave rise to a high volume of assessment tasks, and an uneven deadline distribution between terms. Therefore, it became an institutional priority to move to a programme focused assessment strategy[1]. Transforming the Experience of Students through Assessment methodology[2] was used to develop an evidence-based approach, considering students' and staff's voices. It was observed that students struggled to manage the completion of different tasks at the same time, forcing the adoption of a grade-focused approach in which surface learning was taken. , the level of knowledge integration from different core subjects and knowledge application to real case scenarios is crucial in the development of graduates in applied science disciplines[3]. Specific changes proposed to achieve a programme focused assessment included the development of honours and bigger modules horizontal and vertical integration of knowledge, the reduction of small superficial assessment tasks[4], development of formative assessment activities that clearly link to summative ones[5], and a continuous review of the programme assessment map to ensure an even distribution of assessment activities. These changes towards an authentic assessment approach[6] and a more rationalised use of assessment tasks to achieve programme level outcomes aims to promote a deeper learning approach, higher motivation for the subject, and an improved students and staff's experience in Higher Education.

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Parallel Session 9 (Room 7) 16:50 - 17:20 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nigel Francis

141 Observing feedback to generate critical dialogues on assessment practice with new academic staff

Annie Bryan, Hannelie Du Plessis-Walker Coventry University, Coventry, United Kingdom

Abstract

How can staff who are new to teaching in Higher Education gain insights into the effectiveness of their assessment and feedback practices? Teaching observations are a well-established mechanism for academics to engage in dialogues about their practice in the (virtual or physical) classroom. Yet, despite the crucial role of assessment and feedback in students' learning journeys, opportunities to observe these aspects of new academics' practice have not been offered to the same level as classroom practice.

This presentation focuses on one such opportunity, offered within Coventry University's Postgraduate Certificate in Academic Practice in Higher Education (PgCAPHE). Recognising that 'assessment is the senior partner in learning and teaching' (Biggs and Tang 2011: 221), one of the PgCAPHE's three modules focuses specifically on exploring assessment and feedback practices. As part of this module, a 'Virtual Feedback Observation' (VFO) was introduced as a first formative activity. Course participants (new academics) briefly evaluate and reflect on their current assessment and feedback practices on one of their chosen modules, along with supporting evidence, e.g. samples of feedback given to students.

These reflections and supporting evidence are then critiqued by an experienced colleague, who provides constructive comments and suggestions. This feedback then serves as the basis for dialogue around how these practices may be enhanced going forward. Conducted at an early stage in the semester, the VFO links directly to the summative assessment for the module, in which participants create a case study exploring their own feedback and assessment practices in more depth. As an asynchronous, yet time-bound exercise, the VFO also enables participants on the module to develop their own assessment and feedback literacies.

In this practically focused presentation, we explore the rationale for, and the design of, the VFO as a formative assessment tool. We demonstrate the ways in which the VFO has proven to be an impactful form of assessment, not only within the context of participants' ongoing journey on the PgCAPHE course, but also within their own pedagogical practice. We draw upon data from participants as well as observers, plus relevant scholarship, to share what we have learned from the experience. We also invite discussion around how this model might be adapted for use in different contexts as a means of enhancing assessment and feedback practice, especially in relation to timely feed-forward feedback (see, for example, Wolstencroft and De Main 2021).

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Parallel Session 10 (Piccadilly Suite) 17:30 - 18:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Hilary Constable

63 Test anxiety: causes, consequences and control

David Mcilroy, Sue Palmer-Conn Liverpool John Moores University, Liverpool, United Kingdom

Abstract

Exams are a universal aspect of the assessment experience (Mazonne et al., 2007), and test anxiety symptoms in students may persist even after a long duration of educational experience. Test anxiety is characterised by psychological, behavioural and physiological responses to testing situations. In Hembree's (1988) meta-analysis of 562 studies, he observed that test anxiety responses emerged in third grade (USA), and were firmly entrenched at grade 5. Researchers have interpreted these as a learned response to evaluative situations with reference to potentially serious consequences, short time duration and no later chance to correct mistakes. The debilitating aspects of test anxiety might manifest in avoidance, procrastination, interference and distraction. Cognitive and behavioural aspects may be in evidence before, during and after an exam (Cassady & Johnson, 2002). This raises the question of whether some underlying test anxiety processes may generalise to course work preparation and submission, and the present study addresses that question. Furthermore, Von der Embse et al. (2015) reported that tutors may inadvertently communicate threatening messages in the preparation for assessment tasks. The presenter will discuss strategies for guiding revision sessions whilst managing the triggers for anxiety-inducing threat.

In this study, $N = 351$ undergraduate psychology students from two UK universities participated by completing the Revised Test Anxiety Scale (Benson & El-Zahar, 1994), with 7-point Likert response anchors. The subcomponents are Worry, Tension, Bodily Symptoms and Test Irrelevant Thoughts. This configuration allowed the researchers to explore the differential impact of each subscale on both exams and course work. A factor analysis demonstrated support for this proposed configuration with good factor loadings and model fit. Also, the cognitive components (Worry and Test Irrelevant Thoughts) were negatively related to achievement, with Worry having slightly stronger weighting. Moreover, Tension and Bodily Symptoms, the emotionality components, were weakly but positively related to academic performance, perhaps suggestive of a facilitative, motivational component when linked to controlled cognition. In conclusion, according to Hembree, almost all interventions to remediate test anxiety have merit if they make students aware of the nature of the problem. Some educationalists have questioned the validity of exams and this presentation will address that within the context of exams as part of a wider assessment strategy. Finally, the presenter will advocate academic self-efficacy as a construct that provides a framework in which to address anxiety-related arousal and to optimise learning and achievement (Mcilroy et al., 2017).

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Parallel Session 10 (Room 3) 17:30 - 18:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Annie Bryan

129 Formative feedback in doctoral examiner reports.

Deborah Chetcuti, Joseph Cacciottolo, Nicholas Vella University of Malta, Msida, Malta

Abstract

Examiners of doctoral work are required by most universities to write an examiner's report that is expected to include a summative evaluation of the quality of the doctoral work and a recommendation as to whether the PhD

degree should be awarded (Denicolo, Duke and Reeves, 2020). This initial assessment of doctoral work is not final, and unless the thesis is accepted without any changes or rejected, then examiners usually recommend that the PhD degree can be awarded subject to 'minor' or 'major' modifications. As such, the doctoral thesis is considered to be work-in-progress (Bourke, Hattie and Anderson, 2004) and in their report examiners also provide doctoral candidates with formative feedback comments (Kumar and Stracke, 2018). Doctoral candidates are expected to take action and use the examiners' feedback to improve their work and reach the expected standards (Carless and Boud, 2018). Feedback therefore plays a crucial role in the learning experience of doctoral candidates and the successful completion of the doctoral thesis (Kumar and Stracke, 2018).

This presentation will outline the findings of a case study carried out within the context of the University of Malta, which investigated the characteristics of the feedback comments provided by doctoral examiners in their examiner reports. The study involved the thematic analysis of 157 examiner reports, submitted to four faculties (Arts, Education, Science and Medicine and Surgery) during the academic years 2017-2018. The findings suggest that the feedback comments in the examiner reports across all disciplines could be organised into three main types: (1) editorial where examiners made corrections regarding editing of the work; (2) instructional that included clear directions and fix-it comments; or (3) dialogic where examiners made suggestions and provided new possibilities for reflection. The most common type of feedback focused on editorial and instructional comments which stem from what Carless (2015) describes as examiners' views of feedback as information provided to the doctoral candidates. Dialogic feedback comments, which as described by Pryor and Crossouard (2010), focus on promoting further engagement rather than correcting mistakes were less frequent, and were mainly made in the context of the viva-voce defence of the doctoral thesis. The study highlights the need for more professional development for doctoral examiners so that they can better understand the role of feedback, and how to provide feedback that encourages dialogue and reflection and enhances the doctoral learning experience.

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Parallel Session 10 (Room 5) 17:30 - 18:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Megan Good

169 The development of a framework for the inclusion of peer assessment in Irish medical science undergraduate education

Mary Mc Grath¹, Pauline Logue¹, Lloyd Scott²¹GMIT, Galway, Ireland. ²TU Dublin, Dublin, Ireland

Abstract

This research study aimed to investigate and develop a framework for the inclusion of Peer Assessment (PA) for Medical /Biomedical Science programmes in the Republic of Ireland (RoI). While one purpose of assessment in Higher Education (HE) is to confirm achievement of standards, another is to support student learning. When educational programmes adopt an assessment strategy that is inclusive of 'assessment for learning' the role of assessment supporting learning can be expanded and sustained more effectively. Peer Assessment (PA) is an example of an assessment approach that can support and enrich student learning. The advantages and benefits of PA are strongly established in the published literature.

In order to achieve the research aim, a comprehensive knowledge and understanding of current practices with respect to assessment was necessary. This study utilised a mixed method approach that reports the experiences and opinions of students and staff with respect to assessment and PA, from the three Medical/Biomedical Science programmes. Student and staff questionnaires, staff interviews and documentation analysis comprised the methods and a phased sequential approach was adopted

Analysis of the findings from the empirical data from this study, discussed in light of the literature analysis in the area of assessment and PA, led to the development of the Pragmatic Peer Assessment Framework (PPAF). The purpose of the PPAF is to provide a practical set of guidelines for educators in Medical/Biomedical Science to implement and embed formative learning strategies in their curricula that in turn enhance the educational experience for all learners.

