Assessment and Feedback: from strength to strength
The 6th University Teaching and Learning Conference
Venue: The Business School

Friday 9 September 2011: 08:45–16:45

University of
HUDDERSFIELD

Programme

Timings and sessions

Details

8:15 am Coffee and registration

8:45 am Welcome and introduction   **Vice Chancellor – Professor Bob Cryan**

9:15 am Keynote   **Phil Race**

10:45 am Marketplace   **Led by Martin Plant**

11:05 am Break

11:30 am Open Space session 1   **Details will be provided on the day**

12:15 pm Open Space session 2   **Details will be provided on the day**

13:00 pm Lunch   **Quayside**

13:50 pm Change Academy presentation   **Professor Mike Russ, Professor Tim Thornton,**

Penny Macbeth, Rupert Ward, Matt Christie &

Cath Ellis

14:10 pm Workshop presentation A   **See page 9 for details**

15:10 pm Break

15:35 pm Workshop presentation B   **See page 20 for details**

16:35 pm Plenary   **Professor Tim Thornton**

16:45 pm Close

Booking

To book your place please complete an **online booking form**

There are two workshop sessions (A & B), please select your first, second and third choices for both sessions using the information in the programme. First choices will be allocated wherever possible, but where sessions are over-subscribed your alternative option will be used.

Introduction

"Our assessment and feedback will inspire and challenge students to achieve.

It will be clear, accessible, responsive, professional and innovative."

University of Huddersfield Assessment and Feedback Strategy Vision

This conference will present opportunities for you to find out more about the good practice and innovations in assessment and feedback currently being undertaken at the University. There have been some exciting developments over the last couple of years providing strong foundations for us to build on and to achieve recognised international excellence in this key area.

Assessment & Feedback are fundamental to student achievement in engaging students in their learning development, subject and future professions. Over the last few years there has been considerable work undertaken across the Institution to improve the student experience of assessment and feedback and simultaneously to enhance student achievement and employability. This has involved many colleagues and an important contribution from the Student Union. In particular, a group of our colleagues worked through an **HEA Change Academy process in 2009**, and have since been involved in a number of initiatives. These have led to a measurable improvement in student satisfaction, reflected in the most recent National Student Survey, which places the institution in the top quartile for every single measure on Assessment and Feedback. At this year's conference, representatives from this team will present on the progress that has been made to date.

In 2010, as part of this work, an **Assessment and Feedback Strategy** was produced which sets out core expectations and values from both staff and student perspectives. The strategy highlights the central importance of assessment design and providing personalised feedback that enables students to learn, to plan effectively for future learning and assessment and to improve their level of achievement. It is these areas, alongside the use of digital tools for assessment and feedback, which we will specifically focus on at this Conference.

Conference highlights

Welcome and introduction

The day will start with a welcome and introduction from our Vice-Chancellor who will focus on the importance of assessment and feedback practices for the institution specifically in light of the current changes in Higher Education. The University has committed itself to being an inspiring, innovative University of international renown. From 2012, as students are faced with the prospect of paying significantly higher fees whilst at the same time HE budgets are under unprecedented pressure, the challenge of enhancing the student experience will grow. By offering the top-quality professional education our students expect, we will have to innovate and take advantage of best practice ensuring the student is at the centre of all this.

Keynote

This year's keynote will be delivered by **Phil Race**, National Teaching Fellow and Senior Fellow of the HEA. Phil has published widely and is 'keen that both assessment and feedback should play positive and motivating roles in student learning.' Phil will have suggestions to develop smarter practices with a focus on making assessment more manageable, as well as more valid, reliable, authentic, transparent and inclusive.

Phil is a strong advocate of 'learning-by-doing' activities and, in keeping with this ethos, we have invited colleagues to lead practical workshops later in the day.

Open Space - your opportunity for input

Following his keynote Phil will be staying to participate in the Market Place and Open Space (OS) sessions. This part of the day offers you the opportunity to put forward ideas at the Market Place for 'informal' sessions which could include challenges around assessment and feedback that you think are important or you may wish to explore innovative practices that have a positive impact on developing student learning. A programme of sessions will be drawn up and meeting spaces allocated. Colleagues who put forward the ideas will facilitate the OS discussion / ideas sharing sessions. We ask facilitators to keep a record of the conversations and a note of any actions to take forward. The ethos of Open Space is that participants should only stay at a session if they are benefiting from it, if not, move on and find somewhere else where you can contribute.

