# Abstracts by Subtheme

## Creative Approaches to Assessment and Feedback

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Session | 1.a. | 2.b. | 3.e. | 5.c. | 6.b. |
| Page | 8 | 14 | 21 | 29 | 32 |

## Inclusive Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session | 1.b. | 1.c. | 3.b. | 4.a. |
| Page | 9 | 11 | 18 | 22 |

## Academic Integrity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session | 3.a. | 4.c. | 5.b. | 5.e. and 6.e |
| Page | 18 | 24 | 28 | 32 |

## Decolonisation of Assessment

|  |  |  |
| --- | --- | --- |
| Session | 1.d. | 3.c. |
| Page | 11 | 19 |

## Using AI in Assessment Design

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Session | 1.e. | 2.a. | 3.d. | 4.d. | 4.e. | 5.a. and 6.a. | 6.c. |
| Page | 12 | 13 | 20 | 25 | 26 | 27 | 33 |

## Closing the Awarding Gap

|  |  |  |
| --- | --- | --- |
| Session | 2.c. | 5.d. |
| Page | 15 | 30 |

## Marking and Feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session | 2.d. | 2.e. | 4.b. | 6.d. |
| Page | 14 | 17 | 23 | 34 |

# 1.a. Showcasing the Power of Portfolios: A Pathway to Aligned and Innovative Assessment for Learning in Higher Education

## Presenter:

Dr Yakubu Salifu

## Chair:

Simon Allan

## Sub-theme:

Creative Approaches to Assessment and Feedback

## Abstract:

This paper explores the challenges of using essay-type assessment methods for doctoral coursework and proposes an alternative approach using portfolio assessment. The paper highlights the importance of aligning the curriculum, research, and context of practice in PhD programmes, and the limitations of essay-type assessments in measuring a student’s skills and linking coursework directly to their research project or career pathway. The paper draws on relevant pedagogical literature and theories of learning to argue that a portfolio assessment approach underpinned by constructivist learning offers a potential solution to the traditional essay-type assessment for PhD coursework.

Portfolio assessment offers a more flexible and personalised approach to assessment that facilitates an aligned curriculum that has an impact on students' work and future careers. Portfolio assessment offers the potential benefit of equipping students with a range of research skills and disciplinary knowledge, as well as broader graduate skill sets to increase their impact and employability beyond the context of academia. Portfolio assessment has been shown to enhance sustainable learning, level of assessment novelty, and interconnection with practice and research to maximise societal benefits.

The presentation highlights the importance of aligning curriculum elements, including assessment, to graduate attributes and career pathways. Overall, this paper argues that a holistic and formative assessment approach, such as portfolio assessment, is necessary in preparing PhD students for a range of career contexts. Portfolio assessment is recommended in higher education to align curriculum, research, and context of practice, and to prepare students for diverse career pathways.

## Time:

10:50 to 11:20

## Location:

Welcome Centre Lecture Theatre 1

# 1.b. Reducing ambiguity in assessment: The TAPE model as a practical tool

## Presenter:

Clare Stone

## Chair:

Dr Ann-Marie Houghton

## Subtheme:

Inclusive Assessment

## Abstract:

The Transparency of Assessment in Practice and Education (TAPE) model was initially designed to reduce ambiguity in the assessment of social work students during practice learning placements but since its launch in 2018, a much wider application has been realised. This presentation will encourage participants to reflect upon the six domains of assessment (why, when, who, what, where and way) to identify opportunities to use the principles of the TAPE model within their own professional assessment contexts including (but not limited to) the design of modules, staff probation, identifying student support needs and to facilitate discussion between the assessor and the assessed.

The TAPE model is a practical tool that can be used visually or to structure dialogue. The ultimate aim is to improve assessment practice, avoid misunderstandings and reduce ambiguity within assessment. Educators and practitioners will be encouraged to use this innovative model creatively to best fit their own assessment situations.

## Time:

10:50 to 11:20

## Location:

Welcome Centre Lecture Theatre 4

# 1.c. Reflexivity and musicking in community based settings

## Presenter:

Andrew Ford

## Chair:

Dr Brett Bligh

## Subtheme:

Inclusive Assessment

## Abstract:

The research I am undertaking as part of my Doctorate involves music making in a community setting. The group I work with all have a learning disability. The use the ideas of territorialisation and de-territorialisation, as outlined by Deleuze and Guattari together and Guattari writing on his own, helped inform the session. The idea of territory is outlined in the plateau ‘Of the refrain’ from a thousand plateaus as related to a feeling of home. As Guattari argues, ‘Territory can be related to an inhabited space or perceived system within which an individual feels “at home.”

