Teaching and Learning Conference and Drapers’ Lecture

Rethinking Assessment and Feedback

Wednesday 17 January 2018, 12.30-8pm

ArtsTwo and Bancroft Building,
Mile End campus

Find out more and register:
bit.ly/tldrapers
Email: tldrapers@qmul.ac.uk

Keynote speakers
Sue Bloxham, Emeritus Professor,
University of Cumbria
Chris Husbands, Chair of the TEF
### Programme

<table>
<thead>
<tr>
<th>TIME &amp; VENUE</th>
<th>SESSION</th>
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| ARTS TWO LECTURE THEATRE (LT) FOYER  
12:30-13:30 | Registration, Poster Session and Lunch  
Posters presented by Winners of the 2016 Westfield Fund for Enhancing the Student Experience and Drapers’ Fund for Innovation in Learning and Teaching |
| ARTS TWO LT  
13:30-13:40 | Welcome and introduction to plenary lecture  
Professor Rebecca Lingwood, Vice-Principal (Student Experience, Teaching & Learning) |
| 13:40-14:10 | Plenary lecture  
Professor Sue Bloxham, Emeritus Professor of Academic Practice, University of Cumbria, ‘Improving assessment in a comprehensive and sustainable way: infrastructure, strategy and professional learning’ |
| 14:10-14:55 | Q&A and panel discussion  
Anjali Bhatt, Student Course Representative for MSc Aerospace Engineering  
Dr Rachel Bennetts, Lecturer in Psychology, School of Biological and Chemical Sciences  
Professor Sue Bloxham  
Professor Adam Fagan, Head of School of Politics and International Relations |
| ARTS TWO LT FOYER  
14:55-15:30 | Tea & Coffee Break (and walk to Bancroft) |
| BANCROFT BUILDING  
15:30-16:30 | PARALLEL SESSIONS A  
FB 1.13A  
‘Rethinking assessment and feedback: creating opportunities to exercise judgement’  
Professor David Horne, Professor of Micropalaeontology, School of Geography  
Kelly Peake, Head of Learning Development, Academic Development  
FB 1.13  
‘Enabling teaching teams to assess student coursework’ |
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| 16:30-16:35 | Break to change rooms |

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<td>17:35-18:10</td>
<td>ARTS TWO LT FOYER</td>
<td>Tea &amp; Coffee Break (Return to ArtsTwo)</td>
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<td>18:10-18:20</td>
<td>ARTS TWO LT</td>
<td>Drapers’ Lecture introduction</td>
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<td>Professor Colin Bailey, President and Principal of QMUL</td>
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<td>18:20-19:10</td>
<td>ARTS TWO LT</td>
<td>Drapers’ Lecture</td>
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<td>Professor Chris Husbands, Chair of the Teaching Excellence Framework and Vice-Chancellor of Sheffield Hallam University, ‘What lessons are there from the Teaching Excellence Framework?’</td>
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<td>19:10-20:00</td>
<td>ARTS TWO LT FOYER</td>
<td>Drinks Reception</td>
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Keynote Speakers

Professor Sue Bloxham, Emeritus Professor of Academic Practice at the University of Cumbria

Sue Bloxham has published widely in the field including the best-selling *Developing Effective Assessment in Higher Education* and was awarded a National Teaching Fellowship in 2007. She has also researched and published on matters such as student skills development, group assessment, feedback, course design, marking, moderation and external examining.

In recent years, her research has focused on communicating assessment expectations to students, the use of standards by academics and driving assessment change at the institutional level.

She was principal investigator for the Higher Education Academy’s influential 2015 *Review of External Examining Arrangements* and is now playing a key role in the HEA’s *Degree Standards Project* developing external examiners and comparability of standards in higher education. Sue is regularly invited to speak on the topic of assessment at Universities and conferences in the UK and abroad.

Professor Chris Husbands, Chair of the Teaching Excellence Framework and Vice-Chancellor of Sheffield Hallam University

Professor Chris Husbands has been Vice-Chancellor of Sheffield Hallam University since January 2016. Sheffield Hallam is one of the UK’s largest and most diverse institutions, which plays a vital role in the city of Sheffield, the county of Yorkshire and the nation.

Chris Husbands is an educationist, university leader and public servant. Before working at Sheffield Hallam he undertook senior roles in universities for over fifteen years, and was Director of the Institute of Education and as Vice-Provost at University College London.

His academic interests are in education policy and practice; his research has explored the reasons for difference in performance between education systems and his work has been published in fifteen books and over four hundred papers and presentations.

He was appointed in 2016 by the Government as the inaugural Chair of the Teaching Excellence Framework (TEF) which assesses teaching excellence across UK higher education.

Improving assessment in a comprehensive and sustainable way: infrastructure, strategy and professional learning

Professor Sue Bloxham, Emeritus Professor of Academic Practice at the University of Cumbria

We now have a wealth of knowledge about more effective, engaging and fair assessment in higher education but much practice remains profoundly resistant to change. Despite significant national funding and local initiatives, the potential power of assessment to foster student learning, improve engagement and reduce non-completion rates is often wasted – and student satisfaction remains low.

