Programme Session by Session

Day 1

9.00am Registration

09.30am Master Classes

Delegates are invited to attend a series of Master Classes prior to the start of the conference on Wednesday 24 June 2015. Experts in the field of assessment will be leading these sessions.

001 Rethinking feedback for greater impact on learning
David Boud
Deakin University, Australia
Location: Proceed 1

002 Designing and carrying out effective assessment
David Carless
University of Hong Kong, Hong Kong
Location: Proceed 2

003 Transforming the Experience of Students through Assessment' (TESTA)
Tansy Jessop
University of Winchester, UK
Location: Propel 1

004 Help students to help themselves: developing assessment literacy
Margaret Price
Oxford Brookes University, UK
Location: Propel 2

Parallel Session 1

11.20am

005 Developing and Embedding Inclusive Assessment across Plymouth University
Pauline Kneale, Jane Collings*
Plymouth University, UK
Location: Proceed 1 Chair: Steve Bennet

006 Written Assessment and Feedback Practices in Postgraduate Taught Courses: an international perspective
Victor Guillen Solano1
1Sheffield Hallam University, UK, 2The University of Sheffield, UK
Location: Proceed 2 Chair: Leanne de Main

007 Impact on Student Learning: Does Assessment Really Make A Difference?
Natasha Jankowski1,2
1University of Illinois Urbana-Champaign, USA, 2National Institute for Learning Outcomes Assessment, USA
Location: Propel 1 Chair: Martin Dixon

008 ‘Another brick in the wall’? Teachers’ representations about assessment and teacher education processes
Serafina Pastore*, Monica Pentassuglia1
1University of Bari, Italy, 2University of Verona, Italy
Location: Propel 2 Chair: Jenny Fisher
009  **Measuring the impact of high quality instant feedback on learning**  
Stephen Nutbrown*, Su Beesley, Colin Higgins  
1University of Nottingham, UK, 2Nottingham Trent University, UK  
**Location:** Accelerate 1  
**Chair:** Jill Barber

010  **The influence of students' epistemic beliefs on their satisfaction with assessment and feedback**  
Berry O'Donovan  
Oxford Brookes University, UK  
**Location:** Accelerate 2  
**Chair:** Ruth Larsen

011  **I wish I could believe you: the frustrating unreliability of some assessment research**  
Tim Hunt, Sally Jordan  
1Information Technology, The Open University, UK, 2Department of Physical Sciences, The Open University, UK  
**Location:** Expand 1  
**Chair:** Cecilia Lowe

012  **Investigating the feedback gap(s) in pre-service language teacher education: What is the Emperor really wearing (and who will tell)?**  
June Starkey  
OISE/UT, Canada  
**Location:** Expand 2  
**Chair:** Janet Macaulay

013  **Learner engagement with Interactive Computer Marked Assignments on beginners' language modules**  
Anna Proudfoot, Anna Comas-Quinn, Ursula Stickler, Qian Kan, Tim Jilg  
The Open University, UK  
**Location:** Forward  
**Chair:** Janis MacCallum

**Parallel Session 2**

12 noon

014  **Employer Led Problem Based Learning: Developing and Assessing Employability Skills for Success**  
Ron Cambridge  
London Metropolitan University, UK  
**Location:** Proceed 1  
**Chair:** Steve Bennet

015  **Ipsative assessment for student motivation and longitudinal learning**  
Gwyneth Hughes  
Institute of Education, UK  
**Location:** Proceed 2  
**Chair:** Leanne de Main

016  **Using exemplars to develop assessment literacy: what do students learn to notice during pre-assessment workshops?**  
Kay Sambell*, Linda Graham  
Northumbria University, UK  
**Location:** Propel 1  
**Chair:** Martin Dixon

017  **Making use of assessment feedback: Students' perceptions of the utility of interventions for supporting their engagement with feedback**  
Naomi Winstone, Michael Parker, Robert Nash  
1University of Surrey, UK, 2Aston University, UK  
**Location:** Propel 2  
**Chair:** Jenny Fisher