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Parallel Session 10 (Room 7) 17:30 - 18:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): William McGuire

53 Disciplines and assessment cultures: Sustainably assessing the unbridled pursuit of truth or ‘teach to the test’ knowledge factory? #sellingyoursoulfora2:1

Natalie Forde-Leaves Cardiff University, Cardiff, United Kingdom

Abstract

With increasing emphasis on ‘sustainability of assessment practices’ (Boud & Soler, 2016), the ‘Assessment for Learning’ movement may be postulated as representing an ‘ideology’ of assessment practice. Yet, assessment practice is a ‘social practice’ (McArthur, 2016) “informed by, and mediated through, the socio-political context within which it occurs” (Delandshere, 2001 cited in Orr, 2007, p.304). Thus, this research places the ‘sustainable assessment’ debate firmly within the potentially ‘constrained’ fields of play that characterise Higher Education; where ‘assessment practice’ is cultivated and enacted within institutions subjected to claims of managerialism, massification, standardisation and McDonaldisation, and where credentialism and consumerism are commonplace.

In this vein this research attempts to elucidate how varying macro/meso/micro level factors and varying ‘perspectives’ of assessment are mobilised to form an institutional level ‘assessment culture’. It considers ‘sustainable assessment practice’ whilst exploring concepts of professional identity (Kolsaker, 2008) and perceptions of knowledge (professional/disciplinary) (Maton, 2013) that influence disciplinary culture (Becher & Trowler, 2001) and thus shape assessment culture and assessment practice.

This research adapts work on ‘evaluation’ cultures (Fuller et al., 2016), disentangling these aforementioned constructs to establish ‘assessment’ cultures at play (cultures of student learning/compliance). It engages with a “resurgence of interest” (Jessop and Maleckar, 2016) in the field of disciplinary assessment practice (Norton et al., 2019); questioning if disciplinary knowledge is subject to marginalisation (Shay, 2008) and, as a corollary, if disciplinary assessment practices may be at risk of marginalisation under the ‘assessment for learning’ movement.

The research adopts a Case Study approach, employing the TESTA (Transforming the Experience of Students Through Assessment) toolkit supplemented by additional qualitative research (interviews (tbc), focus groups (n=5) and questionnaires (n=216)) in investigating cultural-types, assessment practice and identity within the disciplinary contexts of ‘Accounting’ and ‘Business Management’. Participants are Academic and Managerial staff, and level 5/6 Undergraduate students at a leading UK Russell Group Business School. The research adopts a Legitimation Code Theory (LCT) theoretical framework. LCT is a ‘conceptual toolkit’ (Maton, 2013) offering a four dimensional approach to traverse planes applied to curriculum, pedagogy and assessment.

Key findings of the research are envisaged to comprise enhanced understanding of disciplinary specific assessment cultures, thus contributing to ‘sustainable assessment’ discourse from a unique disciplinary perspective. The research thus problematizes a potential pedagogic paradox, entailing recognition of disciplinary distinctiveness on

the one hand, yet simultaneous promulgation of potentially 'generic' constructs of sustainable 'best-practice' on the other.

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Parallel Session 10 (Room 11) 17:30 - 18:00 Thursday, 23rd June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Juuso Nieminen

165 Making the language of assessment inclusive - a toolkit for supporting dialogue

Juliet Eve¹, Laura Bennett² ¹University of Brighton, Brighton, United Kingdom. ²University of the West of England, Bristol, United Kingdom

Abstract

This session will report on the outcomes of a project between four UK institutions: University of the West of England, University of Brighton, University of Greenwich, and University of Hertfordshire, part funded by the Quality Assurance Agency (QAA) as part of its 2021 Collaborative Enhancement projects. The starting point for the research was a critical enquiry into what we termed the "mysterious quotients" of commonly used assessment terms and phrases, in order to inform the development of a toolkit for staff and students to support dialogue, transparency and shared responsibility in the assessment process. The project is set within the context of developing student assessment literacy (e.g. Carless and Boud 2018), including the development and use of assessment criteria to promote student self-regulation (e.g. Balloo et al 2018), which is crucial for all students and may present particular challenges for traditionally disadvantaged groups (Butcher 2017). The project builds on previous research in this field, such as Richards & Pilcher's (2014) investigation of UK and Chinese students' understanding of generic assessment terms and places special emphasis on the need for dialogue to develop shared understandings (Matthews et al 2021).

A key feature of the project was student partnership working; student researchers were recruited in each University, to help shape the direction of the project and to undertake qualitative research with students.

A multi-phase methodology was adopted, including:

- Linguistic analysis of relevant assessment 'artefacts' (including module descriptors, assessment criteria) using Sketch Engine software, to surface commonly used terms across the partner institutions, in order to identify key terms to be included in a survey.
- Survey sent to staff and students, across seventeen subject areas, to investigate the understanding of commonly used terms such as 'critically reflect', 'analyse'.
- In-depth focus groups with students and staff, to explore key 'problematic' terms identified by the survey and to understand how commonly used terms are interpreted.
- Use of results to inform a toolkit aimed at promoting dialogue between staff and students about terminology commonly used in assessment and feedback.

The focus of this session will be on the survey and focus group results and to present the initial outline of the toolkit.

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Parallel Session 11 (Piccadilly Suite) 09:30 - 10:00 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Harvey Woolf

145 Individual and Personalised Feedback: Forms and Levels

Dai Hounsell University of Edinburgh, Edinburgh, United Kingdom. Bournemouth University, Bournemouth, United Kingdom

Abstract

Personalised feedback practices in postgraduate online education were highlighted in a recent review (Hounsell, 2020). Here that initial exploration is widened, considering undergraduate as well as postgraduate learning and drawing a distinction between individual feedback (which can be monologic or dialogic) and personalised feedback (inherently dialogic).

Feedback is individual and personalised, it is argued, where it focuses on a specific utterance, text, action or performance by a particular student (rather than, say, performance by an entire class) against criteria customarily used in evaluating the quality of that or similar tasks or performances. In such instances, the text or performance stands proxy for its producer, as a simulacrum of the learner towards whom the feedback is directed.

However, there are various situations in university-level learning where the feedback-giver's image of the learner can be informed by more than a single text or performance. In such circumstances, where there is the potential for feedback to be personalised :

- a. there is a fuller understanding of the evolving *persona* of the learner, whether through ongoing opportunities to build familiarity (e.g. over successive tasks, or across course units), and/or through dialogue about the learner's emerging aspirations or needs;
- b. the feedback-to-be-communicated has a *depth of field* extending beyond the confines of a specific artefact or setting, and the nascent understanding in a. is deployed to seek alignment with the student's wider learning journey in the degree programme. Examples would include mapping a student's progress against milestones or stages of production; goodness-of-fit with the development by the student of ways of thinking and practising in the subject (Hounsell & Anderson, 2008); (in vocationally linked programmes) interconnecting academic and professional concerns; adaptive support (de Kleijn, 2021) and participatory alignment (Aitken et al, 2020).
- c. there is a presumption of student agency and the feedback communicated is *actionable* (Henderson et al, 2019).

Instances of personalised feedback are identified and categorised. Situations are also highlighted (most obviously in postgraduate programmes recruiting mid-career professionals) where personalisation of feedback may attain a further level, i.e. where there are possibilities for alignment with a student's 'onward learning trajectory' (McKee & Eraut, 2012) i.e. to educational, vocational or life-wide goals beyond the programme of study concerned.

This prompts the question whether feedback quality and effectiveness can adequately be viewed on the basis of learning outcomes formally pre-specified in curriculum descriptions and representing teacher rather than student intentions.

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Parallel Session 11 (Room 3) 09:30 - 10:00 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Anke Butner

102 Pre-Registration Hospital Pharmacist Training: The Effect of Online Learning on the Quality of Peer Instruction and Construction Internal Feedback in Clinical Decision Making Exercises

Paul McDermott University of East Anglia, Norwich, United Kingdom. East of England Pre-Registration Pharmacist Training Programme, Norwich, United Kingdom

Abstract

In recent years we have implemented an adapted Team Based Learning (TBL)¹ methodology to develop confidence in clinical decision making in pre-registration hospital pharmacists. Our approach involves the completion of a clinical decision making test both individually (using a confidence marking answer format) and as a group (using IF-AT scratchcards for scoring and instant item level feedback). We also provide a group decision making exercise that is completed in the trainees' hospital trusts to introduce a greater degree of authenticity to the learning.

We propose to discuss the initial findings from our evaluations which showed a high degree of satisfaction with the process. Furthermore, we will discuss an observed shift in the self-assessment profile of our learners away from a conventional Dunning-Kruger² trend towards much less overconfidence in grade predictions relative to test performance. Additionally, we will discuss our innovative adaptation of this approach for online delivery. Using the Intedashboard© software we were able to facilitate the individual and group test elements of the class. Once again we saw a high degree of satisfaction with the process. However, we did not observe the same shift in self-assessment patterns with online delivery as we had previously. In-fact we retained a conventional Dunning-Kruger profile which we have provisionally attributed to the loss of "in person peer instruction" which diminishes the internal feedback³ learners would usually generate through interactions with their fellow learners.