Change Academy presentation

Lunch will be held in Quayside and is followed by a short presentation from the Change Academy team who will give an overview of the project outcomes to date, including how the strategy and our regulations still allow for flexibility and innovation in Assessment and Feedback. Matt Christie, president of the Students' Union, will provide the student view and there will be a sample of the screen cast training materials being developed to support you in this area.

Workshop presentations

A wide variety of practical, interactive workshops are scheduled for the afternoon. These offer the opportunity to learn about ongoing practices and from the work which has already been done in this area.

You will also get hands-on experience of tools and technologies used in assessment and feedback across the Institution.

Workshop themes include:
- the importance of design in assessment and feedback
- formative assessment and the use of digital tools to engage with students
- assessing online / electronic submission and feedback
- academic good practice – including providing feedback in a variety of formats
- student led-learning
- effective feedback
- student engagement

Plenary

The day will be rounded off by a plenary session led by Professor Tim Thornton.

Keynote Speaker

Biography

Phil is an Emeritus Professor at Leeds Metropolitan University and an independent educational developer with an international reputation. He works with teaching staff to help them optimise the learning experience of their students, and with students to help them get the most from their teachers. His specialism is assessment and feedback but his passion is about 'making learning happen', in an approachable way, without recourse to jargon, acronyms or elitism.

One of Phil's proudest claims to fame is 'people say I have the knack of making complex things understandable.' He is a highly sought after keynote speaker because of his interactive sessions and is known for using lots of post-its in various colours for brainstorming and prioritisation group exercises.

Phil has published widely on assessment, learning and teaching in higher education. Details and downloads of his work can be found on his **website.** He is a self-acknowledged proud Geordie who resides in Newcastle upon Tyne.

Read Phil Race's article on seven factors that underpin student learning, "**Getting Students Engaged**" in **Journal of Learning Development in HE,** no 3 (2011)
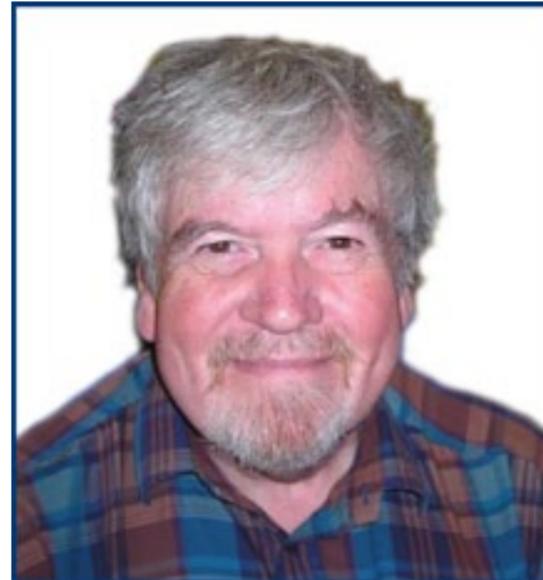
Pre & Post-conference engagement and information

A SharePoint site has been set up and all delegates who register for the conference will be given access to this site to help get conversations going prior to the conference and make connections with colleagues from other departments.

If you are thinking of putting forward an idea for an Open Space (OS) session you are encouraged to post this into SharePoint too. Colleagues interested in similar ideas may wish to collaborate with you on facilitating the session.

Key documents and updates will be available, including a pre-conference video briefing from the Vice-Chancellor. The SharePoint site will also be used after the conference as a means to disseminate any further outputs.

Photography and filming

Please be aware that photographs and filmed recording will be being taken at this conference and your image may be used for any of the University's non-commercial purposes in all and any media, including without limitation, publicity brochures, websites, leaflets and any other marketing activity in its original format or edited or altered in any way which the University deems appropriate. You have the right to ask for your image to be removed and, after such request, the University will not use it in any new material.

