

AHE Seminar Programme

Time	Session
09.30	Registration and refreshments
09.55	Welcome
10.00	Keynote & Discussion: Professor Sue Bloxham
10.40	Refreshments
11.00	<p>Choice of parallel sessions</p> <p>Staff assessment literacy Transforming the Experience of Staff through Assessment in a large Academic Department <i>Diane Burkinshaw, Sheffield Hallam University</i></p> <p>Transforming assessment and feedback in a business school: improving student satisfaction with an ambitious change management programme <i>Sally Everett, Anglia Ruskin University</i></p> <p>Let's face it: A transdisciplinary approach to exploring, articulating and striving for valid, reliable, aligned and transparent assessment <i>Karen Ford, University of Sheffield</i></p> <p>Students and feedback Understanding students' experiences of feedback: implications for institutional strategy and research agendas <i>Alasdair Blair, De Montford University; Samantha Shields, University of Hull</i></p> <p>Improving undergraduate written summative assessment feedback through powerful student engagement: a case study <i>Jane Rand, York St John University</i></p> <p>Half as Much but Twice as Good: Constructing Effective Written Feedback in any Subject <i>Amanda Sykes, University of Glasgow; David Morrison,</i></p> <p>Driving assessment policy Institutional change and academic culture: a framework and principles-led approach to designing programme level assessment <i>Jessica Evans, The Open University; Simon Bromley, Sheffield Hallam University</i></p> <p>The transition to grade-based marking for assessing student work at university: Institutional change and challenge <i>Kamilah Jooganah, Nottingham Trent University</i></p> <p>Changing colours: what happens when you make enhancement an imperative? <i>Juliet Williams, University of Winchester</i></p> <p>Involving students in assessment change Assessment for Empowerment: Using Assessment Criteria to Create a Transformative Dialogic Learning Space <i>Jennifer Bain, Goldsmiths, University of London; Lili Golmohammadi, Goldsmiths, University of London</i></p> <p>Enhancing assessment via student change agents <i>Jenny Marie, University College London</i></p> <p>Students' positive experiences of assessment and feedback: what do we know about exemplary practice from student nominations for excellence? <i>Jacqueline Potter, Keele University</i></p>

AHE Seminar Programme (Contd.)

Time	Session
11.0	<p>Choice of Parallel Sessions (Contd.)</p> <p>Assessing Student & Graduate attributes Validating excellence in the context of course-wide learning outcomes <i>David Boud, Deakin University, Australia</i></p> <p>Using e-Portfolios to Assess and Strengthen Student Competencies at Bradford College <i>Stuart Blacklock, Livetext.</i></p> <p>From essay to assignment: the challenges of reforming EAP written assessments <i>Julian Yeo, BPP University, Jonathan Dunn, BPP University</i></p>
12.00	Refreshments
12.10	<p>'Nano' Presentations</p> <p>Automated Feedback and Marking System in Computing <i>Suraj Ajit, University of Northampton</i></p> <p>Students' Perception of Assessment Feedback in Enhancing their Learning in Higher Education <i>Roopa Aruvanahalli Nagaraju, Coventry University; Xue Zhou, Coventry University</i></p> <p>Lecturers' Intention and High Achievers' Interpretation towards Feedback Strategies in Performance Feedback: Do They Match? <i>Mohd Nasri Awang Besar, University of Sunderland</i></p> <p>Developing a Faculty framework for feeding forward <i>Jan Bamford, London Metropolitan University</i></p> <p>Assessing short in-class written responses <i>David Carless, University of Hong Kong</i></p> <p>Pens to keyboards – introducing secure online assessment across the institution. A project to service perspective <i>Claire Irving, Newcastle University; Rebecca Gill, Newcastle University</i></p> <p>The horses are still thirsty, but do they all want the same drink? Ongoing enhancement of assessment through an institution-wide programme <i>Andy Lloyd, Cardiff University</i></p> <p>Busting assessment myths <i>Teresa McConlogue, UCL, Mira Vogel, UCL</i></p> <p>Project-based curricula in undergraduate education <i>Paolo Oprandi, University of Sussex; Lynne Murphy, University of Sussex</i></p> <p><i>Developing a whole institutional, integrated and strategic approach to Assessment and Feedback</i> <i>Alastair Robertson, Abertay University</i></p> <p>From Fast Food to a Well Balanced Diet: Toward a Program Level Approach to Feedback <i>Kimberley Wilder, Edinburgh Napier University</i></p>
13.10	Lunch

AHE Seminar Programme (Contd.)

Time	Session
14.00	<p>Choice of parallel sessions</p> <p>Analysing and mapping assessment Making our Mark: transforming assessment at ARU Assessment Mapping – Experiences of a large Faculty <i>Mark Kerrigan, Anglia Ruskin University; Sharon Waller Anglia Ruskin University</i></p> <p>Building institutional assessment dialogue and development: a bricolage approach <i>Caroline Reid, University of Bedfordshire; Cathy Minett-Smith, University of Bedfordshire</i></p> <p>Beyond the words, beyond the modules: visualising the programme assessment landscape. <i>Bryan Taylor, King's College London;; Mark Russell, King's College London</i></p> <p>Fast feedback? Self-Assessment, Peer-Instruction, and Learning Gain: pedagogical design and evaluation <i>Fabio Arico, University of East Anglia</i></p> <p>Computer-based assessment and feedback- an evaluation <i>Jill Barber, University of Manchester</i></p> <p>An Exploratory investigation of the use of Peer Assessment in a Biomedical Science programme <i>Mary McGrath; Galway-Mayo Institute of Technology</i></p> <p>Developing assessment policy and practice Comparative Judgment-based feedback versus the traditional approach: similarities and differences <i>Anneleen Mortier, Ghent University; Marije Lesterhuis, University of Antwerp</i></p> <p>Using authentic assessment in professional modules in teacher education in Vietnam: Potential changes from students' perspectives <i>Huyen Nguyen, University of East Anglia</i></p> <p>Re-thinking re-assessment <i>Wayne Turnbull, Liverpool John Moores University, Marie Stowell, University of Worcester</i></p> <p>Feedback initiatives Disappointment, gratitude and uncertainty: initial findings from a critical discourse analysis of written feedback to students <i>Liz Austen, Sheffield Hallam University</i></p> <p>Changing practice on feedback at an institutional level <i>Sally Brown, Leeds Beckett University; KaySambell, Northumbria University</i></p> <p>The long way to change. The Italian teachers' resistances to assessment and quality assurance system <i>Serafina Pastore, University of Bari; Monica Pentassuglia, University of Verona</i></p> <p>Aligned assessment for learning Scaling up assessment for learning: progress and prospects <i>David Carless, University of Hong Kong</i></p> <p>Transformation Through Alignment <i>Natasha Jankowski, National Institute for Learning Outcomes Assessment; David W. Marshall, National Institute for Learning Outcomes Assessment</i></p> <p>Engaging in Sectoral Enhancement of Assessment: An Irish Perspective <i>Elizabeth Noonan, National Forum for the Enhancement of Teaching & Learning in Higher Education (Ireland); Terry Maguire, National Forum for the Enhancement of Teaching & Learning in Higher Education (Ireland)</i></p>
14.50	Refreshments
15.10	Expert Panel: Question & Answer
15.50	Plenary: Reviewing key points from the day
16.00	Close