



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 Jankowski^{1,2}
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*¹, Monica Pentassuglia²
¹University of Bari, Italy, ²University of Verona, Italy
Location: Propel 2 **Chair:** Jenny Fisher

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- 009 **Measuring the impact of high quality instant feedback on learning**
Stephen Nutbrown*¹, Su Beesley², Colin Higgins¹
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*¹, Sally Jordan²
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*¹, Michael Parker¹, Robert Nash²
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*^{1,2}, Erick Montenegro^{1,2}
¹University of Illinois Urbana-Champaign, USA, ²National Institute for Learning Outcomes Assessment, USA
Location: Accelerate 2 **Chair:** Ruth Larsen

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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 MaCullum

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:** Phil Newton

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

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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*¹, Eliot Shrimpton²
¹Higher Education Consultant, Australia, ²Guildhall 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*¹, Lenore Adie², Clair Hughes³
¹*University of Cumbria, UK*, ²*Queensland University of Technology, Australia*, ³*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

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Parallel Session 6

16.50pm

- 045 **Assessing Student Learning: A Source of Ethical Concern for Higher Education Teachers**
Luc Desautels*¹, Christiane Gohier², France Jutras³, Philippe Chaubet²
¹Cégep régional de Lanaudière, Canada, ²Université du Québec à Montréal, Canada, ³Université de Sherbrooke, Canada
Location: Propel 1 **Chair:** Irene Glendinnig
- 046 **Applying assessment regulations equitably and transparently**
Marie Stowell*¹, Harvey Woolf²
¹University of Worcester, UK, ²ex 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*¹, Su Beesley², Colin Higgins¹
¹University of Nottingham, UK, ²Nottingham Trent University, UK
Location: Propel 2 **Chair:** Rachel Forsyth

17.30pm Close

19.15pm Drinks Reception

20.00pm Evening Meal

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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
¹*University 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*¹, Simon Bromley²
¹*The 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}
¹*Newcastle 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*¹, Ian Sadler²
¹*University of Durham, UK, ²York St John University, UK*
Location: Propel 1 **Chair:** Carmen Tomas



Parallel Session 8

09.50am

- 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
¹*Universidad Autónoma de Madrid, Spain*, ²*The University of Auckland, New Zealand*
Location: *Expand 2* **Chair:** *Pete Boyd*
- 064 **Examine student theses - similarities and differences in relation to examiners' experience**
Mats Lundström*¹, Lars Björklund², Karin Stolpe², Maria Åström³
¹*Malmö University, Sweden*, ²*Linköping University, Sweden*, ³*Umeå 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 Stolpe*¹, Mats Lundström², Lars Björklund¹, Maria Åström³
¹*Linköping university, Sweden*, ²*Malmö university, Sweden*, ³*Umeå 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*

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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**
Blazenska 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 Prøitz*¹, Anton Havnes²
¹*Buskerud and Vestfold University College, Norway,* ²*Oslo 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**

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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 Moscrop^{1,2}
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 Pastore*¹, 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

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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 Björklund*, 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

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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 Dimitropoulos, 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*¹, Hazel Marzetti²
¹University of Glasgow, UK, ²University 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*¹, Mark Brown², Moira Maguire³, Nuala Harding⁴, Elaine Walsh², Gerry Gallagher³, Geraldine McDermott⁴
¹Maynooth University, Ireland, ²Dublin City University, Ireland, ³Dundalk Institute of Technology, Ireland, ⁴Athlone 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

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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*¹, David Boud², Phillip Dawson³, Margaret Bearman³, Elizabeth Molloy³, Sue Bennett⁴
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, Anactoria
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 Zuvella
Zuvella Griffith University
Susanna Chamberlain*, David Baker, Danielle Zuvella
Griffith University, Australia
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