Workshop Presentations

Workshop session A: 14:10-15:10 pm

A01   Using Photo Story 3 (and Similar Free Downloadable Tools) in Assessment
A02   The Art of Effectiveness
A03   Platforms for Added Value
A04   Facebook Challenges and Opportunities: Getting Down with the Kids
A05   Using GradeMark with Large Cohorts
A06   Understanding Staff and Student Attitudes to Formative Assessment
        and Feedback – Experiences from the Business School
A07   Using Screencasting Technology to Provide Students with Effective
        Feedback
A08   Assessment and Feedback Using Response Handsets
A09   Adequately Preparing Students to Succeed with Innovative Assessment
        Design
A10   Using Web2.0 to Engage Students in Resource Use
A11   Developing Employability through Creativity

Workshop session B: 15:35-16:35 pm

B01   Enhancing Assessment and Feedback Using Asynchronous Video and Mobile
        Technologies
B02   The Art of Effectiveness (repeat of A02)
B03   Professional Practice for the Art-Craft Practitioner: Verbal Presentation Assessment
B04   Crossing Boundaries and Making Connections: an Integrated Approach to
        Assessment and Feedback
B05   Sociability in Online Communities - Knowledge Seeking and Contribution
B06   Practical Implementation of the University's Assessment and Feedback
        Strategy
B07   A Beginner's Guide to Using Audio as a Feedback Tool
B08   Quizzes – the Good, the Bad and How to Create Effective Formative Feedback Using
        UniLearn (Blackboard) Quizzes
B09   Electronic Submission, Marking and Return of Student Coursework: the Challenges,
        Benefits and Risks
B10   Digital Design Dia-log: The Tutorial Experience
B11   Understanding and Using an Embedded Model for International Post-graduate Skills
        Development

Workshop Presentations

Session A: 14:10 - 15:10 pm

A01   **Title:** Using Photo Story 3 (and Similar Free Downloadable Tools) in Assessment
        Presenter: Jim Reid (School of Education and Professional Development)

Details

The workshop will introduce Photo Story 3, a free Microsoft software package, and show examples of how students on BA (Hons) Childhood Studies have used this tool. Participants will then have the opportunity to develop their own Photo Story using digital images that they bring to the workshop.

Photo Story 3 is used with students as part of a range of summative assessment methods across the programme in support of the learning and teaching strategy because it enables students to construct reflective accounts using image and narration and thus to enhance skills, for example, in the use of ICT and presentation. This workshop considers the use of Photo Story 3 (and similar tools) in learning, teaching and assessment. A plenary to discuss the potential and pitfalls of such tools will conclude the workshop. A handout detailing web based resources will also be provided.

Preparation for the workshop
Participants are asked to bring along a number of digital images that they can use during the workshop.

Keywords: web 2.0 tools, digital tools, reflection, student-led learning

Session A continued: 14:10 - 15:10 pm

A02   Title: The Art of Effectiveness
         Presenter: Emma Hunt (Arts, Design and Architecture)

Details

The title of this workshop comes from a book being written by Jonathan Sands, OBE, and CEO for Elmwood Design Consultancy. Elmwood has won more design effectiveness awards worldwide than any other Brand consultancy business. Answering the question what is EFFECTIVENESS? – and how this can be applied to many disciplines and teaching and learning.

This workshop will focus on the importance of engaging students occasionally in projects that are not formally assessed and the benefit this later brings to more formal learning situations, assessment, feedback, enterprise and employability. The benefits derived from these projects will be drawn from a recent example in the School of Arts, Design and Architecture (ADA): The 24 Hour Design Challenge. Academic staff members involved in this 24 hour design challenge will share this good practice with workshop delegates.

The workshop will demonstrate how to manage such a challenge; how to engage external world leading experts in student project work and the impact of life wide learning experiences to enhance employability; how to manage student expectations, and enhance interdisciplinary learning. Delegates will be provided with handouts and resources from the challenge.

Keywords: Design challenge, Effectiveness, A&F linked to professions, student led learning

This paper presentation is repeated in the afternoon: B02

Session A continued: 14:10 - 15:10 pm

A03   Title: Platforms for Added Value
         Presenter: John Kelly (School of Art, Design and Architecture)

Details

The workshop will focus on creating systems for added value for students studying at the University. Recruitment, retention and motivation are major issues for all courses in the current educational climate. Engaging ways of teaching and delivery are essential if we are to produce graduates with the ability to succeed in the competitive global industries.