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Parallel Session 11 (Room 5) 09:30 - 10:00 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Emily Salines

171 Examining the disciplinary basis for differences in long-term assessment shifts in Science and Humanities

Kershree Padayachee, Laura Dison University of the Witwatersrand, Johannesburg, South Africa

Abstract

There is little doubt that the Covid 19 pandemic provided a unique opportunity to engage lecturers in critical reflections on assessment practices at higher education institutions. There is also little doubt that the responses to

emergency remote teaching and learning (ERTL) led to significant innovations and paradigm shifts in teaching, learning, and especially assessment practices, with many emergent practices appearing to veer away from assessment of learning towards assessments for learning. However, a closer look at assessment practices in 2020 and 2021 reveals that for the most part, assessment innovations were still driven by an underlying value of assessment for the purposes of certification and rating. It is, therefore, not surprising to find some lecturers at our institution preparing for “a return to pre-Covid normal” as attempts are made to establish new norms based on emergent innovations and lessons learnt. In this paper, we reflect on our engagements with lecturers in a series of cross-faculty assessment webinars that were offered to facilitate the effective transition to online assessment during ERTL, as well as to counteract the trend in some disciplines for a hasty return to traditional forms of assessment. We compare differences in the responses of lecturers in Science and Humanities to our suggestions for assessment changes, as well differences in how suggested changes were enacted in these Faculties. Our aim is to better understand the contextual specificity of assessment practices and underlying philosophies of assessment that may be conditioning perceived differences in the degrees of resistance, flexibility and adaptability of assessment practices in different disciplinary contexts. Our theorization is based on our reflections on the responses of lecturers to three critical aspects of assessment foregrounded during these assessment webinars ERTL, viz., the use of cumulative portfolio-based assessments, student interaction with new forms of feedback (Winstone and Carless, 2020), and the design of online assessments. We argue that a conceptual framework for understanding the nature of disciplinary learning and thinking such as the “Decoding the Disciplines model” created by Middendorf and Pace (2004) will enable an indepth analysis of pedagogic decisions embedded in discipline-based assessment tasks (Carless, 2015). In general, our critical reflection on the cross-faculty professional learning initiatives shows the complexity of discipline-specific philosophies of assessments, and highlights that despite assessment innovation during ERTL, it is still crucial to examine the potential obstacles and necessary conditions for achieving assessment for learning.

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Parallel Session 11 (Room 7) 09:30 - 10:00 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Rose Baulk

153 Supporting active learning and perseverance of Freshmen through the implementation of *Assessment for Learning* principles in a Psychostatistics course at ULiège

Etienne Quertemont, Vincent Didone, Aude Silvestre, Céline Tonus, Laurent Leduc ULiège, Liège, Belgium

Abstract

Since 2013, the *Feedback First-Year Project* (FFYP) aims at supporting learning and success of First-Year students enrolled in the same curricula at the University of Liège (Belgium) through good formative assessment and feedback practice in their classes (Nicol, 2009). As part of this project, the online-oriented pedagogical redesign of a course in *Descriptive and inferential psychostatistics* was carried out according to key strategies (Thompson & Wiliam, 2008) or essential principles of *Assessment for Learning*. Introducing elementary statistical procedures to a very large group of freshmen from two *Bachelors in Psychology, Education and Speech and Language Therapy*, this course unit is notably faced with difficulties from students in applying theoretical knowledge to simple datasets to be able to choose the appropriate statistical tests. In order to implement this learning actively and regularly, the course planning was redesigned using Blackboard (the institutional Learning Management System) to include a sequence of three progressively challenging tests that are declined in many sub-questions helping to structure the resolution by the student, and are awarding minimum benefit on the final mark (a single motivating bonus point in case of success). Thus giving them “opportunities for practices and rehearsal”, these “low-stakes assessment” tests were all preceded by identical but purely formative exercises, also allowing to “balance summative and formative assessment” (Sambell, McDowell & Montgomery, 2013). Also designed as an “authentic” tests and exercises programme (both emphasizing the use of statistical procedures in situations that psychologists might encounter and being aligned with the real exam level), this *Assessment for Learning* online system also provides students with frequent and automatic formative feedbacks with comments for both correct and incorrect answers, intending to help them “feed forward” (Hounsell *et al.*, 2008) and self-regulate their learning. In order to evaluate the impact and the reception of this redesign by students, objective and subjective data were gathered according to the 3P framework of Verpoorten *et al.* (2017) regarding three aspects of the students’ learning experience: their

Participation, Performance and Perception. The first analyzes indicate a statistically significant link between the average mark of the three tests and the mark in the exam (Performance). It also appears that the Participation in those tests is a very strong predictor of the course success as well. Moreover, a survey of the targeted audience shows favorable Perceptions related to the feedback settings, understanding of the Professor's expectations, likelihood to persevere or self-regulate.

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Parallel Session 11 (Room 11) 09:30 - 10:00 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Marie Stowell

89 The impact and possibilities of video feedback in higher education - towards a model of care, trust, and social presence.

Justin Rami Dublin City University, Dublin, Ireland

Abstract

This paper presents interim findings of research in a teacher education context within a higher education institution in Ireland. The research aims to unravel the use, impact, and possibilities of Video Feedback in Higher Education towards a model of care, trust, and social presence (Mahoney et al 2019).

The research examines the current feedback conceptualizations related to closing the 'loop' between teaching and learning. Handley, Price, and Millar (2011) suggest that learners frequently report frustration about the transferability of feedback to future work which can then lead to disengagement (p.893). John Dewey (1916, 1938) suggested that knowledge emerges only from situations in which learners have to draw them out of meaningful experiences. From these meaningful experiences feedback can be provided, accepted, taken-up, interpreted (meaning-making), and utilized by the learner in preparation for another 'loop' (Tai et al, 2018). Feedback loops (Sadler, 1998) create opportunities for evaluative judgments (Tai et al., 2018) within the process thus is closing the loop.

This research highlights the complexities of feedback and feedback literacy as barriers to dialogical communication and feedback. Borup, Graham, and Velasquez (2011) assert that complex and difficult communications are best suited to media-rich in verbal and nonverbal cues. The paper suggests that by creating the conditions towards the design of a sustainable model in which dialogical feedback/forward can develop, the function of feedback can be mutually understood and utilised (Ajajawi and Boud 2017; Esterhazy and Damşa 2017). Carless (2020) suggests that audio and video modalities, 'enable the production of peer feedback, and are particularly useful in remote emergency teaching or in fully-fledged online learning' (p.5).

This research builds on a dialogical framework (Rami et al., 2016, Rami & Lorenzi, 2012; 2020) to re-examine the nature of teacher feedback, learning lessons from the use of audio and video feedback from Filius et al (2019); Espasa et al., 2019; Mahoney et al., 2019; Boud and Soler 2016. With the increase in the use of virtual lectures, tutorials, and feedback the next phase of the research will focus on the impact, benefits, and barriers to recorded or live feedback using video as part of the dialogical process for students teachers. At the heart of the theoretical

framework is the learner-teacher relationship, therefore any future design of an integrated dialogical model would have to ensure that the student is part of this process and that there are shared responsibilities (Winstone et al, 2017).

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Parallel Session 12 (Piccadilly Suite) 10:10 - 10:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Paul Kleiman

179 Practices to promote self regulated and feedback for learning during the COVID- 19 pandemic. Voices from chilean university teachers.

Daniela Bruna, Verónica Villarroel, Alejandro Sánchez Universidad del Desarrollo, Concepción Chile, Chile

Abstract

In higher education, during the pandemic, the usual ways students face and build knowledge, plan, monitor and assess their own academic processes, as well as their ability to motivate themselves and commit to tasks, giving them personal meaning, have been put to the test.

The challenge has been of great magnitude; classes have been held mediated by technological devices, with the teacher in another location, sometimes with asynchronously recorded speeches and new ways of interacting with peers, other than "face to face".

Feedback in this environment is critical for the students learning processes. Learning from mistakes and understanding the gap between their performance and the expected quality criteria, allows students to develop the capacity for critical judgment, being able to transfer their learning to other contexts, in addition to becoming more autonomous and strategic in their learning.

The aim of this research presentation is to describe the practices for the promotion of self regulated learning and feedback used by Chilean teachers during the pandemic (in 2021).

To accomplish this aim, in a first phase, a survey was applied to 505 teachers from all over the country. In a second phase, a case study of one private university was developed, by interviewing teachers from different disciplines, to deepen in the qualitative results.

Main results show that assessment and feedback, predict the quality of the student's learning. Nevertheless, many teachers' practices could be located in the testing culture, in which written tests, with closed items dominate. This kind of assessment often is unrealistic, measures lower thinking skills and lacks of constructive alignment with the learning results expected in future professionals. This could be a backwash effect of the technologies used, specially the ones to design assessments.

Finally guidelines for Higher Education Institutions are discussed, based on this information, to improve teaching in this complex scenario.

Parallel Session 12 (Room 3) 10:10 - 10:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Juuso Nieminen

97 Flipped Feedback – Engaging Students with the Feedback Process

Nigel Francis Cardiff University, Cardiff, United Kingdom

Abstract

Student engagement with their feedback is often limited, with some students only looking at their mark and not accessing the feedback comments at all. Part of the reason for this is that students often cannot see where the feedback can be applied in the future – known as having somewhere for feedback to land. Often feedback is provided after work on a module has finished and with no further work to complete, students may lack the feedback literacy to use their feedback in other modules or see the link to other pieces of work, even if they are not the same format.

In this pilot study, we flipped the feedback for two pieces of coursework in a module and asked students to submit a draft report prior to releasing generic feedback and a self-evaluation for the students to complete based on common errors from previous years. As part of this reflection, the students needed to rate themselves against the mark scheme, identify things they were already doing well, things they could improve on and things they need to start doing. Additionally, students were asked to identify one or two areas that they would like specific feedback on in their final report. They were then allowed to submit a final version of their report. Both versions of the report were marked using an online rubric with only very brief, generic feedback statements. Students were surveyed to determine their satisfaction with this approach, with an overwhelmingly positive response, as well as an average increase of between 6 and 9% in scores from draft to final version.

Overall the average mark for the coursework in this module rose by 7% from 55% to 62% compared to the previous year's cohort who did not use the flipped feedback approach. Despite marking the draft and final submission, actual staff marking time decreased as fewer comments needed to be made on submissions as students had self-identified their shortcomings. Overall this approach has shown a positive improvement of student engagement with their feedback and enhanced learning opportunities.