Deleuze and Guattari argue that this can be as simple as a child humming a familiar song. The analysis is also inspired by Tia DeNora’s account of music asylums. The way in which music can create a sanctuary from stressful lives and environments. She quotes Bull in arguing, ‘Sound colonises the listener but is used to actively recreate and configure the spaces of experience. Through the power of sound, the world becomes intimate, known and possessed’

Territorial assemblages are a means to create safe spaces which provide and receive feedback. We used technology and music to create opportunities for feedback from the space, the learner’s peers, and the staff. For example, a profoundly disabled learner was able to form a territorial assemblage with a microphone and staff member that enabled him to vocalise in ways which previously he had not. The learner provided feedback about the activity through sound and body language. He also received immediate feedback from the staff members. Finally, as part of a territorial assemblage, of microphone amplifier, he was able to ‘furnish’ the space to make it happen in his territory, his space. This presentation will explore the idea of territorial assemblage to inform feedback.

## Time:

10:50 to 11:20

## Location:

Bowland North Seminar Room 6

# 1.d. A critique of cultural context or colonial cop-out?

## Presenter:

Neil Ralph

## Chair:

Dr Chris Longman

## Subtheme:

Decolonisation of Assessment

## Abstract:

Students on the Masters in Management at Bailrigg are introduced to foundational theories of leadership with the aim of developing their self-awareness and informing their practice as impactful leaders of the future. The curriculum endeavours to introduce a broad range of leadership concepts, however there is a strong bias towards a Western hegemony. This is partially countered by consideration of the cultural context within which students will apply their learning and an assessment that requires students to "demonstrate a critical understanding of leadership in their own cultural context and its implications for practice as a leader".

The assessment encourages students to identify and analyse key cultural influences in their chosen cultural context, typically their home country. This analysis may include historical and philosophical influences as well as more current pragmatic interpretations of culture, such as power distance. This foundation is used to postulate the type of leadership that may be most appropriate in that cultural context, with a view to critiquing the dominant western theories and encouraging exploration of more culturally appropriate approaches.

Having run this module and assessment for three years, I am left asking myself whether this is a positive intervention that opens an important debate about the nature of leadership in different cultural contexts and supports students to critically evaluate the impact of predominantly Western/ Global North leadership approaches, or a proxy for decolonising the leadership curriculum.

## Time:

10:50 to 11:20

## Location:

Bowland North Seminar Room 10

# 1.e. Visual-AI as A Symbiosis Creative Tool for Precedence Studies in Creative Design Process

## Presenters:

Arief Ahmad Afandi , Bibi Zafirah Hanfa Badil Zaman, Nur Faridatull Syafinaz Ahmad Tajudin, Seri Intan Sidik, Amirul Idlan Mukhtar

## Chair:

Susan Armitage

## Subtheme:

Using AI in Assessment Design

## Abstract:

Visual AI, or generative AI models for visual content creation, has shown great potential as a creative symbiosis tool for precedence studies in the creative design process. By analyzing large amounts of visual data and generating new designs based on this information, Visual-AI can assist designers in developing innovative and effective designs. Visual-AI can contribute to time efficiency in the creative design process by analyzing existing designs, brainstorming sessions, and other creative works to inspire and generate novel ideas. This application of Visual-AI is particularly relevant in light of the increasing importance of personalization in design, as it enables designers to tailor their creations to individual users or audiences. This research, will investigate and examine the effectiveness of Visual-AI in assisting designers with precedent studies and assess its potential for improving the creative design process. By identifying areas where Visual-AI can be most effective and exploring its potential and limitations, this research will provide insights into how Visual-AI can be used responsibly and ethically to enhance the initial stage of creative design process.This research may identify areas where Visual-AI is most effective, such as in analyzing large datasets of images and identifying patterns and trends, and also the potential limitations of using Visual-AI in the creative design process. Additionally, this research may provide insights into how Visual-AI can be used in a symbiotic manner with human creativity rather than as a replacement for it.