This workshop is an opportunity to learn more about a variety of initiatives undertaken by John Kelly, such as the student led design consultancies 'After Hours' at Bradford College, 'Canalsidemedia' in the School of Computing and Engineering at the University of Huddersfield in 2000 and a current project, 'Live Studio'. Live Studio is a new e-learning design community that will feature national and international creative professionals; who will deliver a diverse range of live briefs to our students as part of a new cross programme industry led module. These initiatives are student centered, building confidence, creating networks and assist in developing the language of design business.

John will be joined in the workshop by Joe Turner, a digital strategist at Undercurrent in New York and a 2007 Huddersfield University graduate. Joe was the first strategic planner at Interaction Design company Digit where he worked to establish and embed strategic thinking into the creative process and overall culture of the organisation and has also worked with Microsoft Bing, MSN, Glenmorangie and M&S. In 2009 he co-founded an event called The Brilliant Design Lecture in partnership with two fellow Huddersfield University graduates, and has since taken the event from Huddersfield to both London and New York.

The workshop will review the establishment of John's initiatives and through staff participation aid in the generation of added value content for other courses within the University. Participants will learn more about strategies for generating ideas, how to do brand development, the development of virtual platforms as well as setting up networking and ambassador schemes.

Keywords: digital tools, student led-learning, A&F linked to professions, employability

Session A continued: 14:10 - 15:10 pm

A04   **Title:** Facebook Challenges and Opportunities: Getting Down with the Kids
Presenters: Liz Bennett (School of Education and Professional Development) and
Zoe Conlon (School of Applied Sciences)

Details

Students who are out on their industrial placement year are often hard to contact. It is not unusual for their personal details on ASIS to be out of date. However, the prevalence of the use of Facebook amongst the undergraduate population suggested that it could be used to provide easy access to students geographically dispersed across Yorkshire, Europe and the rest of the world.

This workshop reports on the innovative and successful use of Facebook with Hospitality Management students. The workshop uncovers some useful affordances of Facebook for remote placement students; in particular students' willingness to engage in sharing experiences, the way this enabled their experiences to be made visible which supported timely interventions by the Module Tutor and created a supportive learning culture across the geographically distributed cohort.

The use of Facebook as a teaching and learning platform does require some careful consideration as there are many delicate and detailed design decisions that an academic needs to make to aid successful outcomes. In this workshop, participants will be able to consider and analyse the potential pitfalls of using Facebook, the similarities and differences with how these tensions play themselves out in the online and off line environments and identify ways of managing these tensions.

Participants will receive a list of recommendations in relation to the use of Facebook in taught modules.

Keywords: web 2.0 tools, student engagement

Session A continued: 14:10 - 15:10 pm

A05   **Title:** Using GradeMark with Large Cohorts
Presenter: Cheryl Reynolds (School of Education and Professional Development)

Details

This workshop will present a brief overview of the use of the GradeMark tool with a cohort of 1,200 students in the School of Education and Professional Development.

The benefits and challenges of using this online system with such a large group of students, tutored by 60 members of staff, will be outlined.

The session is an opportunity to get hands-on experience of the tool, covering the use of the QuickMark pallete, General Comments and post dates. If time allows, the link with Turnitin originality checking software will also be explored.

Participants will receive illustrated instructions on the use of GradeMark along with examples of the marking guidelines issued to tutors and the instructions for students re: submitting work and picking up feedback.

Keywords: e-assessment, electronic submission, academic practice

Session A continued: 14:10 - 15:10 pm

A06   **Title:** Understanding Staff and Student Attitudes to Formative Assessment and Feedback – Experiences from the Business School
Presenter: Wilma Teviotdale (The Business School)

Details

This workshop gives colleagues an opportunity to learn more about a project investigating attitudes of staff and students from different subject groups when dealing with key aspects of formative assessment and feedback practices. This followed on from a TQEF project on formative assessment and feedback which aimed to support staff and students to engage with formative assessment positively and creatively.

The process of investigation will be explained and findings shared. The project highlighted clear differences between subject groups but also generic issues that would help the design of good practices across subject areas.

There will be opportunities for discussion of findings and consideration of how staff could implement approaches in their specific areas. The findings and student profiles derived from the follow up work to the TQEF project, together with general conclusions and recommendations, will be provided.

Workshop preparation

To get the most out of this workshop staff should bring along their Programme Specification Documents to look at overall assessment and feedback design.