Most change initiatives have been at the level of individual academics in specific modules rather than at the more sustainable and influential level of the programme, department or institution. This talk will consider a framework for assessment change which recognises that many assessment interventions raise problematic and complex ideas made more difficult by the large and loosely-coupled nature of many Universities. It will use the themes of institutional infrastructure, assessment strategy and approaches to the professional learning of those involved with teaching and assessment to posit a range of practical interventions which, I hope, will stimulate conversation and ideas throughout the rest of the conference and beyond.
‘Rethinking assessment and feedback: creating opportunities to exercise judgement’

Professor David Horne, Professor of Micropalaeontology, School of Geography
Kelly Peake, Head of Learning Development, Academic Development

Abstract:

In this workshop we propose that the processes of crafting, submitting and reflecting on a response to a question or situation are at the heart of good learning. Crafting a response may rely on actively bringing to bear what you already know (preparedness) or may include seeking, acquiring and assimilating new information (research); in either case the timescales can range from almost instantaneous as in a conversation, to hours, days, weeks or longer as in asking students to prepare answers to questions in advance of a seminar. Submission can be oral or written. Reflection on your response and the reactions it elicits may alter your way of thinking or your preparedness for subsequent questions, and may lead to the generation of new questions of your own. Every stage of this process is an opportunity to exercise judgement – in self-assessment of your knowledge, selection of relevant material for your response and self-evaluation of your response and its effects. Similarly, opportunities are created for a teacher to exercise judgement of a student’s submission, whether oral or written, and provide a response. This submission–response pattern is probably most commonly recognised in “assessment and feedback” but actually occurs much more widely in teaching and learning. We suggest that if we consider assessment and feedback as two moments in a larger series of opportunities to exercise judgement, it offers possibilities for incorporating more dialogue, more reflection and ultimately improving education.

This workshop will share approaches where curricula and/or assessments are designed to maximise opportunities for students and staff to exercise judgement, including designing an entire module, supporting assessed coursework assignments and devising problem-based learning activities; it will incorporate participatory experience of an example. These approaches facilitate the development of both students - in learning what will be appropriate and score marks in a disciplinary context - and staff - in assessing their students’ levels of learning and how to best interact and design responsive teaching to improve these. We will ask participants to consider possible applications and limitations of these approaches in their own teaching contexts, as well as to offer critical feedback and instances of their own approaches that, together with our School of Geography examples, can be shared more widely after the workshop. We also hope to include students from Geography as facilitators and interlocutors.
‘Enabling teaching teams to assess student coursework’

Dr Antonios Kaniadakis, Lecturer, School of Electronic Engineering and Computer Science
Dr Tassos Tombros, Lecturer, School of Electronic Engineering and Computer Science

Abstract:

QMUL is currently promoting a strategy that will see Teaching Assistants (TAs) and Demonstrators move from a “precarious” status, to use a term popularized by the so-called “gig-economy”, into more stable, professional roles. With this comes the hope that the quality of teaching in QMUL Schools and the overall student experience should improve. However, people’s ability to work on a module is usually taken for granted: TAs and Demonstrators are hired for their subject knowledge so issues around teaching and assessment practices are often overlooked.

With the QMUL strategy, a new opportunity arises to build TAs’ and Demonstrators’ expertise in teaching and assessment. This workshop will examine the challenges of enabling teaching teams to assess students’ coursework in large and smaller modules. Through hands-on activities, open discussion, testimonies from TAs, Demonstrators and lecturers, the workshop will problematize but also present ways in which module organisers may enable their teaching teams to deliver good quality assessment. Issues to be touched upon include but are not limited to: consistency of assessment across a teaching team; aligning training with timetabling; providing timely feedback; organisational issues and School support. The workshop will explore the view that training should not be a series of one-off sessions but rather a continuous process of communicating with TAs and Demonstrators that is embedded in department practices.

‘Attainment through a non-deficiency lens: assessment, feedback and student belonging’

Dr Daniel Hartley, Researcher, Engagement, Retention and Success
Dushant Bhavna Patel, Student Project Manager, Engagement, Retention and Success
Grace Broome, Graduate Project Administrator, Engagement, Retention and Success

Abstract:

How are gaps in the attainment of different student groups linked to their experiences of assessment and feedback practice? How might differences in student belonging impact student experiences of assessment and feedback? To begin answering these questions, this workshop encourages QMUL staff to reflect upon whether ideas of student ‘deficiency’ are embedded within assessment and feedback practice. The workshop comprises two components which foster awareness of the implications of student diversity and heighten staff reflexivity around developing inclusive practice. In the first component of the workshop,
attendees will, in small groups, discuss ‘real – life’ dilemmas (listed below) and consider a ranges of viewpoints to explain them. In component two, attendees will discuss potential individual and institutional responses to component one, before feeding back to the rest of the group. Through the workshop, staff will in turn better appreciate ways of constructively addressing important differences in student expectation and preparation, but, crucially, also understand how their own expectations of different student groups can help reproduce gaps. This workshop is co-lead with student researchers.
Parallel sessions B

