

TILT Course Leader Conference 2019

9th April 2019, Clifton Campus, Nottingham Trent University



Programme and Abstracts
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Keynote Speaker

Dr Naomi Winstone

Head of the Department of Higher Education at the University of Surrey

Naomi is a cognitive psychologist specialising in learning behaviour and engagement with education, particularly the processing and implementation of feedback. Naomi is Head of the Department of Higher Education at the University of Surrey, having previously held the positions of Director of Undergraduate Studies and Director of Learning and Teaching in the School of Psychology, and Associate Dean (Learning and Teaching) in the Faculty of Health and Medical Sciences. She runs CPD events and workshops at Universities, Schools and Colleges across Europe, to support educators and students to enhance the impact of assessment and feedback on learning and development. Naomi is a Senior Fellow of the Higher Education Academy, and a National Teaching Fellow.



Keynote: 1.35–2.30pm, Lecture Theatre Three

Moving feedback forwards in higher education

Higher Education Institutions face what has been described as a 'feedback paradox': students are vociferous in telling us what they want from feedback, and educators have responded to the student voice by investing considerable time and effort in developing assessment and feedback practices. However, assessment and feedback continue to dominate the headlines following the release of metrics such as the NSS as the area of students' experience with which they are least satisfied.

In this session, Naomi will draw upon dominant voices within the literature on assessment and feedback to consider the possibility that "*current feedback practices are not fit for purpose*" (Carless et al., 2011, p. 395). Is the sector as a whole perhaps too focused on efforts to improve the *delivery* of feedback, without giving equal attention to how to improve its *reception*? Naomi will draw upon the findings from her recent programme of research to explore how the responsibility for ensuring that feedback has high impact can, and should, be shared between educators and students.

10.20-10.50am, TLP04

Success for All colleagues from across NTU

The future of assessment is personal (and developmental)

This session brings together examples of developmental feedforward which can help students improve their work before summative assessment points. Delegates will have the opportunity to explore two examples of feedforward transferrable across subject areas in this interactive session. The examples available include online diagnostic quizzes and tools, signposting tailored resources and support; using grading criteria as a developmental tool; using peer feedback in developmental activities (incorporating "public thinking"). (Interactive workshop)

10.55 – 11.25am, TLP04

Dr Andy Gritt (AAH)

Formative assessment: a diagnostic tool for graduate attributes

Arts and Humanities, have developed a diagnostic tool that is tailored to each individual course to allow students to track their progress against a series of attributes and behaviours. The diagnostic tool is also mapped against the curriculum so that students can see where they have the opportunity to further develop and deploy particular attributes during their studies, ensuring that the employability aspects of each module are visible and explicit. Although this diagnostic tool is used as formative coursework, it contributes to the synoptic assessment, providing students with three years of personal data. This encourages reflection and builds confidence in respect of personal progress in a significant area that is not otherwise assessed. (Presentation followed by discussion)

10.20-11.25am, TLP05

Rachel Challen, Marcus Elliott and members of the TILT Flexible and Online Learning group

Flexible Online Assessment – from theory to practice.

This session led by the TILT Flexible and Online Learning Group will provide an opportunity to explore the theory and practice of online assessment to build a collaborative understanding of the issues, challenges and benefits around assessment, feedback and digital literacy. (Interactive workshop)



10.20-10.50am, TLP06

Aldilla Dharmasmita (Green Academy)

Alternative assessment formats in sustainability education: a fair trade?

Alternative assessment formats provide exciting opportunities for learners to demonstrate different knowledge and competences to traditional assessments. Exploration of sustainability issues – e.g. through the lens of the United Nations Sustainable Development Goals – typically involves study of complex, often ambiguous and multi-faceted phenomenon. Sustainability and active learning therefore go hand-in-hand and assessment formats tend to reflect this. (Workshop)

10.55 – 11.25am, TLP06

Dr Andy Pepper (AAD)

Research informed teaching as a framework for first year transition into university life and peer assessment in non-outcome-based learning.

This presentation will outline the development and testing, over three years, of this series of introductory sessions (during the first 3-4 week in fine art). It will highlight the employment of research informed teaching to deliver a set of 'frameworks' through which students can begin their fine art studies. (Illustrated presentation followed by a group discussion)

10.20-10.50am, TLP07

Dr Susannah Lamb (CADQ)

Student improvement or grade inflation? NTU's position and what you can do to support it.

This session will explore NTU's approach to grading and good practice (Presentation)

10.55 – 11.25am, TLP07

Dr Erica J Morris (Advance HE)

Becoming an external examiner: the Degree Standards Project.

The session will explore how far the professional development of external examiners can help to ensure greater comparability of academic standards. It will show how the Degree Standards: External Examining project has worked with higher education providers to develop, pilot, and roll out a professional development course for aspiring, new and experienced external examiners within their own institution and to pilot the calibration of academic standards with particular disciplines. (Presentation)

10.20-11.25am, TLP09

Hannah Charlton and Lucy Judd (CenSCE) with Rebecca Rock (CADQ)

Co-creating and co-designing course content and assessment with students. How to help students think about course design and assessment: tools and questions.