018  **Exploring students' perceptions about peer-evaluation: a case study**  
Elizabeth Ruiz Esparza Barajas  
Universidad de Sonora, Mexico  
**Location:** Accelerate 1  
**Chair:** Trish Murray

019  **Culturally Responsive Assessment: Modifying Assessment Processes to Meet Diverse Student Needs**  
Natasha Jankowski, Erick Montenegro  
1University of Illinois Urbana-Champaign, USA, 2National Institute for Learning Outcomes Assessment, USA  
**Location:** Accelerate 2  
**Chair:** Ruth Larsen
020  On-line Assessment and Personalised Feedback - Some Novel Approaches  
     Jill Barber  
     University of Manchester, UK  
     Location: Expand 1  Chair: Cecilia Lowe

021  An alternative explanatory framework for what students want from feedback, what they actually use, and what tutors think they need  
     Mark Carver  
     University of Cumbria, UK  
     Location: Expand 2  Chair: Janet Macaulay

022  Institutional approach to improving feedback and assessment practices using TESTA at the University of Greenwich  
     Monika Pazio*, Duncan McKenna  
     University of Greenwich, UK  
     Location: Forward  Chair: Janis MacCullum

12.30pm Lunch  
     Location: Restaurant

13.30pm Welcome & Keynote: Dr. Maddalena Taras  
     Location: Accelerate Suite  

Parallel Session 3

14.45pm

023  Standardised Assessment to Increase Student Learning and Competency  
     Ida Asner  
     LiveText Consultant, USA  
     Location: Proceed 1  Chair: Michaela Borg

024  Meeting the challenge of assessment when personal transformation is the outcome  
     Annette Becker  
     Utica College, USA  
     Location: Proceed 2  Chair: Abby Cathcart

025  Peer Reflection within Sports Coaching Practical Assessments  
     Martin Dixon*, Chris Lee, Craig Corrigan  
     Staffordshire University, UK  
     Location: Propel 1  Chair: Blazenka Divjak

026  Transforming the Experience of STAFF through Assessment  
     Eddie Mighten*, Diane Burkinshaw  
     Sheffield Hallam University, UK  
     Location: Propel 2  Chair: Gwyneth Hughes

027  Marketing Downloads : Student response to a learning and assessment innovation at Kingston Business School  
     Kingston University Hilary Wason, Nathalie Charlton and Dr Debbie Anderson  
     Hilary Wason*, Nathalie Charlton, Debbie Anderson  
     Kingston University, UK  
     Location: Expand 1  Chair: Natasha Jankowski

028  Animate to communicate: using digital media for assessment  
     Jenny Fisher*, Hayley Atkinson  
     Manchester Metropolitan University, UK  
     Location: Expand 2  Chair: Neil Lent

029  Grade Point Average: Outcomes from the UK pilot  
     Higher Education Academy  
     University of Cumbria, UK  
     Location: Forward  Chair: Mike McCormack
15.15pm Refreshments  
**Location:** Restaurant

### Parallel Session 4

#### 15.30pm

030 **Portraying Assessment: The Fear of Never Being Good Enough**  
Peter Day, Harvey Woolf*  
*University of Wolverhampton, UK*  
**Location:** Proceed 1  
**Chair:** Matthew Williamson

031 **Investigating student preferences for a novel method of assessment feedback: A comparison of screencast and written feedback through questionnaire and focus group methods**  
David Wright*, Damian Keil  
*Manchester Metropolitan University, UK*  
**Location:** Proceed 2  
**Chair:** Liesje Coertjens

032 **Helping the horses to drink: lessons learned from an institution-wide programme designed to enhance assessment**  
Andy Lloyd  
*Cardiff University, UK*  
**Location:** Propel 1  
**Chair:** Irene Glendinning

033 **Getting traction on assessment development: what can we learn from a professions’ (Law; Medicine) perspective?**  
Chris Trevitt  
*Australian National University, Australia*  
**Location:** Propel 2  
**Chair:** Rachel Forsyth