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Parallel Session 12 (Room 5) 10:10 - 10:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Linda Graham

154 Incorporating intercultural aspects into the feedback literacy discourse

Monika Pazio, Richard Bale Imperial College London, London, United Kingdom

Abstract

Universities around the world are attracting students and educators from increasingly diverse cultural and linguistic backgrounds (THE 2021). This could become even more widespread following the affordances of online learning that the Covid-19 pandemic has brought to light. This presents an exciting but complex context in which learning, teaching and assessment activities take place. An important aspect of student learning is feedback – an area that, as National Student Survey (NSS) results indicate, still causes dissatisfaction among many students. We argue that if we conceptualise feedback as a dialogue (Carless, 2005) and a process (Carless and Winstone, 2019), this dissatisfaction can be exacerbated if cultural and linguistic factors are not considered, particularly in highly internationalised institutions, where expectations about feedback practices are likely to be diverse. Given that feedback practices are culturally situated, language and culture are essential aspects to consider in the feedback literacy discourse. Furthermore, incorporating considerations around students' and teachers' linguistic and cultural backgrounds is an important factor in making feedback practices more inclusive.

In this presentation we report on data from a qualitative study in which we explored international students' and teaching staff's past experiences of feedback and how these experiences shape their current practices in a new cultural context. Here, we consider culture on multiple levels: at the disciplinary level, focusing on Science, Technology, Engineering, Medicine and Mathematics subjects (STEMM); the institutional level, namely a research-intensive STEMM-focused university in the UK; and the national level, considering the original cultures of and the first languages spoken by the participants in the study. On the basis of our data, we unpack the roles that culture and language play in the participants' beliefs about and practices around feedback. Drawing on these data, as well as feedback literacy frameworks (Carless and Boud, 2018; Carless and Winstone, 2020), and Deardorff's (2006) model of intercultural competence and communication, we present a case for incorporating an international, intercultural dimension into the discourses around student and teacher feedback literacy, proposing that we need to move towards enabling students and teachers to develop their intercultural feedback literacy. We conclude by proposing a working definition of the concept of intercultural feedback literacy, and provide some suggestions of ways in which we can embed this intercultural dimension into current efforts to enhance students' and teachers' feedback literacy.

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Parallel Session 12 (Room 7) 10:10 - 10:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Hilary Constable

92 An Academic Integrity Awareness Campaign Across a University

Fiona O'Riordan, Gillian Lake Dublin City University, Dublin, Ireland

Abstract

This presentation will share early research findings from a study initiated by Dublin City University (DCU) in an effort to raise institution-wide awareness of academic integrity. The campaign builds on targeted work to promote academic integrity that was led by the university's Teaching Enhancement Unit (TEU) over the last four years. The study is designed to build awareness through data collection and dissemination across all DCU stakeholder groups. Furthermore, it is intended that the findings will inform a more strategic approach to promoting academic integrity whereby all in the university contributed to, and are part of, the ongoing work of upholding and sustaining the integrity of DCU. The research project runs over two phases, phase one was completed in December 2021, and phase two is due for completion in June 2022. Preliminary findings from both phases will be presented at this conference.

The swift pivot to online learning that the recent past has afforded us, presents many opportunities, in addition to challenges. The challenges relate to those traditionally associated with change, including competency deficits, compromised broadband, and technical difficulties. However, this presentation will focus on one of the main opportunities presented by the current unprecedented circumstances. That is an impetus to rethink and redesign assessment. Although Boud & Associates (2010) cautioned us to renew the way universities assess in the constantly changing world, it is now more critical than ever before. Central to this rethinking and redesigning process is raising awareness of academic integrity.

A National Academic Integrity Network (NAIN) was established in 2019. NAIN is a close working member of the European Network for Academic Integrity (ENAI). NAIN membership consists of representation from all national providers of higher education. Both presenters of this paper are the two DCU representatives on the Network. Being influenced by the work of the NAIN, and building on the projects and initiatives of DCU TEU, the presenters show how they use a research project as a tool for more focused conversations around academic integrity. It is

envisaged that this work will build capacity and raise awareness of academic integrity across DCU stakeholder groups, thus making it visible to all in the university. This, in turn, we hope, will influence both cultural and ethical changes, and actively inform a new strategic and university-wide approach to upholding academic integrity.

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Parallel Session 12 (Room 11) 10:10 - 10:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Huahui Zhao

176 Towards autonomous, confident academic writing: supporting students in developing their writing through a stand-alone online tool

Chris Edwards, Denise Whitelock, Simon Cross, Fridolin Wild Open University, Milton Keynes, United Kingdom

Abstract

Two years ago, many universities found they urgently needed to move thousands of students online for their studies due to the pandemic. Whilst there were significant effects, that they enabled their students to continue studying was a considerable achievement which avoided greater disruption (Dapieve Patias et al, Pagoto et al. 2021). The pandemic also impacted on students studying at distance learning universities (Aristeidou and Cross, 2021). As many students' experience of their studies was not as expected, some may have welcomed additional support even if not provided by their tutor. This report considers a potential candidate for such support. It is an online tool developed specifically to facilitate students in improving their writing of essays and reports and is. The Open Essay Optimiser (OEO) built around a linguistic analysis engine, is a further development of OpenEssayist (Whitelock et al, 2014) and provides automated feedback on several aspects of a student's text, including key words, phrases and sentences, use of course references, and most importantly, of the connectedness of key concepts within the text and how themes are brought together in the conclusion. This approach is designed to enable students to become more autonomous and competent in writing within the academic context (Ajjawi et al, 2021). It allows the editing of work within the tool to explore the impact of changes, so work can be improved prior to submission for marking. We describe the development of the OEO, its trial within one masters module, the findings, and the potential affordances of OEO both in online distance education and as an online tool within face-to-face institutions.

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183 'A Self-Regulatory Approach to Assessment in Higher Education': A resource for the sector

Stephen Rutherford¹, Carol Evans^{1,2}, Sheila Amici-Dargan³, Karl Donert⁴, Manuel João Costa⁵, Rafael de Miguel González⁶ ¹Cardiff University, Cardiff, United Kingdom. ²University of Exeter, Exeter, United Kingdom. ³University of Bristol, Bristol, United Kingdom. ⁴EuroGeo, Brussels, Belgium. ⁵University of Minho, Minho, Portugal. ⁶University of Zaragoza, Zaragoza, Spain

Abstract

Students' self-regulatory capacity impacts how well they do in higher education and their future careers (Bjork *et al.*, 2013). Graduate outcomes typically focus around students becoming independent 'life-long' learners. Key to this outcome is supporting students to graduate being able to evaluate their own outputs, and to critique their own strengths and weaknesses (Schneider & Preckel, 2017). Empowering students to be self-regulatory can be supported through effective, inclusive feedback practices (Sadler, 1989; 2017). Designing assessment methods, and the feedback involved in developing the skills involved in those assessments, is integral to this developmental process of self-regulation in students. However, the complexity of self-regulation and the many constructs related to it, makes translation of research into practice complex (Jansen *et al.*, 2019). This session presents an evaluation and synthesis of the literature around self-regulation in assessment, and presents a resource that focuses on accessible themes for educators in HE.

The resource discussed in this presentation is one of a developing series of outputs for the 'EAT-Erasmus' project. EAT-Erasmus is a 3-year EU-funded (Erasmus+) programme across 6 institutions in 5 countries. The project aims to design resources and activities to support staff in the delivery of effective and impactful assessments across a range of national contexts. As an initial output, we have undertaken a synthesis of the literature in the field of self-regulation in assessment. This report, "**A Self-Regulatory Approach to Assessment in Higher Education**", has been designed as a resource-bank for colleagues within the HE sector, and will lead to a range of outputs for the project as a whole – all of which will be shared openly with colleagues internationally.

Our report focuses on: The importance of self-regulation in assessment; creating conditions to support self-regulated learning; developing high level self-regulatory skills; developing an integrated approach to self-regulated learning. We also summarise 25 papers as case studies for embedding self-regulation in assessment processes. We hope that this resource will act as an encyclopaedic bank of research and scholarship related to self-regulation in assessment.

This presentation will focus on introducing the report, and the key factors that lead to successful development of self-assessment strategies. From models of self-regulation, to frameworks to evaluate practices, to examples of effective assessments, we will introduce the opportunities for colleagues to embed straightforward practices into their own assessment strategies. We will also briefly introduce the EAT-Erasmus project, and opportunities for colleagues across all national sectors, to become involved.

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117 Supporting Large-Scale Assessment Change in UK Higher Education

Samuel Elkington¹, Naomi Winstone², Lydia Arnold³, Edd Pitt⁴, Carmen Tomas⁵ ¹Teesside University, Middlesbrough, United Kingdom. ²University of Surrey, Guildford, United Kingdom. ³Harper Adams University, Newport, United Kingdom. ⁴University of Kent, Canterbury, United Kingdom. ⁵University of Nottingham, Nottingham, United Kingdom

Abstract

The global COVID-19 pandemic has necessitated large-scale institutional change to assessment in higher education. The sector has experienced the creation in the short-term of 'alternative online' assessment arrangements, such as changing timed examinations to coursework tasks or Take-Home Exams that can be completed remotely. Initially, this resulted in largely pragmatic conversations about the short-term changes to adapt assessment diets. During the second year of the pandemic, the conversations and perspectives on assessments are also changing since they are no longer about short-term alternatives but also about modifications that might remain to assessment practice and design. A project sought to capture the sector's learning around managing large-scale change in university assessment.

Key leads from five different HEIs involved in supporting and leading transformation of practices, have captured organisational and practice-level learning as it has unfolded in the 2020-21 academic year. A Collaborative Autoethnography involved researchers pooling their stories to find commonalities and differences also considering different contexts (Chang, Ngunjiri, and Hernandez 2016). We have followed a process adapted from Arnold and Norton (2020) consisting of narratives, interpretation, consolidation and substantiation to identify key themes. Through contrasting the experience of large-scale transformations of assessment practice in five different institutions, we provide insights about the UK HEI's responses to moving to an online mode of delivering assessment, and the likely sustainability of these changes.