Keywords: formative assessment, assessment and feedback design, cross-disciplinary assessment and feedback practices, academic practice

Session A continued: 14:10 - 15:10 pm

A07   **Title:** Using Screencasting Technology to Provide Students with Effective Feedback
Presenter: David Comiskey (University of Ulster)

Details

Effective student feedback is essential in enhancing the teaching and learning process. Ever increasing class sizes means that feedback is often being delivered too slowly, and lacking in the necessary quality to be effective. This workshop will focus on the use of screencasting technology as a feedback mechanism and a teaching aid to provide students with effective, detailed and timely feedback in a manner they can relate to. The hope is that they will use this feedback to "feed-forward", enhancing their future work. The workshop will also give a brief overview of a research project undertaken at the University of Ulster (funded by the Higher Education Academy) to provide students with feedback in this manner.

Participants will be asked to undertake a short exercise on a particular subject area. Some will then be selected to participate in producing feedback on the exercise using the screencasting software. They will receive a general handout at the end of the session covering the main aspects of the workshop and where to find more information on the topics covered.

Keywords: digital tools, effective feedback

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Session A continued: 14:10 - 15:10 pm

A08 **Title:** Assessment and Feedback Using Response Handsets
Presenter: Martin Charlesworth
(School of Education and Professional Development)

Details

Classroom response systems can be a useful tool for teachers allowing them to both instantly poll students and set predefined questions, the responses to which can be either displayed in real time or saved and analysed later. The responses can also be added to student mark portfolios saving tutors enormous amounts of time marking and collating results. The workshop will focus on the use of classroom response systems for polling, and student assessment and feedback. It will look at how surveys and assessments can be built into presentations; how response systems work and the variety of ways the data collected can be displayed and analysed.

Participants will be using a Quizdom response system with the opportunity to design a personalised assessment using the Quizdom Actionpoint plug-in for Powerpoint.

Keywords: digital tools, effective feedback, student response system, academic practice, student engagement

Session A continued: 14:10 - 15:10 pm

A09 **Title:** Adequately Preparing Students to Succeed with Innovative Assessment Design
Presenters: Cath Ellis (School of Music, Humanities and Media) and Nick Payne (Graphic Recorder & Facilitator)

Details

Finding new ways to assess student learning in the Humanities has become increasingly important for a number of reasons. However, students do not always relish innovative types of assessment if they are not familiar with them or think they will take more time and may challenge assessments where criteria are not explicit or they feel that have not been adequately prepared. Several modules in English Studies have been redesigned to break out of the rigid essay-and-exam mould and offer students more diversity and choice. In the final assessment task of the second year module, Introduction to Critical and Cultural Theory, students submit a portfolio in which they apply the theories they have worked on throughout the year in the analysis of cultural texts. While students have traditionally done well on this task, it was clear that they could do much better. This was not least because they were given no explicit instruction or support on the use of visual methods to present scholarly analysis and argument. To prepare students for the assessment task, the module coordinator, Cath Ellis, invited Nick Payne, a graphic recorder, to lead some workshops with the students to develop their capacity to produce a free-standing visual argument. In the workshop we describe the strategy that was taken in the design and development of the workshop and give participants an opportunity to engage with some of them. It goes on to reflect on the impact that these workshops had on the students' learning experience drawing on evidence from their actual achievement, their self-evaluation and their reflective writing in the module. To conclude, we reflect on what the real implications of adequately preparing students for innovative assessment might be and what benefits this can bring to students, academic staff and the institution.

In this workshop, participants will be given the opportunity to do some of the activities that students worked on in the visual learning workshops. The main presentation and interaction will also be followed by a general discussion in the use and support of innovative assessment design.

Keywords: innovative assessment, visual methods, assessment and feedback design

Session A continued: 14:10 - 15:10 pm

A10   **Title:** Using Web2.0 to Engage Students in Resource Use
         Presenters: Alison Sharman and David Pattern
                       (Computing and Library Services)

Details

How do students utilise resources? From work on projects on low and non users of the Library and also the MyReading software development we have noticed that students have developed strategic learning patterns driven by assessment criteria. Can this be changed with the use of Web2.0? Using the practical example of the MyReading software and utilisation of user generated content this workshop will explore what students do with the resources suggested to them, and how we can help them develop new patterns of resource use.

Participants will learn more about resource use patterns and how this is affected by assessment design. This is an opportunity to explore how the library can support your course design and how MyReading software can be used in course design.