034 **How can an institution increase the assessment quality of its examiners?**  
Remko van der Lei*, Brenda Aalders  
*Hanze University of Applied Sciences, The Netherlands*  
**Location:** Accelerate 1  
**Chair:** Christie Harner

035 **Charting the assessment landscape: preliminary evaluations of an assessment map**  
Anke C. Buttner*, Carly Pymont  
*University of Birmingham, UK*  
**Location:** Accelerate 2  
**Chair:** Sharon Waller

036 **The constrained impact of a capstone dissertation assessment on the continuing workplace learning of master teachers**  
Pete Boyd*, Hilary Constable  
*University of Cumbria, UK*  
**Location:** Expand 1  
**Chair:** Kristen Sullivan

037 **Oral forms of assessment and the nature of the spoken word: Insights from the world of acting and actor training**  
Gordon Joughin*, Eliot Shrimpton*  
*Higher Education Consultant, Australia, Guildhall School of Music and Drama, UK*  
**Location:** Expand 2  
**Chair:** Richard McManus
Parallel Session 5

16.10pm

038  **Case-Based Assessments in Business Management: Think Local, Not Global**
Carl Evans  
*University of St Mark & St John, UK*  
**Location:** Expand 2 **Chair:** Richard McManus

039  **A sensible future for moderation?**  
Sue Bloxham*, Lenore Adie*, Clair Hughes*  
*University of Cumbria, UK, *Queensland University of Technology, Australia, *University of Queensland, Australia  
**Location:** Accelerate 1 **Chair:** Christie Harner

040  **Using participatory photography as an assessment method: the challenges**  
Gwenda Mynott  
*Liverpool John Moores University, UK*  
**Location:** Expand 1 **Chair:** Kristen Sullivan

041  **Formative thresholded assessment: Reflections on the evaluation of a faculty-wide change in assessment practice**  
Sally Jordan  
*The Open University, UK*  
**Location:** Accelerate 2 **Chair:** Sharon Waller

042  **Students’ responses to formative and summative online feedback generated using a statement bank: Outcomes from two quantitative studies**  
Philip Denton*, David McIlroy  
*Liverpool John Moores University, UK*  
**Location:** Propel 2 **Chair:** Rachel Forsyth

043  **Dialogue+: Promoting first year undergraduate students’ understanding of, and participation with assessment and feedback processes**  
Rebecca Westrup  
*University of East Anglia, UK*  
**Location:** Propel 1 **Chair:** Irene Glendinning

044  **Assessment for Employment: introducing ‘Engineering You’re Hired’**  
Patricia Murray*, Andrea Bath, Russell Goodall, Rachel Horn  
*University of Sheffield, UK*  
**Location:** Proceed 2 **Chair:** Liesje Coertjens
Parallel Session 6

16.50pm

045  Assessing Student Learning: A Source of Ethical Concern for Higher Education Teachers
Luc Desautels*, Christiane Gohier1, France Jutras1, Philippe Chaubet2
1Cégep régional de Lanaudière, Canada, 2Université du Québec à Montréal, Canada
Location: Propel 1 Chair: Irene Glendinning

046  Applying assessment regulations equitably and transparently
Marie Stowell*, Harvey Woolf2
1University of Worcester, UK, 2 ex University of Wolverhampton, UK
Location: Accelerate 1 Chair: Christie Harner

047  E-marking: institutional and practitioner perspectives
Carmen Tomas
University of Nottingham, UK
Location: Accelerate 2 Chair: Sharon Waller

048  Chinese Tutor and Undergraduate Responses to an Assessment Change
Jiming Zhou
The University of Hong Kong, Hong Kong
Location: Forward Chair: Ernesto Panadero

049  The journey to digital storytelling and artifact-based assessment in Psychology: lessons to be learned from the arts-based disciplines
Diane Westwood
University of Sunderland, UK
Location: Expand 1 Chair: Kristen Sullivan

050  Experiences of co-creating marking criteria
Nicky Meer*, Amanda Chapman
University of Cumbria, UK
Location: Proceed 1 Chair: Phil Newton