## Time:

10:50 to 11:20

## Location:

Bowland North Seminar Room 20

# 2.a. Using ChatGPT to raise language awareness in an undergraduate assessment

## Presenter:

Veronika Koller

## Chair:

Dr Fiona Curtis

## Subtheme:

Using AI in Assessment Design

## Abstract:

In this presentation, I will share a written undergraduate assessment integrating the language-generating AI application ChatGPT, designed for a module attended by students from different degree schemes: English language, marketing and media studies. The coursework questions require students to critically reflect on and rewrite AI-generated output, arguing how they would change the automatically generated text and why. The output covers both texts provided in the assignment and texts that students need to ask ChatGPT to produce. The latter task is also intended to make them reflect on the effect that phrasing of queries has on output.

I will also report on the manner and extent to which students took up the assignment topics, which were given next to conventional ones. Beyond the case study, I will reflect on how the notion of communicative competence needs to be adapted in the face of AI, and what challenges and opportunities apps including, but not restricted to, ChatGPT offer for teaching and learning about the language aspects of organisational and corporate communication.

## Time:

11:25 to 11:55

## Location:

Welcome Centre Lecture Theatre 1

# 2.b. Facilitating specific pedagogical needs within the VLE

## Presenter:

Phil Devine

## Chair:

Dr Ann-Marie Houghton

## Subtheme:

Creative Approaches to Assessment and Feedback

## Abstract:

Occasionally, the institutional VLE and third party applications and related plugins, cannot or do not, meet the pedagogical requirements of the tutor. Reasons for this can be legion; for example, the institutional VLE may not have that native functionality available to meet that specific pedagogical outcome or, the wider institutional suite of existing applications and third party tools do not integrate with institutional processes, regulations, systems or financial budgets.

Set within that context, my presentation will give an account of the use of the 'Moodle Database Activity' as a simple self-assessment and triage, programmatic feedback framework. The 'Moodle Database activity' is a semi-flexible 'in' VLE 'small' scale development environment that can combine; html templates, cascading style sheets (CSS), JavaScript and database field entry.

## Time:

11:25 to 11:55

## Location:

Welcome Centre Lecture Theatre 4

# 2.c. Addressing the Ethnicity Awarding Gap for Students in Higher Education: Findings and Recommendations from a Lancaster University Research Project

## Presenters:

Nafisa Baba-Ahmed and Dr Sunita Abraham

## Chair:

Dr Sarah Robin

## Subtheme:

Closing the Awarding Gap

## Abstract:

In this presentation we aim to share the findings from a research project carried out in 2021-22 which was internal to Lancaster University (LU). Involving two staff and two doctoral colleagues, the research investigated the issues that Black, Asian and Ethnic Minority students face in Higher Education (HE) which affect their sense of belonging and educational outcomes. Through initial scoping of the extensive literature on educational outcomes, this study found that an "awarding gap" exists between white and Black, Asian and Minority Ethnic students not only at LU but across the other universities in the United Kingdom (UK). This gap is evident in the significant disparity in grades and other outcomes between these two groups of students, which has been noted for over 20 years. Black, Asian and Ethnic Minority students are more likely to drop out and less likely to achieve a 2.1/1st class degree, even after controlling for other factors such as prior attainment and social disadvantage. The varying degrees of the gap between providers highlights the role that universities can play to address it. Through gauging Black, Asian and Ethnic Minority student perspectives at the Bailrigg campus on a variety of topics including assessment and feedback, this study provides some insights and recommendations to address the awarding gap at LU.

## Time:

11:25 to 11:55

## Location:

Bowland North Seminar Room 6

# 2.d. Using standardisation approaches to support effective team marking

## Presenters:

Susan Armitage, Simon Allan, and Stephen Bulman

## Chair:

Dr Amanda Chapman

## Subtheme:

Marking and Feedback

## Abstract:

‘Calibration within the higher education sector is an approach that aims to ensure consistent standards for judging the quality of student work. A ‘calibrated’ academic is able to make grading judgments consistent with those of calibrated academics in other institutions across the UK. The aim of calibration is to achieve comparability of academic standards across institutions and stability of standards over time.’ (Bloxham, S., Reimann, N. and Rust, C. 2018)

Standardisation approaches aim to harness peer discussion in order to reach a common understanding of standards and thresholds among markers. It is a process of calibration conducted internally within an institutionally defined marking team, and is distinctive from moderation practices that typically take place at the end of the marking process. Standardisation practices are based on the whole team marking a sample of live or historic assessment artefacts in a semi structured environment, prior to the process of marking and moderating the full cohort.