Keywords: Web 2.0 tools, learning development, student engagement

Session A continued: 14:10 - 15:10 pm

A11   **Title:** Developing Employability through Creativity
         Presenters: Josie Harvey (School of Education and Professional Development) and
                       Dr Brendon Harvey

Details

The workshop will give participants an opportunity to explore the links between creativity, employability and feedback. The presenters have been closely involved in planning and delivering a University programme in mainland China based on student centred learning and using creativity to encourage employability. Both teachers and senior managers of Chinese Universities and Vocational Colleges have taken part. Although the employment context is very different in China to that of the UK at present, there are strong parallels with how students in both settings can be encouraged to develop employability skills through engagement with creative learning activities and effective feedback.

The session will be interactive with participants being encouraged to engage in an activity and explore its significance for their own teaching and learning settings. In small groups the participants will explore how they develop employability skills in their own students and the importance of feedback. A discussion on how this feedback could be different and more creative will then follow.

Keywords: feedback, employability, student engagement

Workshop Presentations

Session B: 15:35 - 16:35 pm

B01   **Title:** **Enhancing Assessment and Feedback Using Asynchronous Video and Mobile Technologies**
Presenters: **James McDowell and Ebrahim Akudi (Computing and Engineering)**

Details

Employing an action research methodology, members of a current University of Huddersfield Teaching and Learning project, VERiFy, are developing a video feedback loop system intended to assist in situating video-based formative feedback within a conversational framework. Accessible through both desktop/laptop computers and mobile devices such as the iPhone4, the intervention aims to encourage learners to engage in asynchronous discourse with tutors and peers by responding to feedback using screen capture software, webcams and mobile phone cameras. This continuous and iterative process seeks to enable a timely conversation between learner and tutor around issues arising in formative feedback, both facilitating opportunities for reflexive learning and retaining the benefits of those visual cues associated with face-to-face scenarios, while affording greater inclusivity for learners with dyslexia.

The workshop will start with a presentation outlining the early work and interim findings of the VERiFy project, before providing a live demonstration of the tools developed and techniques employed. Delegates will engage in a hands-on session with the technology and participate in a discussion of best-practice with the presenters, who will work with delegates to identify opportunities for the video feedback loop system to be integrated with assessment and feedback procedures in their own courses and modules during the 2011/12 academic session. Delegates will also be provided with a one-page handout outlining the project's aims, detailing web locations where relevant resources can be found, and offering opportunities for further contact.

Keyword: Feedback using asynchronous tools, digital tools, effective feedback, reflexive learning, dyslexic students

Session B continued: 15:35 - 16:35 pm

B02   **Title:** **The Art of Effectiveness**
Presenter: **Emma Hunt (Arts, Design and Architecture)**

B03   **Title:** **Professional Practice for the Art-Craft Practitioner: Verbal Presentation Assessment**
Presenters: **Claire Barber and Steve Swindells (Arts, Design and Architecture)**

Details

This workshop focuses on the relationship between real-world professional practice (career-vocation), curriculum, teaching and assessment. Students in module TID1511 are asked to enhance their personal, creative and professional development through hands-on preparation and delivery of a real life project in the public realm. They are assessed in relation to their approach and resourcefulness to a professional brief, and their ability to analyse, evaluate and professionally present their ideas in a manner appropriate to its context. 21st century students are well prepared for professional practice, often beyond the required expectations, whereas the 'artist-tutors' have had to learn their professional practice skills through real world experience. For this 'performative' workshop, there will be two presentations; the 'artist-tutors' will present their proposal for Encounter (a funded public art commission) and two students will present their proposal for a real life project in West Yorkshire.

Workshop delegates will be given the assessment criteria and mark sheets for module TID1511. The audience will be asked to assess and comment upon the professional practice presentations of the 'artist-tutors' and students using TID1511 assessment criteria. The workshop presenters will explore the similarities and differences of the audience's comments.