051  Preconceptions surrounding automated assessment - A study of staff and students
Stephen Nutbrown*, Su Beesley3, Colin Higgins1
1University of Nottingham, UK, 3Nottingham Trent University, UK
Location: Propel 2 Chair: Rachel Forsyth

17.30pm Close

19.15pm Drinks Reception

20.00pm Evening Meal
Day 2

8.30am Networking Breakfast
Location: Restaurant

9.00am Registration

Parallel Session 7

9.15am

052 Placement for Access and a Fair Chance of Success in South African Higher Education Institutions
Robert Prince
University of Cape Town, South Africa
Location: Accelerate 1 Chair: Anna Steen-Utheim

053 Students' responses to learning-oriented assessment
David Carless
University of Hong Kong, Hong Kong
Location: Propel 2 Chair: Nicola Reimann

054 How mature are your institutional policies for academic integrity?
Symposium: 054, 062, 074
Irene Glendinning
Coventry University, UK
Location: Proceed 2 Chair: Anke Buttner

055 Why is formative assessment so complicated? What is behind the push-me, pull-you relationship between theory and practice and how can we all move forward?
Donna Hurford¹
¹University of Southern Denmark, Denmark, ²University of Cumbria, UK
Location: Proceed 1 Chair: Diane Burkinshaw

056 Changing the Assessment Imagination: designing a supra-programme assessment framework at Faculty level
Jessica Evans*, Simon Bromley¹
¹The Open University, UK, ²Sheffield Hallam University, UK
Location: Accelerate 2 Chair: Tim Hunt

057 ‘Leave me alone, I’m trying to do my work’ - The discrepancies between staff and students’ perceptions of feedback and assessment practices
Monika Pazio*, Duncan McKenna
University of Greenwich, UK
Location: Forward Chair: Rebecca Westrup

058 The impact of the assessment process and the international MA-TESOL course on the professional identity of Vietnamese student teachers
David Leat¹, Tran Thanh Nhan*¹,²
¹Newcastle University, UK, ²Vietnam National University, Viet Nam
Location: Expand 1 Chair: Andy Lloyd

059 Conceptualising Fellowship of the Higher Education Academy (HEA) as an assessment process
Nicola Reimann*, Ian Sadler²
¹University of Durham, UK, ²York St John University, UK
Location: Propel 1 Chair: Carmen Tomas
060 From research to practice: The connections students make between feedback and future learning
Stuart Hepplestone*, Helen J. Parkin
Sheffield Hallam University, UK
Location: Propel 2 Chair: Nicola Reimann

061 Live Peer Assessment: Its Effects and After Effects
Steve Bennett*, Trevor Barker
University of Hertfordshire, UK
Location: Forward Chair: Rebecca Westrup

062 International postgraduate students and academic integrity: challenges and strategies to support
Symposium: 054, 062, 074
Mary Davis
Oxford Brookes University, UK
Location: Proceed 2 Chair: Anke Buttner

063 Higher education teachers’ assessment practices: Formative espoused but not yet fully implemented
Ernesto Panadero*¹, Gavin Brown²
¹Universidad Autónoma de Madrid, Spain, ²The University of Auckland, New Zealand
Location: Expand 2 Chair: Pete Boyd

064 Examine student theses - similarities and differences in relation to examiners' experience
Mats Lundström¹, Lars Björklund², Karin Stolpe³, Maria Åström³
¹Malmö University, Sweden, ²Linköping University, Sweden, ³Umeå University, Sweden
Location: Proceed 1 Chair: Diane Burkinshaw

065 From practice oriented and academic traditions to academic professional qualifications - A historical view of Swedish teacher education
Karin Stolpe¹, Mats Lundström², Lars Björklund¹, Maria Åström³
¹Linköping university, Sweden, ²Malmö university, Sweden, ³Umeå university, Sweden
Location: Accelerate 1 Chair: Anna Steen-Utheim