This project explores the notion that a shift from moderation towards standardisation and calibration is a means to reduce variability in making standards judgments. (Sadler, 2013) It builds on research on related practices that offer some evidence of decreased variability, and indicate improved marker confidence in making reliable judgements about standards. (O’Connell et al, 2016)

There is also evidence to suggest that student involvement in standardisation exercises has the dual effect of achieving common understanding of standards amongst markers, and heightening students’ understanding about how standards judgements were being applied to their work, improving their confidence in the marking system. (Bamber, 2014)

Our investigations suggest similar benefits across a range of contexts. In this session we provide insights into several standardisation practices that are being used by colleagues at Lancaster University, and discuss the effects of such practices on:

• The robustness and transparency of marking decision making.

• Any reduction in variability or inconsistency in making standards judgements.

• Consistency relating to feedback and marking team practices.

• Staff and student assessment literacy pertaining to academic standards.

• The impact on overall marking and moderation workload.

## Time:

11:25 to 11:55

## Location:

Bowland North Seminar Room 10

# 2.e. In search of learning-focused feedback practices: a linguistic analysis of higher education feedback policy

## Presenter:

Joseph Arthur Davies

## Chair:

Dr Sandra Varey

## Subtheme:

Marking and Feedback

## Abstract:

Feedback can have one of the biggest positive influences on higher education learners. Despite this, teachers and students consistently report being dissatisfied with feedback. In response, there has been a theoretical shift in how feedback is conceptualised and discussed within the research literature. Older transmission-focused models have evolved into more learning-focused approaches. However, the extent to which higher education feedback policy, and subsequent practice, embrace such current thinking is unclear. This research adopted a corpus linguistics approach to analyse how the term ‘feedback’ was used within 50 UK higher education institutions’ feedback policy texts. Sketch Engine was used to analyse ‘feedback’ collocation frequencies. To investigate differences between research-intensive (Russell Group) and more teaching-focused (non-Russell Group) universities, separate corpora were also compiled and compared. Quantitative results showed that the most frequent feedback collocations related to outdated transmission-focused feedback practices. However, qualitative deductive thematic analysis found that many feedback policies did present learning-focused feedback practices despite using transmission-focused language. Feedback appears to mean different things to different higher education institutions which could lead to confusion for teachers and students. The research concludes by presenting key practical implications for practitioners involved in feedback policy design and enactment to improve practice.

## Time:

11:25 to 11:55

## Location:

Bowland North Seminar Room 20

# 3.a. Customised notepacks for formative assessment

## Presenters:

Mark Shackleton

## Chair:

Simon Allan

## Subtheme:

Academic Integrity

## Abstract:

I have developed customised individual notepacks (with inputs specific to each candidate). In conjunction with Moodle databases, I can capture (and give feedback/grades) on their formative work over the course of the term. I will demonstrate this and challenge the audience to change their own approach to "Edtech".

## Time:

12:00 to 12:30

## Location:

Welcome Centre Lecture Theatre 1

# 3.B. Generative AI: The Art of the Possible

## Presenter:

Brian Green

## Chair:

Phil Devine

## Subtheme:

Using AI in Assessment Design

## Abstract:

The rapid development of generative artificial intelligence (AI) has revolutionized numerous industries, from art and music to healthcare and finance. In this presentation, we will delve into the origins of generative AI and explore its remarkable capabilities.

We will explore the specific ways in which Lancaster University can leverage generative AI for its benefit. We will delve into various domains where generative AI can make a significant impact.

We will showcase and ideate with YOU on how generative AI could drive innovation, improve efficiency, and foster creativity within the university ecosystem.