Keyword: Verbal presentation assessment

Session B continued: 15:35 - 16:35 pm

B04 **Title:** Crossing Boundaries and Making Connections: an Integrated Approach to Assessment and Feedback
Presenters: Amanda Tinker and Nicola Redmore (Arts, Design and Architecture)

Details

This workshop focuses on an integrated approach to assessment and feedback. The curriculum was re-designed to incorporate a long thin, credit-bearing module, acting as a spine to link all subject modules, and to embed academic skills or historical and critical theory into relevant subject modules. Progressive reflective blogs and a summative portfolio capture the student 'voice' and encourage students to view their course holistically, transcending modular boundaries, to understand, articulate and evidence their learning development and future direction.

Workshop delegates will be asked to consider how holistic, integrated assessment and feedback might be applied to their own subject area. They will also be involved in a group card-sort activity and discussion. Template handouts will be provided to help facilitate a curriculum design with integrated assessment and feedback.

Keyword: Integrated assessment, reflection, blogs, learning development

Session B continued: 15:35 - 16:35 pm

B05 **Title:** Sociability in Online Communities - Knowledge Seeking and Contribution
Presenter: Cheryl Reynolds (School of Education and Professional Development)

Details

This workshop will demonstrate how to use blogs to set up an online learning community, around a series of structured tasks. There is a central blog set up by the tutor, with 2 new tasks posted each week. Each student creates their own blog in response to these central tasks, recording their reactions and reflecting on their learning. Interactions are encouraged through the use of semi-formal critical friendship groups. The ethos is one of contribution as well as knowledge seeking and uses a social constructivist approach. Workshop delegates will be encouraged to participate in some of these activities during the session and will have the option to participate in follow up activities in order to experience how it unfolds over a period of time.

Keywords: Online communities, blogs, Web 2.0 tools, online feedback, e-feedback

Session B continued: 15:35 - 16:35 pm

B06 **Title:** **Practical Implementation of the University's Assessment and Feedback Strategy**
Presenter: **Wilma Teviotdale (Business School)**

Details

This workshop is intended for staff who need a practical approach to the design and management of assessment and feedback approaches in their modules. Key aspects of good practice (obtained from research) and the requirements of the Assessment & Feedback strategy will be examined in the context of module specifications and handbooks with a view to re-engineering approaches to help student learning without burdening staff.

Anticipated benefits would be based around:
1. how to design assessments that 'fit' learning outcomes;
2. how to design formative assessment that supports student preparation for summative work;
3. how to provide feedback to students that helps them to 'feed-forward';
4. how to encourage students to engage with feedback to help support their understanding and development.

Preparation for workshop:
Workshop delegates need to bring along their module handbooks and module specifications and be prepared to discuss any issues/concerns they have regarding effectiveness of student learning and assessment loads on staff. Delegates will be assigned into small groups to discuss the issues following a whole group session 'setting the scene'. Those who volunteer their modules to be discussed in the small groups during this session will need to provide either hard copies or electronic copies in advance.

Keywords: A&F design, effectiveness of student learning, personalised feedback, effective feedback, student engagement, academic practice, formative assessment

Session B continued: 15:35 - 16:35 pm

B07 **Title:** **A Beginner's Guide to Using Audio as a Feedback Tool**
Presenter: **Pete Birkby (University Campus Barnsley)**

Details

Audio feedback has been shown to be a very effective method of engaging students with their work and linking this to the assessment outputs. This workshop has been designed to share the practices of using various easy-to-access technologies to help with efficient audio feedback strategies. No technology background is required, the workshop will involve a practical approach to enable participants to use the required technology and work on their own effective systems.

This workshop will demonstrate how to use digital recorders and mobile phones for audio feedback, explain the various formats and compatibility issues as well as transfer information between recording devices and PC or Mac and e-mail.

Keyword: Audio feedback, digital tools, student engagement, effective feedback

Session B continued: 15:35 - 16:35 pm

B08 **Title:** Quizzes – the Good, the Bad and How to Create Effective Formative Feedback Using UniLearn (Blackboard) Quizzes

Presenter: Sue Folley (Computer and Library Services)

Details

This workshop will explore the use of quizzes as a pedagogic strategy; when they are effective and have the potential to have a positive impact on student learning, and circumstances in which they don't work so well. There will be a demonstration of how to incorporate quizzes into your UniLearn (Blackboard) module and how you can use the adaptive release functionality to provide follow up resources for students dependent on the quiz results.

The workshop session will be interactive, inviting ongoing engagement with staff, there will be opportunities to discuss effective assessment design and a planned activity for participants to start working on a learning design which incorporates a quiz aimed at improving student learning and following effective assessment design principles. There will also be opportunities to discuss where workshop delegates could apply these techniques to their modules.