066 Improving Communication of Assessment Task Requirements and Expectations Through Improving Assignment Brief Design
Garry Maguire*, Fiona Gilbert
Oxford Brookes University, UK
Location: Propel 1 Chair: Carmen Tomas

067 Enhancing Engagement through Collaboration in Assessment
Daniel Russell*, Barry Avery
Kingston University, UK
Location: Expand 1 Chair: Andy Lloyd

068 A moving target: assessing the process and progress of learning
One hour session
John Couperthwaite
Pebble Learning Ltd, UK
Location: Accelerate 2 Chair: Tim Hunt
Parallel Session 9

10.35am

069  The Abstract Labour of Learning and the Value of Assessment
Paul Sutton
University of St Mark & St John, UK
Location: Proceed 1 Chair: Diane Burkinshaw

070  Phenomenographically exploring students’ utilisation of feedback
Edd Pitt
University of Kent, UK
Location: Forward Chair: Rebecca Westrup

071  Embedding key transferable skills for success during and after University through innovative assessment
Joanne Hooker*, Jayne Whistance
Southampton Solent University, UK
Location: Expand 1 Chair: Andy Lloyd

072  Structuring peer assessment and its evaluation by learning analytics
Blazenka Divjak
University of Zagreb, Faculty of Organization and Informatics, Croatia
Location: Expand 2 Chair: Pete Boyd

073  Student Perceptions of different Assessment Modes in Computer Programming Courses
Suraj Ajit
University of Northampton, UK
Location: Propel 2 Chair: Nicola Reimann

074  Custom essay writing and other paid third parties in Higher Education; what can we do about it?
Symposium 054, 062, 074
Phil Newton
Swansea University, UK
Location: Proceed 2 Chair: Anke Buttner

075  Student understandings and use of learning outcomes in higher education
Tine Sophie Preitž1, Anton Havnes2
1Buskerud and Vestfold University College, Norway, 2Oslo and Akershus University College of Applied Science, Norway
Location: Accelerate 1 Chair: Anna Steen-Utheim

076  Incorporating digital technologies in the assessment of oral presentations at a distance
Stefanie Sinclair
The Open University, UK
Location: Propel 1 Chair: Ernesto Panadero

11.15am Refreshments

Poster Session 1: assessment challenges in disciplinary and professional contexts

11.30am
Location: Proceed 1 Chair: Sally Jordan

077  The use of stakeholder-informed simulation in assessment: sharing experience from an undergraduate medical
student disability awareness programme
Adam Wilson*, Anand Gidwani, Christopher Meneilly, Vivienne Crawford, David Bell
Queen’s University Belfast, UK

078 Identifying potential English language teachers from a cohort of MA students in order to meet the requirements of an external validation authority
Susan Sheehan
University of Huddersfield, UK

079 How to assess our students well: innovative approaches for addressing the challenges of assessment and feedback
Yue Zhao
The University of Hong Kong, Hong Kong

080 How can admissions testing better select candidates for professional programmes?
Belinda Brunner
Pearson VUE, UK

Poster Session 2: Assessment Literacies

11.30am
Location: Proceed 2 Chair: Rebecca Westrup

081 A quantitative analysis of student engagement with online feedback
Claire Moscrop¹,²
¹Edge Hill University, UK, ²Lancaster University, UK

082 The AsSET toolkit: developing assessment self-efficacy to improve performance
Sue Palmer-Conn*, David McIlroy
Liverpool John Moores University, UK

083 Assessment representations and practices in Italian higher education context: Hints from a case study
Serafina Pastore¹, Monica Pentassuglia²
¹University of Bari, Italy, ²University of Verona, Italy

084 I don’t have time to attend a 2 hour training session: consequences and impact
Neil Witt, Emma Purnell*
Plymouth University, UK

085 The Power of the “One-Pager”: a simple idea for effective, informal formative assessment
Deborah Anderson*, Rebecca Lees
Kingston University, UK

086 Developing assessment literacy for Postgraduates who Teach: compliance or quality enhancement?
John Dermo
University of Bradford, UK
Poster Session 3: Assessment Research: theory, method and critique