Our project is in progress but emerging themes point to signs of the transformation of assessment at scale across the sector, namely:

- Devising, supporting and enabling more sustainable approaches and designs for effective assessment at scale has replaced the focus on viable short-term 'alternative' assessments;
- Where alternatives to traditional examinations were designed to assess problem solving, these alternative assessments have worked well and may remain in place;
- *Staff rethinking assessment*, whilst challenging, also resulted in new ways of thinking about assessment
- The normalisation of technology has brought digital dimensions to assessments in ways that may have seemed 'a step too far' for many before the pandemic. Questions remain about the implications of this shift, particularly relating to digital accessibility and inequality and academic integrity.

This paper will offer colleagues timely practical insights and learning at a time when universities have been compelled to rethink how the significant resources devoted to assessment and feedback might be reconfigured (even reimaged) to better support student learning whatever their mode of study.

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31 Assessing paramedics through simulation and its relationship to real life clinical practice

Enrico Dippenaar University of Cape Town, Cape Town, South Africa

Abstract

Assessing paramedic clinical practice competency through simulation has been an educational pedagogy for many years. This form of assessment has been particularly effective to train psychomotor skills that are mostly repetitive. It has become evident in recent times that modern high-fidelity simulation can almost replicate real life situations through innovative mannequins, technology, and feedback mechanisms. The use of patient actors have also become more popular, which brings a personal touch and interaction to the assessment. There are limitations to high-fidelity that touch on the concept of 'uncanny valley', where simulation is too close to reality and thus off-putting to students. Simulation like any other form of 'pretend' is often seen as a game, or process to follow to gain the most marks in a assessment - with no actual consequences. Although this may be the perfect modality for repeat training

and practice until perfect, its use for assessment lacks the vital real life consequence component. This questions the notion of how valued simulation based assessment can be against real life interactions and on the job assessment.

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73 Assessment vs the VLE: Making a new VLE deliver a familiar assessment pedagogy

Fiona Meddings University of Bradford, Bradford, United Kingdom

Abstract

As the use of online marking is becoming more commonplace it enables, in an era of sustainability, a reduction in paper usage with potential increased efficiency in assessment processes. Student feedback is facilitated via the use of a Virtual Learning Environment (VLE) with academics utilizing the technology to construct and deliver their evaluation on formative or summative assessment elements submitted electronically. The potential for feedback to support student development is an integral intention (Hepplestone *et al.* 2011; Small and Attree 2015) although how and if this is achieved remains unclear (Price *et al.* 2010). It has also been recognized that there is the potential for VLE's to deliver automated feedback on free text question responses from students however limitations remain (Whitelock and Watt 2008). The pedagogy of automated feedback was explored by these authors, but it appears that systems cannot yet provide the depth and breadth of feedback that can be crafted by academics. Research has also been undertaken on using the VLE to provide different modes of feedback either written, audio or video (Dowden *et al.* 2013; Morris and Chikwa 2016), with results exploring the acceptability for both staff and students.

An element currently not reported on in the literature is a discussion on the systems themselves and a pedagogic exploration of their impact. This presentation will be delivered through a case study of one Higher Education Faculty and their attempts to incorporate existing rubrics for assessment into a VLE rubric tool. A potential case of not speaking the same language.

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86 'Teacher assessment and feedback intercultural competence and literacies: towards mutual development of co-negotiated literacy'

Veronica Rovagnati University of Kent, Canterbury, United Kingdom

Abstract

Feedback can have substantial influence on learning and development if students are – or are supported to become – 'feedback literate' (Carless and Boud, 2018). Student feedback literacy development, however, is not a homogenous process occurring in a vacuum, as feedback is a socio-cultural practice that involves different individuals (students, staff, peers), their experiences (previous, present and ongoing), and the diverse academic contexts in which it takes place (Chong, 2020; Gravett, 2020).

Presently, higher education contexts reflect a highly diverse body; transitioning international students and UK-based educators are likely to be familiar with different feedback cultures and context-specific feedback practices. Consequently, international students are often asked to develop a 'new' feedback literacy that is 'aligned' to that of educators. Two questions then arise: (1) is academics' feedback literacy to which students are asked to 'align to' homogenous across the staff body? (2) How can educators support international students' development of feedback literacy avoiding assimilationist approaches?

Student perspectives on this were captured as part of a larger longitudinal narrative inquiry into international postgraduate taught students' experiences with assessment and feedback, framed by theories of intercultural competence (Deardorff, 2006). Student narratives seem to suggest that academics' feedback literacy is not homogenous: the way in which educators conceptualise and operationalise feedback varies, as do the approaches they take to foster and scaffold student feedback literacy development (Winstone, Pitt and Nash, 2020). Student stories seem to point out that teachers' academic backgrounds, A&F histories, values, and beliefs play a significant role in this. Further, educators' intercultural competence within contexts of assessment and feedback seem to impact on the approaches they take to support student development of 'intercultural' feedback literacy.

Overall, student narratives highlight the importance of fostering effective communication between students and educators rather than 'fixing' the one or the others' literacies. This presentation will explore how mutual development of intercultural competence within contexts of assessment and feedback might support a culturally sensitive and aware co-development of feedback literacy.

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Parallel Session 13 (Piccadilly Suite) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Huahui Zhao

14 Using student expertise in co-creating resources to foster feedback literacy

Sambell Kay¹, Sally Brown², Liz Adamson³ ¹University of Cumbria, Carlisle, United Kingdom. ²Independent consultant, Newcastle, United Kingdom. ³Edinburgh Napier University, Edinburgh, United Kingdom

Abstract

Recognising that research-driven approaches to fostering feedback literacy do not always draw upon authentic student voices, this project set out to co-create (Bovill, 2016) a suite of materials that would be produced in partnership with third year students. The mutually agreed resources were co-produced as a toolkit for neophyte nursing students about to go out on work-based placement in complex and extremely busy clinical environments.

Building on a previous project (Adamson, 2018), a pedagogic action research approach (Norton, 2018) was used, with six steps in the action research cycle. Each step engaged group of final-year undergraduate student consultants, and the implementation phase drew extensively on the participating students' expertise in learning to engage productively in feedback processes during their own clinical placements. Narrative approaches elicited individual students' views, based on the students' lived experience. Concept-driven coding of the resultant data was then used to identify overall themes, which were then used as the basis for the co-produced materials. These were initially drafted within a workshop setting, and subsequently produced as laminated flash-cards, which aimed to help neophyte students engage productively in feedback processes.

During the conference presentation the cards will be shared, so that delegates may read and review them fully afterwards. This paper, however, will focus on our research findings from one aspect of the evaluation phase of the pedagogic action research cycle. A focus group following the workshop gathered participating students' perceptions of their involvement in the process of co-creating feedback-related resources. The data was analysed and six themes identified. These themes will be reported, together with powerful illustrative quotations. They will be linked to recent literature on feedback literacy (Carless & Boud, 2018), and to 'new' paradigms of feedback, including student engagement and agency within feedback processes (Winstone & Carless, 2019). The particular resonance of the students' outlook with 'informal feedback' derived from extended participation in situated practice (Sambell et al, 2013) will also be illuminated.

The presentation will thus build on and critically engage with existing research in the field by drawing attention to the relevance and importance of research and pedagogic practices which illuminate students' lived experience and developed expertise in using feedback in such complex situated contexts (Noble, 2019). The discussion phase of the session will enable participating delegates to debate the theoretical implications and practical implications of our approach in relation to developing students' feedback literacy in their own research and/or pedagogic contexts.

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Parallel Session 13 (Room 5) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Chris Edwards

174 Rethinking assessment and feedback in a post-pandemic era: Actionable insights to promote and support learning in HE

Esmarie Strydom¹, Mariette Fourie² ¹North-West University, Vanderbijlpark, South Africa. ²North-West University, Potchefstroom, South Africa

Abstract

Higher education institutions (HEIs) worldwide are currently grappling with emerging teaching, learning, and assessment challenges exasperated by the impact of the COVID-19 pandemic and the fourth industrial revolution (4IR). It is inevitable that teaching, learning, assessment approaches, and policies at our institution need to shift from a pre-Covid-19 contact mode of delivery to a post-pandemic, multi-modal teaching and learning environment.

The annual performance plan of the researchers' university clearly states the need for graduates to be prepared for the demands of the twenty-first-century knowledge society. In facing globalization of higher education, one of the approaches is to apply learning and assessment strategies to prepare future-ready graduates, particularly in the ambit of the post-pandemic era, entering the "new normal" in HE. Societal and economic factors furthermore redefine the skills needed in today's workforce, where colleges, universities, and HEIs need to rethink how to define, measure, and demonstrate subject mastery and the mastery of soft skills such as creativity and collaboration.

As evident from faculty assessment plans, academics in all faculties clearly expressed various needs to rethink and reform assessment practices in the ambit of changed circumstances post-Covid19 pandemic. These needs vary from exploring alternative ways of assessment and feedback to sourcing technology-driven solutions for online assessment in large class settings; the creation of learning resource repositories, open educational resources; upskilling in digital assessment design practices, increased digital assessment opportunities, the use of learning analytics and matters on academic integrity. Faculties also raised the need to improve teaching competencies towards new skills acquisition, and to adopt and implement new assessment practices through professional development opportunities at different levels of their career trajectories.

The aim of the project was to enable the co-creation of sustainable assessment solutions for the institution. This paper will share the participatory nature of reflecting, rethinking, and redesigning assessment to foster a future-ready graduate.

The research is embedded in a post-positivistic theoretical framework following a qualitative design. Data were collected through focus group interviews, participant feedback and reflections, and document analysis.

Findings

- Understand the need to transform institutional assessment policies and practices.
- Understand professional development and skills development needs of academics as university teachers to design fit-for-purpose assessments preparing the future-ready graduate.
- Understand the need for agility and continuity where Faculties portray the ability to respond to rapid changes in the higher education landscape as well as the teaching and learning needs of the 21st-century graduate.