Keywords: UniLearn Quizzes, virtual learning environment, A&F design, academic practice

Session B continued: 15:35 - 16:35 pm

B09 **Title:** Electronic Submission, Marking and Return of Student Coursework: the Challenges, Benefits and Risks

Presenters: Dr Cath Ellis & Paul Buckley (School of Music, Humanities and Media)

Details

In this workshop, an academic who has been marking electronically for nearly ten years, shares her experiences. She considers the challenges that electronic assignment handling presents, the benefits it accrues for students, teachers and academics as well as considering the risks. She presents specifically on the diagnostic potential that electronic marking brings and how this might be effectively embedded into the curriculum. An academic administrator, who has been responsible for building administrative systems to support electronic assignment handling, presents on the logic behind his design strategy. He considers particularly the efficiency potential that electronic assessment handling brings, through automation, data warehousing and archiving, and shares his philosophy on the need to design systems which do not simply replicate paper-based systems. Both workshop presenters also share the evidence they have regarding student experiences of electronic assignment submission and return drawn from their reflective writing and anecdotal evidence collected over several years.

A variety of different electronic assignment handling strategies will be explained and workshop participants will be given the opportunity to discuss the various merits of them for their own needs, those of their respective disciplines and schools. Participants will be given some further resources to inform and inspire their further investigation into electronic assignment handling, including some valuable research conducted by the Open University. These will include links to resources available on demand via the iPark website.

Keywords: Electronic submission, e-assessment

Session B continued: 15:35 - 16:35 pm

B10 **Title:** Digital Design Dia-log: The Tutorial Experience
      Presenter: Adrian Evans (Arts, Design and Architecture)

Details

Drawing remains central to the design tutorial. However, other media, in particular digital media, are increasingly important. Digital Design Dia-log can allow a full range of manual and digital media, sources and applications to be used in tutorials, and recorded seamlessly in one place. This tutorial log is accessible via SharePoint, to allow reflection on feedback and cross reference and continuity between tutors. It also has the potential to allow students to build their own online developmental portfolio log through the course of a project. It also provides a single point source for all the day to day administration of a course.

This workshop would present an overview of the scope and potential of the technology, and then give participants a hands on taste of using Digital Design Dialog on touch screen computers, with a range of media, sources and applications, as a way of providing a rich feedback environment, and a producing a shared reflective feedback log.

Keyword: Student engagement, digital tools, reflection

Session B continued: 15:35 - 16:35 pm

B11 **Title:** Understanding and Using an Embedded Model for International Post-graduate
            Skills Development
      Presenter: Halina Harvey (Business School)

Details

As members of the academic teaching team, Learning Development Group Tutors have established working relationships with subject tutors. This has resulted in a collaborative teaching project, the overall aim of which was to improve the international student experience and raise achievement. A model has been developed which places academic writing support and research skills at the centre of the business curriculum area. The model supports in-module summative assessment as well as providing a formative assessment tool for language competence.

Workshop participants will gain insights into the learning needs of international students and become aware of a range of teaching and learning resources which support international students at the transitional stage of study.

Workshop preparation

In order to enable transferability of the model to specific subject areas workshop participants should bring along examples of module assessments in their subject area. They will be asked to map the best practice model to their own teaching scenarios and will learn how the resources can be employed outside the Business curriculum.

Keyword: Formative assessment tool, learning development, international students, collaborative teaching, transitions to HE

Innovation Seminars

You are invited to come along to a lunch time seminar and find out more about University funded teaching and learning projects and support the work of your colleagues.

Creating alternative teaching resources: enabling student learning via assessment and collaboration
This seminar will be held towards the end of September 2011 - exact date to be confirmed

The outcomes of the work of the following three projects will be disseminated:

• UoH Tube – Development of a community of practice around a repository of video tutorials and support materials to assist games technology project work undertaken in a studio-based environment: James McDowell

• A study into optimising inclusive teaching and learning strategies for dyslexic arts students: Robert Clarke

• Integrated formative assessment through blended learning: Nadio Granata

Feel free to bring your lunch with you, we'll provide the tea and coffee.

Please contact **Staff Development** (Ext 2799), staffdev@hud.ac.uk, to make a reservation