11.30am
Location: Propel 1 Chair: Erica Morris

087 To measure the unmeasurable: using Repertory Grid Technique to elicit tacit criterias used by examiners
Lars Björklund1, Karin Stolpe1, Mats Lundström2, Maria Åström3
1Linköping University, Sweden, 2Malmö University, Sweden, 3Umeå University, Sweden

Poster Session 4: Diversity and Inclusion

11.30am
Location: Propel 1 Chair: Amanda Chapman

088 Preparing international students for the diversity of UK assessment within a UK-China articulation agreement
Katie Szkornik*, Alix Cage, Ian Oliver, Zoe Robinson, Ian Stimpson, Keziah Stott, Sami Ullah, Richard Waller
Keele University, UK

089 Gender differences in completion and credit on physical science modules
Niusa Marigheto*, Victoria Pearson, Pam Budd, Jimena Gorfinkiel, Richard Jordan, Sally Jordan
The Open University, UK

090 Learning diversity in higher education: Comparison of learning experiences among cross cultural student populations in a Hong Kong university
Yue Zhao
The University of Hong Kong, Hong Kong
Poster Session 5: Institutional change in assessment policy and practice

11.30am  
**Location:** Propel 2  **Chair:** Mark Huxham

091 Using an evidence based approach to transform academic approaches to assessment  
Courtney Simpson, Caroline Speed, Alexandra Dimitriopoulos, Janet Macaulay*  
*Monash University, Australia

092 Walking the Assessment Talk: Aligning what we believe, say, and do  
John Delany  
*Christchurch Polytechnic Institute of Technology, New Zealand

093 Increasing assessment literacy through institutional change  
Rachel Fosyth  
Manchester Metropolitan University, UK

094 Marking on and off line - a university wide pilot  
Sue Gill, Christie Harner*  
Newcastle University, UK

095 The assessment challenge: an end-to-end solution  
Paolo Oprandi*, Carol Shergold, David Walker, Catherine Jones  
*University of Sussex, UK

096 Leading Enhancements in Assessment and Feedback (LEAF Scotland)  
Dave Morrison*†, Hazel Marzetti‡  
*University of Glasgow, UK, †University of Edinburgh, UK

097 Standardising Assessment at the Institution to Increase Student Learning  
Stuart Blacklock  
LiveText, United States Minor Outlying Islands
Poster Session 6: Learning and contemporary higher education assessment

11.30am
Location: Accelerate 2 Chair: Kay Sambell

098 Assessment timing: student preferences and its impact on performance
Richard McManus
Canterbury Christ Church University, UK

099 Peer and Public Pressure: Using Assessment to Raise Confidence and Ambitions amongst Undergraduate History and Sports Students
Lee Pridmore, Ruth Larsen*, Ian Whitehead
University of Derby, UK

100 An evaluation of the student and staff experience of the introduction of audio feedback for undergraduate assessment
Nick Purkis*, Sandy Stockwell, Jane Jones, Pam Maunders, Kirsty Brinkman
The University of Winchester, UK

101 The Impact of Commercial Involvement on the Development Of Academic Processes And On The Quality of Outcomes: A Case Study Theme: Learning and contemporary higher education assessment
Ufuk Cullen*, Zach Thompson
Greenwich School of Management, UK

102 Assessment Strategy: Online Distance Education
Elaine Walsh*, James Brunton
Dublin City University, Ireland

103 'Skills Passport' for Life Sciences at Edinburgh Napier University: Helping students to help themselves
Janis MacCallum*, Samantha Campbell-Casey, Patricia Durkin, Anne MacNab
Edinburgh Napier University, UK

104 The effect of the test re-do process on learner development in higher education foreign language courses
Kristen Sullivan
Shimonoseki City University, Japan

105 Assessment Feedback Practice In First Year Using Digital Technologies – Preliminary Findings from an Irish Multi-Institutional Project
Lisa O'Regan*, Mark Brown, Moira Maguire, Nuala Harding, Elaine Walsh, Gerry Gallagher,
Geraldine McDermott Maynooth University, Ireland, Dublin City University, Ireland, Dundalk Institute of Technology, Ireland, Athlone Institute of Technology, Ireland

