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 Solano¹,²
    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*¹, Monica Pentassuglia²
    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 Beesley², Colin Higgins³  
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 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

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 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*, Erick Montenegro²  
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 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 2 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
Hanse 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
\(^1\)Higher Education Consultant, Australia, \(^2\)Guildhall School of Music and Drama, UK
Location: Expand 2 Chair: Richard McManus
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 Bloxham¹, Lenore Adie², Clair Hughes³  
     ¹University of Cumbria, UK, ²Queensland University of Technology, Australia, ³University 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 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 Glendinning

046 **Applying assessment regulations equitably and transparently**
Marie Stowell*, 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*, 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 Burkshaw

056 Changing the Assessment Imagination: designing a supra-programme assessment framework at Faculty level
Jessica Evans*, Simon Bromley
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 Nhan¹, 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
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

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

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

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

Examine student theses - similarities and differences in relation to examiners' experience
Mats Lundström*, Lars Björklund’, Karin Stolpe’, Maria Åström’
1Malmö University, Sweden, 2Linköping University, Sweden, 3Umeå University, Sweden
Location: Proceed 1 Chair: Diane Burkinshaw

From practice oriented and academic traditions to academic professional qualifications - A historical view of Swedish teacher education
Karin Stolpe*, Mats Lundström’, Lars Björklund’, Maria Åström’
1Linköping university, Sweden, 2Malmo university, Sweden, 3Umeå university, Sweden
Location: Accelerate 1 Chair: Anna Steen-Utheim

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

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

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 Preiltz†, Anton Havnes‡
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 Björklund\(^1\), Karin Stolpe\(^1\), Mats Lundström\(^2\), Maria Åström\(^3\)  
\(^1\)Linköping University, Sweden, \(^2\)Malmö University, Sweden, \(^3\)Umeå 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 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 Brown*, Moira Maguire², Nuala Harding³, Elaine Walsh³, Gerry Gallagher³, Geraldine McDermott³  
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*
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
*BørNorwegian 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 Boud², Phillip Dawson³, Margaret Bearman¹, Elizabeth Molloy⁴, Sue Bennett⁷
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 Zvuela
Griffith University
Susanna Chamberlain*, David Baker, Danielle Zvuela
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