## Time:

12:00 to 12:30

## Location:

Welcome Centre Lecture Theatre 4

# 3.c. SWaNS into Butterflies: The *Affirmative* and *Affective* in Assessment and Feedback Practices.

## Presenters:

Abdul Aziz Hafiz and Paula White

## Chair:

Dr Brett Bligh

## Subtheme:

Decolonisation of Assessment

## Abstract:

This paper proposal builds on previously published provocations/meditations on college-based HE - a site for the possibilities of prosociality, reciprocity, and solidaristic practices, in response to the circulatory patterns of precarity, and more broadly, neoliberal exclusion (Hafiz, 2017, 2018). In this paper, these ideas are extended through a consideration of decolonising teaching and learning practices, focusing on assessment and feedback (Fomunyam, 2019; Shain, Yıldız, Poku and Gokay, 2021; Lange, Reddy and Siseko, 2021: 173-200; Shahjahan, 2023). I draw from, and aim to contribute to practices consistent with ‘assessment for social justice’ (MacArthur, 2015; Darder, 2017). On the basis of a case study, this paper hopes to extend these values into an evaluation of assessment and feedback practices supported through the use of Academic Coaches. Such roles not only provide support, but also, the *translation* of feedback for students.

The existing literature on the role of Academic Coaches is limited, but does demonstrate divergent interpretations and ‘namings’ for these roles. Their impact has been evidenced in students’ metacognition outside the classroom (Howlett et al., 2021), student success on online programmes (Broussard and White-Jefferson, 2018) and persistence (Lehan, Hussey and Shriner, 2018). Regardless of the namings attached to these roles in supporting undergraduates outside of the classroom, these colleagues are essential to the effectiveness of assessment and feedback practices.

Morgan (2015) succinctly highlights the experiences of Foundation Degree to BA(Hons) top-up model students, who report ‘not being good enough’, ‘feeling guilty’ ‘not fitting in’ and ‘trying to balance it all’. Correspondingly, teachers are aroused with negative emotions associated with written summative feedback. These formal practices are deemed to distance them from their students, and while the affective encounter in dialogic feedforward is challenging, such practices are acknowledged as self-transformational (Hill et al., 2023). It is amid these tensions, contradictions and dilemmas that the Academic Coach is required to straddle the ‘ongoing power struggle between limited power, powerful relationships, and empowering preparation for the future’ (Warren, 2019). This hints to the potential elitism and power dynamics between ‘proper academics’ and support mentoring teams.

Using data collected from the imaginaries of teaching staff in college-based HE, our aim is to foreground assessment and feedback practices in the lived experiences and auto-ethnographic accounts of Academic Coaches and their mentees.

## Time:

12:00 to 12:30

## Location:

Bowland North Seminar Room 6

# 3.D. Belonging through Assessment: Pipelines of Compassion

## Presenter:

Vikki Hill

## Chair:

Dr Brett Bligh

## Subtheme:

Inclusive Assessment and Feedback

## Abstract:

In February 2021, colleagues from University of the Arts London (UAL), Leeds Arts University (LAU) and Glasgow School of Art (GSA) secured funding for the 2-year QAA Collaborative Enhancement Project – Belonging through assessment: Pipelines of compassion. The project began against the backdrop of the pandemic as the team identified shifts in assessment practices across the three participating arts institutions. This offered an opportunity to further our work, in collaboration, to address social justice, belonging and inclusion through compassion. The project aimed to:

1. Identify areas of enhancement in assessment policies and practices to promote student sense of belonging and tackle issues of social justice.

2. Link this relational work with attainment gap/awarding differentials agendas in the creative arts.

3. Develop collaborative, dialogic, polyvocal and affective resources for staff development across the HE sector.

Three research strands emerged from themes relevant to our own institutional priorities, mutually informing the project and institutional practice and policy. These were pass/fail grading, trauma-informed policy and compassionate feedback.

In this presentation, project lead Vikki Hill will offer an overview of the three research strands, reflect on learnings from the project and share resources that have been produced to support the development of compassionate assessment pedagogies, practices and policies across the higher education sector.

Access the digital book, podcasts, website and prompt sheet here: https://www.qaa.ac.uk//en/membership/collaborative-enhancement-projects/assessment/belonging-through-assessment-pipelines-of-compassion

## Time:

12:00 to 12:30

## Location:

Bowland North Seminar Room 10

# 3.e. Creativity in assessment and feedback - lessons to learn from our students, and from one another

## Presenter:

Alison Montague

## Chair:

Dr Amanda Chapman

## Subtheme:

Creative Approaches to Assessment and Feedback

## Abstract:

From the list of areas of interest suggested for this year’s Conference, for me the word ‘creativity’ in particular leapt from the page; and to fuse creativity with the notion of assessment and feedback I find especially appealing. Reading the two words together within the same sentence suggests that this combination is not only ‘allowed’ but desirable, despite the sometimes suffocating, target-driven ethos of accountability in which we work.