106 Visualising the Narrative: Assessment through a programmatic lens
Bryan Taylor*, Mark Russell
King's College London, UK

107 Student and staff experiences of peer review and assessment in undergraduate UK HE settings
Denise Carter, Julia Holdsworth*
University of Hull, UK

108 Reflective activities and summative assessment in an open university access to higher education module
Carolyn Richardson
The Open University, UK
Poster Session 7: Student responses to assessment

11.30am

Location: Expand 1 Chair: Linda Graham

109 EFL tutors and students perceptions of written assessment, feedback and criteria across six English departments at a Libya University
Imad Waragh
University of Sunderland, UK

110 Measuring tertiary students’ progress in English for specific purposes courses with self-assessment
Dietmar Tatzl
FH Joanneum University of Applied Sciences, Austria

111 Overcoming Assessment Challenges - Tipping the Balance
Ruth Sutcliffe*, Rachel Sparks Linfield, Ros Geldart
Leeds Beckett University, UK

112 Feeding forward from feedback with Business and Food first years
Jane Headley*, Pam Whitehouse
Harper Adams University, UK

113 Student perceptions of oral and written feedback
Anna Steen-Utheim
BI Norwegian Business School, Norway

114 Designing assessments to develop academic skills while promoting good academic practice and limiting students' use of purchased or repurposed materials
Ann Rogerson
University of Wollongong, Australia

115 Developing pedagogy: Using Pecha Kucha as formative assessment in two undergraduate modules
Nicola Hirst
Liverpool John Moores University, UK

116 Making the formative feedback effective: Feed-forward feedback: Study of student’s perception on the video assignment guidance and its influence on their learning
Harish Jyawali
GSM London, UK

117 Developing collegial relationships: Students providing feedback on staff member's teaching and assessment practices
Jennifer Scoles, Mark Huxham*
Edinburgh Napier University, UK

118 Students Love Assessment: Using assessment to improve engagement
Toby Carter*, Nancy Harrison, Julian Priddle
Anglia Ruskin University, UK

119 How do students engage with personalised feedback from a summative clinical examination?
Beverley Merricks
University of Birmingham, UK

12.30pm Lunch

Location: Restaurant
Parallel Session 10

13.30pm

120 Joining the pieces: using concept maps for integrated learning and assessment in an introductory Management course
   Heather Connolly, Dorothy Spiller*
   University of Waikato, New Zealand
   Location: Proceed 1 Chair: Ron Cambridge

121 Decision-making theory and assessment design: a conceptual and empirical exploration
   Gordon Joughin*, David Boud¹, Phillip Dawson¹, Margaret Bearman¹, Elizabeth Molloy¹, Sue Bennett¹
   ¹Higher Education Consultant, Australia, ²Deakin University, Australia, ³Monash University, Australia, ⁴University of Wollongong, Australia
   Location: Accelerate 1 Chair: Anton Havnes

122 Domains influencing student perceptions of feedback
   Margaret Price*, Berry O' Donovan, Birgit den Outer, Jane Hudson
   Oxford Brookes University, UK
   Location 1: Propel 2 Chair: June Starkey

123 Challenges and benefits of assessing reflection
   Stefanie Sinclair*, John Butcher, Anaactoria
   The Open University, UK,
   Location: Proceed 2 Chair: John Couperthwaite

124 Effective Extensions: managing the lived experience of online students
   Susanna Chamberlain, David Baker and Danielle Zuvela
   Griffith University
   Location: Forward Chair: Naomi Winstone

125 Valid and reliable assessment of students' academic writing using Comparative judgement
   Liesje Coertjens*, Tine van Daal, Marije Lesterhuis, Vincent Donche, Sven De Maeyer
   University of Antwerp, Belgium
   Location: Expand 2 Chair: Sally Mitchell

14.10pm Keynote: Professor Jo-Anne Baird & Poster Award

15.15pm Refreshments & Close