‘Improving assessment and feedback culture: a whole school approach’

Dr Reuben Loffman, Deputy Director Taught Programmes, School of History
Dr Dan Todman, Director of Taught Programmes, School of History
Dr Jen Wallis, Director of Teaching Associates, School of History
Dr Chloe Ward, Writing Tutor Coordinator, School of History

Abstract:

Like other Schools at QMUL, History is currently re-examining its assessment and feedback practices in an effort to enhance student learning and increase student and staff satisfaction. In his 2009 paper on ‘Transforming Assessment and Feedback: Enhancing Integration and Empowerment in the First Year’, David Nicol emphasises the importance of taking a whole institutional approach to such changes – in other words, that what is required to create empowered learners is a holistic re-evaluation of teaching aims and expectations and curriculum design as well as specific feedback practices. If this gives an intellectual coherence to teaching development and encourages strategic thinking about how cultural change can take place, it might also risk setting the initial bar quite high – in the midst of so much change from so many different directions, can a School sustain another cycle of collective effort?

In this round table, we’d like to take the opportunity to reflect on our efforts to achieve this sort of wide-ranging change – with the aim of stimulating a broader conversation about how this can be achieved within the specific environment of a QM School. We will do this from a range of perspectives and problems, including management, leadership and training of permanent and temporary staff, consultation and involvement of students, and the emplacement of writing as a key element within the undergraduate degree. Our reflections will include comments on the unexpected and uneven ways that change can come about, the means of fostering and celebrating existing good practice, and the implications of involving students more fully in improving the School. Rather than presenting ourselves as either a finished product or even as instances of particularly good practice, we seek commentary and advice from others. Four five minute position papers will be followed by specific questions put to the audience for consideration and feedback, then a free-er discussion led by questions from the audience.
‘How assessment and feedback can drive curriculum change with respect to diversity issues’

Professor Maralyn Druce, Professor of Endocrine Medicine and SMD Athena SWAN Self-Assessment Team Co-Chair and, William Harvey Research Institute

Dr Nimesh Patel, Senior Lecturer and Head of Assessment, MBBS, Institute of Health Sciences Education

Dr Helen Bintley, Clinical Skills Lecturer and SMD Athena SWAN Self-Assessment Team Member, Institute of Health Sciences Education

Abstract:

This roundtable discussion will explore the extent to which feedback and assessment is taken into consideration when developing teaching and learning around diversity in the curriculum. Using data gathered as part of the Athena SWAN charter process, the session will review the impact of gender and other protected characteristics on attainment in undergraduate and postgraduate programmes and what support can and should be put in place for students. Panellists will consider this from the perspectives of curriculum design, assessment and wider policy change.

‘The challenges of growth, size and diversity in the School of Business and Management in feedback and assessment methods’

Dr Martha Prevezer, Reader in Governance and Strategy, Deputy Director of Teaching, School of Business and Management

Professor Gerry Hanlon, Professor of Organizational Sociology, School of Business and Management

Dr Panos Panagiotopoulos, Senior Lecturer in Information Management, School of Business and Management

Dr Steve Brant, Digital Learning Officer, School of Business and Management

Dr Amit Rai, Senior Lecturer in New Media and Communication, School of Business and Management

Dr Fadi Safieddine, Accreditation Manager, Senior Lecturer, School of Business and Management

Abstract:

Managing assessment and feedback in the School of Business and Management presents a number of challenges: large numbers of students, the diversity of student capability and
background, and the diversity of disciplines that staff teach and work in. This workshop will consider a range of approaches to tackling these challenges, including work to encourage greater inclusivity in assessment and feedback, and how using digital technologies can create more engaging and effective assessment and feedback practices. Colleagues from the School will explore how these approaches can move towards more personalized feedback and assessment that is tailored to individuals’ needs and aptitudes, as well as greater consistency across modules and programmes.

About Academic Development at Queen Mary

The Academic Development group replaced the Centre for Academic and Professional Development (CAPD) in 2017. It is led by Sally Mitchell and combines the following teams:

Formerly in CAPD…
- Educational Development. Head: Dr Carole Davis
- E-Learning Unit. Acting Head: Brett Lucas
- Researcher Development. Head: Dr Anna Price

Formerly in Student Services…
- Learning Development. Head: Kelly Peake
- Engagement, Retention and Success (ERS). Interim Head: Elena Di Mascio

Activity across these teams concentrates on:
- developing staff in their academic and academic support roles;
- enhancing student experience and educational equality;
- improving educational and research practices and outcomes.

The teams work through a combination of formal programmes and projects, collaborative partnerships with individuals and Schools, and hands-on and strategic support for University initiatives. More information can be found at: https://academicdevelopment.qmul.ac.uk/

Academic Development is part of Student and Academic Services, led by Sarah Cowls.

Full details about the Conference are available on the Academic Development website: http://bit.ly/tldrapers