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Parallel Session 13 (Room 7) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Hilary Constable

136 Playing by the (many) rules: an analysis of UK Taught Master's assessment regulations

Cathi Fredericks¹, Shaun Leboutillier², Neil McLaughlin Cook³, Marie Stowell⁴, Harvey Woolf⁵ ¹Canterbury Christ Church University, Canterbury, United Kingdom. ²Anglia Ruskin University, Cambridge, United Kingdom. ³ex-Liverpool Hope University, Liverpool, United Kingdom. ⁴University of Worcester, Worcester, United Kingdom. ⁵University of Wolverhampton, Wolverhampton, United Kingdom

Abstract

Previous work by the Student Assessment and Classification Working Group (SACWG) and the Northern Universities Consortium for Credit Accumulation (NUCCAT) has shown how variations in undergraduate assessment regulations impact on students' progression and degree outcomes (for example, Stowell et al 2016, Turnbull and Woolf, 2017).

The recent political concerns about grade inflation have fuelled investigations into first degree classification algorithms (UUK, 2017, Snelling and Fisher, 2020). However, the regulations that governed the 411,500 students taking Taught Master's (TM) programmes in 2019-20 (HESA online) have been ignored. The growth in TM courses prompted SACWG during 2020-21 to update its 2007 survey on TM regulations to discover whether there was the same evidence of variation in regulations at this level as seen in undergraduate courses.

The online survey, which was distributed to members of the Assessments Group of the Academic Registrars' Council, covered period of registration, word length formulae, penalties for late submission, eligibility for reassessment, condonement and compensation, rules for the pass mark, and algorithms and borderlines. The twenty-one respondents came from a range of institutions in England and Wales, split almost equally between pre-and post-92. Although there were broad regulatory patterns identifiable within the pre-and post-92 institutions, they were neither clear cut nor predictable. It was apparent that the regulatory frameworks did not distinguish between different types of TM, whether they are intended as academic, professional or conversion programmes. It was also clear from the survey that there were as many variations in TM regulations as there are in undergraduate regulations. This inevitably raises the question of the consistency of treatment of, and thus the fairness to, students on TM courses. The variations across institutions cover, for example, the length of registration period and the requirement to submit a dissertation/major project. Even though each set of regulations in itself might well be fair and just because there are offsetting rules that balance harshness in one area with lenience in another, there are instances of regulations that are inherently unfair to some students on some courses. Among the many such rules is allowing students to take modules whose credit rating is greater than the number of credits that can be compensated or condoned. The presentation will summarise these rules and the survey's other findings, explore the ways in which each of the areas surveyed can advantage or disadvantage students, and posit a framework for fairer TM regulations.

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Parallel Session 13 (Room 11) 12:10 - 12:40 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Fiona O'Riordan

180 Enhancing self-regulation through assessment: Facilitators and barriers related to student and staff perceptions

Stephen Rutherford¹, Sheila Amici-Dargan², Carol Evans^{1,3}, Karl Donert⁴, Manuel João Costa⁵, Rafael de Miguel González⁶ ¹Cardiff University, Cardiff, United Kingdom. ²University of Bristol, Bristol, United Kingdom. ³University of Exeter, Exeter, United Kingdom. ⁴EuroGeo, Brussels, Belgium. ⁵University of Minho, Minho, Portugal. ⁶University of Zaragoza, Zaragoza, Spain

Abstract

The capacity for effective independent 'self-regulated' learning (SRL) is fundamental to Higher Education, but is a skill that undergraduate students often struggle to develop (Bjork *et al.*, 2013). In particular, a key graduate attribute for a successful independent learner is the ability to self-critique or self-evaluate their own work. Assessment practices have the potential to either promote this self-regulation (by encouraging students to be active agents in the activity) or limit it (by placing the students as passive participants in the activity) (Panadero *et al.*, 2017). There are a range of institutional facilitators and barriers to developing assessment practices that support student self-regulation (Evans *et al.* 2019). Similarly there are differences in the educational cultures or different national contexts, so these facilitators and barriers will vary between national sectors (Schneider & Preckel, 2017). Some factors are institutional (Schneider & Preckel, 2017) and others are based on personal experiences and perceptions (Pekrun *et al.*, 2002). The aims of this research are to identify the key perceptions, and the impact of those perceptions, that either enable or inhibit engagement with assessment that empowers students to develop self-regulatory skills, and the ability to evaluate their own work independently.

This work, part of 'EAT-Erasmus', an Erasmus+ funded international initiative involving 6 institutions within Europe, identifies the opportunities and barriers to assessment supporting self-regulation, that are impacted by the perceptions of assessment by the students and staff themselves. A qualitative approach was undertaken, evaluating student comments in interviews relating to their perceptions of the purpose and limitations of assessment. Responses are being evaluated from staff regarding their engagement with key drivers of self-regulation in assessment design.

Key perception factors from students focus on seeing assessment primarily as an audit process of learning, rather than a key element of learning. The assessment literacy of students develops over time, but in most cases, students maintain a passive role in relation to assessment and feedback. Staff perceptions of facilitators and barriers are being collected, and will be analysed relative to the national and institutional strictures of their local HE contexts. This talk will identify common factors, and suggest ways to address them and encourage assessment design that encourages students to become independent, self-evaluative learners. Proactive engagement between both students and staff to co-create, and revise, these assessment and feedback activities is key to success in this process.

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Parallel Session 14 (Piccadilly Suite) 13:40 - 14:10 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Paul Kleiman

194 The Triple 'A' Authentic Assessment framework: the impact of engaging with real life marketing client briefs with a social justice agenda

Sally Everett, Maimoona Junjuna, Katrina Scott-Hyde King's College London, London, United Kingdom

Abstract

This paper presents findings from a study that explored the impact of students undertaking real-life client assessment briefs with an explicit equality and diversity focus. By adopting a 'student as partner' methodology, qualitative data were generated via focus groups with students who had recently completed the second-year marketing module and via interviews with clients and recent alumni. In seeking to encourage the adoption of assessments that have a positive societal impact, findings have been conceptualised into a triple 'A' assessment framework. Firstly, we argue the assessment should aim to raise 'Awareness' of social justice issues and foster a transformation in terms of personal views and perspectives; it should then allow students to 'Apply' learning from it in terms of developing core skills and building meaningful networks that inform their future career; and finally, there should be an opportunity for 'Action' where students feel empowered to make positive and long-lasting changes for the benefit of others. Using illustrative example client briefs and empirical data, we present the '3A' framework as a useful prompt for educators wishing to design assessments that help students 'make the world a better place'.

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Parallel Session 14 (Room 3) 13:40 - 14:10 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Juuso Nieminen

186 Collaborative assessment, shared grades and group accountability in Midwifery education

Christopher Little¹, Jodie Preston² ¹Manchester Metropolitan University, Manchester, United Kingdom. ²Keele University, Keele, United Kingdom

Abstract

In 2020/21 the BSc Midwifery programme at Keele University launched a newly designed group assessment for second year student midwives which had two elements as part of a newly revalidated degree programme. The first element allocated students to small groups and required them to produce a 500-word website resource for fellow medical professionals detailing a condition which may affect a fetus or neonate. For this students received a shared grade. Group work was scaffolded and monitored through timetabled team debriefs, allowing students to discuss the experience of working together but also allowing tutors to normalise discussing assessments (Micari and Calkins, 2019), observe group dynamics and ensure, where possible, even contributions.

In the second part, students could submit an individual 1000-word reflective piece and receive an individual grade. Students could choose to submit this reflection as traditional reflective writing, or as a screencast or podcast.

Each of these elements was worth 50% of the unit weighting. The shared and individual grades would then be combined to arrive at each student's final grade for the assignment.

The shared goal of this assessment was to highlight the importance of shared accountability, the ability to discuss and work productively in teams and to develop digital literacies in students – in essence, authentic assessment mirroring the work they may do in their midwifery careers (Murphy et al. 2017). We also wanted to reap some of the benefits of peer and self-assessment such as self-regulation (Cassidy, 2011; Kirby and Downs, 2007). Additionally, it was hoped that co-creation, accountability and scaffolded staff feedback would build student feedback and assessment literacy (Malecka, Boud and Carless, 2020).

this placed summative value and explicit significance on working as a team and being held accountable as one unit as these issues are crucial in Midwifery. When the BSc programme was going through Nursing and Midwifery Council re-validation, this assessment was commended for its innovation. The assessment performed better than previous assignments which assessed the same outcomes and students embraced the shared grade element of the assessment, understanding the need for shared accountability and interpersonal teamworking.

This presentation will discuss this new assessment, initial reflections from the programme team on how this assessment has performed and the student reception of it. This assignment brings together collaboration, shared accountability authentic assessment and digital skills and, as such, we hope that it will provide lots of food-for-thought for delegates.

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Parallel Session 14 (Room 5) 13:40 - 14:10 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Iain MacDonald

128 Artificial Intelligence: Implications for Assessment, Academic Integrity and Policy.

Stephen Gow University of York, York, United Kingdom

Abstract

Discussions of artificial intelligence produce both utopian and dystopian visions of the impact it will have on society. The reality is that the impact will be somewhere in between the visions - the only certainty is that there will be disruption caused by the emergent technology. In education, we are already seeing the impact of these disruptive technologies in the form of machine translation (Groves and Mundt, 2021). The University of York, has been exploring how to approach the use of machine translation by students in coordination with other institutions in the region. Here I will present findings and potential solutions. Research in this area (Organ, 2018) and institutional discussions reveal machine translation is having a significant impact on assessment, resulting in changing approaches to the study of language, accusations of academic misconduct and the modification of assessments. Translation software poses equally difficult and relevant questions for English for Academic Purposes and English as a medium of instruction. This talk will argue that translation software is the canary in the coal mine of the impact of artificial intelligence in education, which will soon affect all subject areas. These changes will cause a fundamental rethink of assessment and education (Cope et al. 2020) that will require significant discussions between students and staff, assessment reviews and policy changes, if this disruption is to be handled without severe threat to academic integrity.