In my presentation I will a) outline some basic premises to do with assessment theory and practice and b) build on these to support the idea that we can be creative in the ways we assess our students by taking inspiration from the students themselves. Creativity can also be used in how we assess and evaluate fellow practitioners. Peer observation of Teaching is a form of assessment: I propose we rethink, creatively, traditional models associated with PoT.

I will begin by raising the profile of specific factors considered essential to any learning environment; I will then challenge, or perhaps defend, some of the claims we make to our students about assessment and feedback; I will then suggest some ways in which all teachers can be persuaded to be creative in their thinking, if not in their actions; and I will end by suggesting that creativity can have positive, if not transformational impact not just on our students but on our own practice and Continuing Professional Development.

## Time:

12:00 to 12:30

## Location:

Bowland North Seminar Room 20

# 4.a. ‘Try your best, one assignment doesn’t define you’ - Insights on assessment and feedback from widening participation students in the Law School

## Presenters:

Alice Mills, Joe Price, Tina McKee, Gina Collins, Claire Fitzpatrick, and Georgina Firth

## Chair:

Abdul Aziz Hafiz

## Subtheme:

Inclusive Assessment

## Abstract:

Widening participation (WP) students are from backgrounds, or groups, that are often under-represented in higher education. In the current policy climate, characterised by austerity and a cost-of-living crisis, efforts to improve support for WP students are arguably more important than ever.

Whilst there exist many successful recruitment initiatives supporting access to university education for WP students, there remains scope to enhance WP student success once they start their studies. Sadly, there are established awarding gaps in the university sector reflecting differences in attainment for some groups of WP students (Universities UK, 2022). One significant challenge is that assessment design, instructions, and feedback may be framed in ways that are less accessible for some WP students than for non-WP students.

This presentation will outline the initial findings from the first stage of the ‘Law School Widening Participation Project’, which aims to explore the experiences of current WP students through an ethically approved empirical study. The initial findings have shown barriers for WP students in assessment and feedback practices, notably specific difficulties around the transition to in-person exams post-COVID and language barriers for international students in academic writing and subsequent feedback. The experiences of WP students more widely have also demonstrated impact on completing assessments to the best of their ability. These initial findings will inform ongoing initiatives in the Law School to develop inclusive assessments and assessment literacy. By listening to the perspectives of our WP students, we hope to not only share, but learn from their insights.

## Time:

10:40 to 11:10

## Location:

Welcome Centre Lecture Theatre 1

# 4.b. Skills 'teaching' in an HEI context: creating classroom cultures of worth, safety and fun!

## Presenters:

Laura Somerville and Jane Pye

## Chair:

Dr Sunita Abraham

## Subtheme:

Marking and Feedback

## Abstract:

It is usually a requirement that professionally accredited HE programmes prepare students for the career they are likely to pursue on successful completion of their degree. Social work is no different to other qualifying courses in this respect. University-based social work programmes in the UK all involve assessed practice placements which include the expectation that students can demonstrate knowledge, skills and values in practice that they have learnt in the classroom context. Although social work as a profession does not state exactly what skills students should have on qualification, or how these skills should be taught, there is a growing recognition that students should have opportunities to practise skills experientially in the classroom before embarking on their assessed placements. Social work educators have a responsibility to support students to develop skills which will enable their practice to be fulfilling and successful. This presentation will aim to share some insights into how such skills ‘teaching’ can be done in a way that feels worthwhile, safe and fun for students.

## Time:

10:40 to 11:10

## Location:

Welcome Centre Lecture Theatre 4

# 4.c. Innovative assessment methods for studio-based design modules

## Presenter:

Dr Chaoran Wang

## Chair:

Phil Devine

## Subtheme:

Academic Integrity

## Abstract:

Assessment as a means evaluation or appraisal, has in fact been in use in almost all of the subjects as part of the curriculum design. The choice of the assessment approach is due to the nature of the subject and its reflection of the module aims. Design as an inter-disciplinary subject, usually reflects culture and social issues that occurs in lifestyle, aesthetics, economics, and technology has been developed from practice over a hundred years. There are 8 types of assessment methods in art and design education. In which course work, project and portfolio have been chosen to assess studio-based modules in Lancaster University. For example, the assessment of Lica 243: Design Interaction: Material is 100% course work, including 2 annotated portfolios. However, 7 out of 28 submitted portfolios were found to have plagiarism. Which indicated that portfolios may not be the best approach to assess studio-based design works. This paper explores novel assessment methods by identifying the assessment methods in studio-based modules in other subjects and their fulfilments in design subjects. The possibility of curriculum development and the influence on department policy is thus the focus of attention. An insight into the assessment methodology for design studio-based course is thus provided.