This workshop will explore some of the peculiarities that have arisen within the context of accrediting an optional extra credit module and the benefits of student co-creation in overcoming some of the challenges. (Workshop)

11.30am-12.00pm, TLP04

Associate Professor Andy Grayson (SSS) and Dr Jessica Dale (SST)

Using IT to support effective run-time assessment judgments.

This paper reports on the work completed in adapting an effective, scalable system for delivering personalised feedback to students on their exam performances to any kind of assessment judgements that are made 'at run time' (presentations, for example, or specifically in this case laboratory competency judgments). (Paper)

12.05-12.35pm, TLP04

Dr Mustafa Sarkar (SST)

How can the use of varied exemplars help Direct Entrant students better understand assessment guidelines and criteria?

Previous research indicates that Direct Entrant students find independent learning difficult and they often struggle with understanding assessment guidelines/criteria at University. One of the ways to help students with assessment literacy, as outlined by the HEA (2017), is through providing exemplars before an assessment. The overall aim of the project was to explore how I could use varied essay exemplars to help Direct Entrant students to better understand assessment literacy. (Paper with questions)

11.30am-12.00pm, TLP05

Walter Nowlan (Nottingham Language Centre) and Joanne Marsden (NTIC)

Babel or Babble?: How fair is the use of Google Translate by international students in assessments and learning?

An interactive workshop that will show participants the quality of translations currently produced by Google Translate, present some of the ethical issues relating to fairness of assessment in the light of the above and invite participant views on a range of different scenarios. (Interactive presentation and a 'staged' debate by the presenters followed by discussion)

12.05-12.35pm, TLP05

Martin Seviour (Nottingham Language Centre)

Trouble at mill: pedagogic responses to the threat from custom essay writing services.

The issue of 'contract cheating' in HE through the use of custom essay writing 'services' (or 'essay mills') has been propelled onto the national agenda by recent media reports. This paper presents the results of efforts by colleagues in Nottingham Language Centre to develop such an approach within its EAP provision for international students. Examples of how these activities are used with novice academic writers will be presented. It is argued that universities should consider mainstreaming such positive pedagogic responses to deterring contract cheating rather than focusing exclusively on detection and punishment. (Paper)

11.30am-12.35pm, TLP06

Dr Mark Sergeant (SSS); Lynette Wall and Emily Bostock (Academic Registry)

The effective use of Poor Academic Practice (PAP) warnings.

This workshop will provide an overview of the new Poor Academic Practice (PAP) warnings introduced in the NTU Quality Handbook (17C) for Academic Irregularities. A particular focus for the session will be on the system developed for using PAPs within the Department of Psychology. This system was piloted during the 2017-2018 academic year and saw a significant increase in students receiving academic support and a reduction in the number of academic irregularities escalated to School Academic Irregularity Panels (SAIPs). (Interactive workshop)

11.30am-12.00pm, TLP07

Jayne Dixon (NLS)

Teaching & assessing oral skills to improve employability.

Sharing experience in the Law School of training students in oral skills such as interviewing and advocacy (for students training to be solicitors). This session will explain how these skills are taught and assessed and how these teaching and assessing techniques can be transferred into other Schools of the University. (Presentation and discussion)

12.05-12.35pm, TLP07

Dr Barry Fearnley (SSS)

Supporting social work students with additional needs when on placement.

Social work students undertake 170 days, divided between two placements during their degree, as required by the Regulatory body. It is crucial that placements provide the support and learning opportunities to meet student's learning needs and placement requirements and thus ensure a fair assessment of the student's capability and not their disability. This paper will highlight work undertaken since January 2018, how feedback from students has been listened to, additional needs interpreted, and a 'continuum' developed. (Paper)

11.30am-12.00pm, TLP09

Dr Michael Loughlin (SST)

Bringing students to the centre of developing and delivering assessment and feedback.

The involvement of students in creating, interpreting, in some cases reworking assessment briefs, is found in a number of disciplines within the School of Science and Technology. This talk seeks to discuss with participants a number of case studies where students have taken an active role in this process, as well as highlight the continuing role of student reps co-creation of supporting resources with our School Learning and Teaching Working groups. (Paper followed by discussion)

12.05-12.35pm, TLP09

Paul Blakeman, Peter Benbow and Emma Reith-Hall (SSS)

Responding to student feedback around feedback: The role of a development group.

An Assessment & Feedback task and finish group has been established in response to questions raised by our students around the reliability of our marking processes. Strategies have been developed to ensure consistency of feedback and grading, establish a similar "look" and QA improvement and to ensure strengths-based approaches and feed forward principles are applied. The drivers for this project also feed into our Success for all, learning community, NSS and PTES strategies. Our recent NSS data demonstrates an improvement in our Assessment and Feedback scores. (Presentation with Q&A)