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Parallel Session 14 (Room 7) 13:40 - 14:10 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Fabio Arico

189 Challenging assessment habits. How to make a difference to awarding gaps.

Cath Caldwell, Siobhan Clay, Emily Salines University of the Arts London, London, United Kingdom

Abstract

This paper looks at assessment as a site of potential discriminatory practice. Presented through an analysis of theory, curricula interventions and evaluations, it argues that without reviewing assessment design, content and format through the lens of social justice (McArthur 2018), awarding gaps may remain. We suggest that employing a wide range of curriculum approaches e.g. reviewing curriculum, increasing student staff ratio and embedding language and academic support, may be a wasted opportunity if assessment is not reviewed and seen under the spotlight of equitable practice.

How can we create an assessment environment in which the oppressed can be active in changing the structures of oppression (Freire 1972)?

We report on the approach at the University of the Arts London (and entitled 'Enhancing Assessment for Equity'), which guides course teams as they review their assessment design and practices. Areas of enquiry range from an exploration of the values of assessment for social justice to a close look at the student assessment journey through their course and reworking of formative and summative assessment practices. Using logic-chain theory (Thomas, 2020), we find that the act of summative assessment itself may indeed prevent other curricula interventions, such as formative assessment, (Winstone and Carless 2019) having more than a minimal effect on the trajectory of awarding data (Mc Vitty 2022). Included in this work is the exploration of the positive impact of ungraded assessment as evidenced in recent institutional research led by the Academic Enhancement team at UAL.

We propose that in looking at assessment through the lens of social justice we can create an assessment environment that does not cause harm and instead becomes a centre for making meaning, improving students' attainment and belonging.

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Parallel Session 14 (Room 11) 13:40 - 14:10 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nigel Francis

182 Student approaches with assessment feedback: effects of individual differences and social identity factors in predicting engagement and avoidance behaviours.

Ken Mavor, Ewan Bottomley University of St Andrews, St Andrews, United Kingdom

Abstract

Traditional approaches to assessment feedback have focused on teachers' feedback approaches, but recent interest has shifted to students approaches to feedback. Winstone, Hepper, and Nash (2019) explored the role of individual difference variables (personality, learning motivations, and feedback orientation) on feedback engagement behaviour. Although feedback orientation was substantially explored, the study used only a single-item measure of feedback engagement, and we set out to create a larger scale. We piloted 16 items, which factored into two scales measuring feedback engagement (e.g., "I make a point of looking at all the feedback provided to assignments") and feedback avoidance (e.g., "I don't try to implement feedback suggestions. It wastes time, when all you need is to do well enough to get by").

We also argue that in addition it is essential to take account of the social nature of the student experience and the impact of peer norms. We drew upon recent work in the application of social identity theory to learning behaviours (Smyth, Mavor and Gray, 2019; Smyth, Mavor and Platow, 2017; Smyth, Mavor, Platow, Grace and Reynolds, 2015; Smyth, Mavor, Platow, and Grace, 2017). Smyth, Mavor and colleagues have shown that academic discipline (field of study) social identity is associated with increased deep learning, and reduced surface learning, procrastination and academic self-handicapping. In addition the effect of discipline-based social identification is moderated by peer norms such that highest reported deep learning is associated with high identification and high deep learning peer norms. We argue that the impact of academic discipline-based social identity on feedback engagement and avoidance will parallel the effect on deep and surface learning. Following Smyth et al. (2015) we also sought to show that social identity variables would be shown to be useful predictors over and above the impact of personality and motivation variables.

We conducted an online study (N=330 UG students from across the UK and EU) to assess the relative contribution of individual and social processes in predicting feedback engagement. In addition to the same individual variables, we included measures of identification with academic discipline, and perceptions of peer beliefs about feedback. Discipline social identity significantly reduced feedback avoidance, and peer norms were a strong predictor of both avoidance and engagement over and above personality and motivation. We discuss the importance of student social processes in understanding and improving feedback engagement and reducing avoidance.

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Parallel Session 15 (Piccadilly Suite) 14:20 - 14:50 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Linda Graham

5 Promoting Academic Integrity - A University Initiative

Fiona O'Riordan, Rob Lowney DCU, Dublin, Ireland

Abstract

Academic Integrity has been defined by the International Center for Academic Integrity (ICAI) as a commitment 'to six fundamental values; honesty, trust, fairness, respect, responsibility and courage' (Fishman, 2014). Poor academic integrity '...ultimately affects not only the students and academic staff but also the reputation of the institution itself and the integrity of its awards' (De Maoi, 2019, p.1131). Egan (2017), draws on the work of Dick et al (2002, p.172-173) who highlight the risk of 'graduating incompetent professionals...[as they] may produce work that fails or is even dangerous to human life'. Jones (2011, p.142) supports this proposition and points to a correlation between 'academic honesty and workplace ethics'.

Given the criticality of sustaining high academic standards and values in a university, any opportunity afforded to promote academic integrity should be welcomed. Using the resources developed as part of two funded projects, the TEU took inspiration from the ICAI call for 'International Day of Action Against Contract Cheating', to host the first Promoting Academic Integrity Week (PAIW) in October 2019. The aim was to provoke discussion and support development around the enhancement of academic integrity among staff and students and to draw attention to the resources that had been created.

The first PAIW was run across the DCU campuses in partnership with the Students Union and Library. Subsequent PAIW events in 2020 and 2021 were run entirely online, again in partnership with the Students Union and Library. The week-long events comprised a number of synchronous and asynchronous online events for students and staff to prompt them to think about academic integrity, understand its importance, and learn about how they can uphold it ([2021 programme on TEU website linked here](#)). Some of the highlights include over 1,500 students engaging annually in both academic integrity and library challenges. Also, around 350 students and staff pledged their commitment to academic integrity each year in the collaborative declaration bank ([some examples of declarations can be found on the TEU website linked here](#)).

During this presentation, we will discuss the experience of promoting academic integrity through the Teaching Enhancement Unit (TEU) at Dublin City University (DCU). We are particularly keen to share some insight into students' perspectives of academic integrity, through preliminary findings from qualitative data analysis of the students' declarations during the PAIW.

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Parallel Session 15 (Room 3) 14:20 - 14:50 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Ishan Kolhatkar

152 When 'good enough' has to do: reflections on three examples of adapting to assessment in a Covid-19 higher education context.

Anke Buttner University of Birmingham, Birmingham, United Kingdom

Abstract

When the first Covid-19 pandemic lockdown started in March 2020, universities began a rapid migration of their teaching and assessment to an online context (e.g. Watermeyer, Crick, Knight, & Goodall, 2021), and this has spurred on a range of studies examining the issues and opportunities offered by this enforced change in practice (e.g. Neuwirth, Jovic, & Mukherji, 2021). Some researchers have looked at students' experiences of the shift online (e.g. Daniels, Goegan, & Parker, 2021), while others have reflected on staff professional experiences and development (e.g. Tian, Louw, & Khan, 2021). This conceptual and reflective paper aims to add to this growing body of research by capturing examples of some – likely very commonly experienced – challenges faced in the day-to-day reality of managing assessment practices on an undergraduate programme with approximately 350 students per year of study, as well as the solutions that were implemented with varying degrees of evidence-informed practice. Three example issues and the attempts we made to resolve them are presented:

1. Why one authentically designed MCQ exam (cf. Villarroel, Boud, Bloxham, Bruna, & Bruna) worked well in the online environment when others led to overly high grades (or was it all the frantic paddling behind the scenes to support academic integrity that kept grades comparable to previous years?).
2. How the issues of moving from 48-hour exam windows to 24-hour exam windows hijacked our mid-module reviews (and there was no clear evidence base to support either length of exam-time, but both were considered inclusive assessment; Gamage, de Silva, & Gunawardhana, 2020).
3. How learning by doing in Canvas threw up a lot of obstacles to the smooth running of assessment, from assignment brief and exam paper release to student submission to (anonymous) marking, and effective marks and feedback release.

For each example, I provide observations, reflections, and actions taken in the context of the ongoing academic session to explore how assessment practices have been shaped by pandemic necessity, what problems academic and administrative staff faced and what we have learned from attempting to resolve these issues. My assumption is that these reflections are far from unique, but that sharing examples of genuine practice – 'good enough' rather than necessarily best – may provide colleagues with some ideas, approaches, new research questions – or at least a good laugh in this time of slithering down a muddy hillside of assessment adaptation.

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Parallel Session 15 (Room 5) 14:20 - 14:50 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Fiona Meddings

139 Adopting Technologies for Learning-Oriented Assessment: Opportunities and Challenges in a Baltic State University

Rasa Greenspon¹, Airina Volungeviciene¹, Dai Hounsell² ¹Vytautas Magnus University, Kaunas, Lithuania. ²University of Edinburgh, Edinburgh, United Kingdom

Abstract

The ongoing process of digitalizing teaching-learning and assessment in recent years has been accelerated by the advent of Covid-19 and its consequences for face-to-face and on-campus interactions and even cross-border student travel mobility. It has therefore been necessary to redouble efforts to embed information and communication technologies in teaching/learning and assessment in a variety of ways, with opportunities to enhance quality of education, transparency, and higher student engagement (Hounsell and Zou, 2017). There are, nonetheless, significant challenges to be surmounted, including those of constrained resources, heavy workloads, and conservative attitudes towards technology, as well as concerns about whether existing levels of digital competence and skills are sufficient for emerging needs (Carless, 2017; Dawson and Henderson, 2017). Consequently, there is a need for both well-developed institutional strategies for implementing a digital change into learning, teaching, and assessing, and a sound understanding between academic staff and HEI managers of what can be realistically achieved (Bennett et al., 2017).

This presentation, then, explores learning-oriented assessment strategies within a technology enhanced learning (TEL) environment and considers how technologies can assist teachers in designing digital learning-oriented assessment to enhance student learning. The approach is both conceptually underpinned and attentive to practical applications (Carless, 2007; Sweeny et al., 2017). The presentation reports findings from a series of semi-structured interviews with international experts on the potential of digital technologies to improve learning, teaching, and assessment. While clarifying what can be achieved, however, the research also highlights the necessity for building digital capacities in teachers, and especially those who have hitherto placed a premium on summative assessment strategies and/or lack well-developed digital competences.

The presentation then goes on to consider the practical application of technologically supported assessment strategies in a Baltic state university. The research summarizes the findings concerning over twenty relevant instances of LOA which were identified, and which have in turn provided the basis for a smaller number of more in-depth case analyses. That approach made it possible to surface effective ways of using learning technologies to implement LOA strategies, across differing subject areas and in blended and online courses, and within a Lithuanian university setting. The chief concern has been to document examples of how to employ TEL tools to construct assessment which optimizes student engagement, enhances their learning experience, and provides timely feedback, as well as identifying what challenges these teachers have faced in transforming their practices.

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Parallel Session 15 (Room 7) 14:20 - 14:50 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Jayne Pearson

90 Using the disruption of the pandemic to enhance assessment design in distance learning programmes

Gwyneth Hughes¹, Stylianos Hatzipanagos², Linda Amrane-Cooper³, Alan Tait^{2,4} ¹UCL Institute of Education, London, United Kingdom. ²University of London Centre for Distance Education, London, United Kingdom. ³University of London, London, United Kingdom. ⁴Open University, Milton Keynes, United Kingdom

Abstract

The 2020 COVID-19 pandemic has resulted in unprecedented disruption to assessment particularly for timed unseen examinations completed in examination centres. With such assessments no longer possible, a rapid response was needed. Universities had the possibilities of moving exams online or switching to alternative forms of assessment. These options challenge the dominance of unseen examinations and enable a consideration of the learning benefits of alternatives. Research on assessment in distance learning environments including the relationship between students' performance and preferences when using online and offline assessments demonstrates the benefits of alternatives such as open book examinations or coursework (Abrar & Mumtaz, 2017; Chase et al, 2017). Technology can also help by automating marking and feedback, consequently improving the student experience and freeing teacher time and expertise for potential learning enhancements (JISC, 2020).

Every year, for the majority of the University of London (UoL) distance learning students, assessment is via unseen, paper-based, written exams, taken at a location near to where our students live. In spring 2020, 35,000 students were booked to take some 110,000 exams in 180 countries at 600 examination centres. Due to the pandemic we moved 110,000 exams online and we have undertaken an extensive evaluation of this work. This paper builds on current research to explore in detail the impact of the rapid pivot to online exams.

As part of an evaluation, we interviewed 15 programme directors about the experience. These were from undergraduate and postgraduate programmes in a range of disciplines. The programme directors reported on short-term changes in assessment design when moving exams online such as open book exams, redesigning questions to discourage plagiarism, reducing reliance on rote learning, and the extra time for online exams that enabled students to correct errors and make use of external sources. There was clear evidence that staff were shifting from viewing exams as mainly a measurement of knowledge to seeing the potential of assessment for learning (Gibbs and Simpson, 2004). While some reported that the changes would be temporary and that they would return to previous assessment methods post-pandemic, the majority reported that they would continue with the online exams. One director reported a transformation of assessment from exams to coursework only that was accelerated by the pandemic. Thus, the rapid pivot to online exams, although challenging organisationally, has made visible some limitations of exams and enabled enhancements to student learning that might otherwise have taken much longer to achieve.

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Parallel Session 15 (Room 11) 14:20 - 14:50 Friday, 24th June, 2022

Presentation type Research or Evaluation Presentation Chair(s): Nicola Reimann

192 'Feedbackpacking': Mapping the journey towards L2 student feedback literacy

Joseph Davies Duke Kunshan University, Kunshan, China

Abstract

Feedback has the potential to play one of the most important roles in higher education learners' development (Hattie & Timperly, 2007). Despite this, students frequently report dissatisfaction with feedback in their Higher Education (HE) courses (Winstone & Carless, 2020, p.5) and teachers, despite their best efforts, are far too often left disappointed with students' ineffective use of feedback information (Price, et al., 2011). In relation to such problems, much recent HE assessment research has focused on the concepts of student feedback literacy (Carless & Boud, 2018) and teacher feedback literacy (Carless & Winstone, 2020) to better understand feedback processes from both perspectives and to improve practice.

However, the specific relevance and applicability of such useful but somewhat mechanistic concepts to Confucian Heritage Culture learners studying within Sino-foreign HE contexts is unclear. For instance, Ou and Gu (2021) highlight that such students must transition to completely new educational, social, and linguistic environments. Such contextual factors, if misunderstood or not carefully considered, have the potential to severely inhibit feedback processes. As such, this research attempts to develop upon Carless and Boud's (2020) concept of student feedback literacy, through the traveling metaphor of independent backpacking. As backpackers also need to navigate different cultures, use and comprehend foreign languages, plan and allocate resources, and overcome unexpected challenges, this metaphor seemed appropriate. Specifically, the research explores the journey second language Confucian Heritage Culture learners take to actually become more competent users of feedback through the concept of '*feedbackpacking*'.

In total, seven Confucian Heritage Culture English for Academic Purposes (EAP) students, studying at a Sino-foreign Joint Venture University, were interviewed. Students presented and discussed example EAP feedback documentation during the interviews in order to situate their self-reported data into concrete feedback activities. Data were analysed thematically to highlight salient features of students' journeys towards L2 student feedback literacy and to draw explicit links between these features and the challenges and accomplishments associated with independent backpacker traveling. The results emphasise the developmental process of achieving student feedback literacy and point towards benefits associated with encouraging second language Confucian Heritage Culture learners to adopt a mindset of 'feedbackpacking' in order to achieve this. It is hoped that the practical insights presented will benefit participants working within various HE contexts who wish to support the development of their second language learners' feedback literacy through curriculum, pedagogy, and assessment design.

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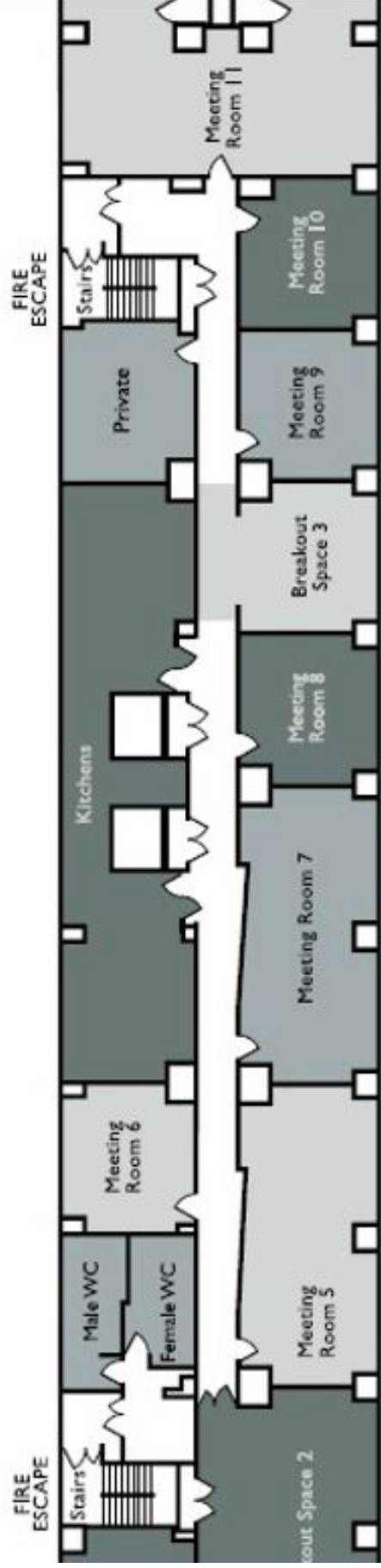
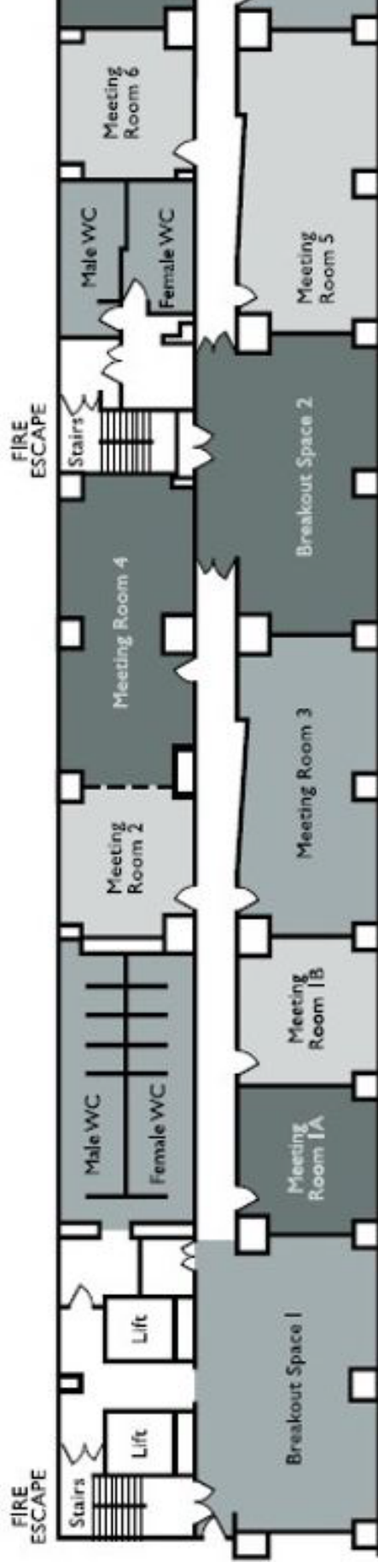


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