## Time:

10:40 to 11:10

## Location:

Bowland North Seminar Room 6

# 4.d. Groupwork and oral exams

## Presenter:

Mark MacDonald

## Chair:

Susan Armitage

## Subtheme:

Using AI in Assessment Design

## Abstract:

In this talk I will focus on two assessment types which develop important employability skills (and will continue to do so even after AI replaces the bulk of human labour): groupwork and oral exams (vivas). In Maths and Stats we currently have very little of either of these. Nevertheless, in this talk I intend to describe the experience of 40 groups in a large (~200) core Year 2 maths module, based on my reading of the individual student reflections about their groups. I will explain why those reflections convinced me of the importance of groupwork, and the changes they have prompted me to pursue regarding the groupwork provision across our curriculum.

Although somewhat provisional, I also will touch on our plans to introduce some oral exams across our curriculum. Oral exams have the potential to develop important skills which we don't develop elsewhere, and they are arguably one of the most "authentic" forms of assessment for many professions. Although there has been interest in introducing oral exams into large undergraduate modules in the past, the administrative burden together with the risk of increased workload have prevented it. The alarming AI developments are now pushing us to accept those risks, given our desire to ensure the integrity of our assessments, and in particular the assessment of substantial projects.

These changes should be considered ongoing, so I would warmly welcome any comments or suggestions from colleagues, both during the talk and also afterwards.

## Time:

10:40 to 11:10

## Location:

Bowland North Seminar Room 10

# 4.e. Generative AI: the new calibration floor for assessment

## Presenter:

Paul Dempster

## Chair:

Dr Sarah Robin

## Subtheme:

Using AI in Assessment Design

## Abstract:

Discussion on the place of generative AI in assessment has escalated significantly with the latest generation of such tools like chatGPT, Copilot, and Stable Diffusion. However, education doesn’t take place in a vacuum. These tools are already being used by some companies in industry and they are expected to be widespread in a relatively short period of time. This has resulted in companies, applicants, and academics asking how generative AI is built into courses and taught, so that students graduate with the skills to use these tools in jobs. This, of course, then feeds back into the discussion of assessment and how to integrate the use of these tools to assess at different cognitive levels and how to prevent them being used when not appropriate. This speaker takes a deliberately provocative position – AI should be the new zero-point in the marking scale. If you can’t do better than what an AI can trivially generate then it’s not worth any marks because you are not adding any value to future research or employment. Being able to generate original work, or advanced prompt engineering, or modification of AI output is worth marks, but neither source (brain or AI) is a privileged origin over another. Such a change could also significantly increase the failure rate of current H.E. students – is that a problem if they are no better than a machine?

(This is an audience debate session; 5-10 minutes of introduction then the rest of the time will be discussion).

## Time:

10:40 to 11:10

## Location:

Bowland North Seminar Room 20

# 5.a. and 6.a. ChatGPT: knit me a duck!

## Presenters:

Pam Pickles and Rachael Sterrett

## Chair:

Dr Sandra Varey

## Subtheme:

Using AI in Assessment Design

## Abstract:

What happens when you ask ChatGPT to design a knitting pattern? This session considers the possibilities and limitations of Generative AI when asked to do a creative activity. We will showcase the variety and range of a number of ChatGPT generated ‘ducks’.

## Time:

11:15 to 12:20

## Location:

Welcome Centre Lecture Theatre 1

# 5.b. Feedback to feedforward: How to build assessment literacy using video examples.

## Presenter:

Dr Jenni Carter

## Chair:

Dr Amanda Chapman

## Subtheme:

Assessment and Feedback Literacy

## Abstract:

Feedforward is more important to students than feedback but is often not possible to provide in advance of submissions (Hendry, White and Herbert, 2016), especially for non-traditional assignments that they may not have engaged with before. This leaves students unclear on how to achieve well and how to utilise their feedback once they do receive it. To improve student assessment and feedback literacy, exemplars are often used before-task (To & Liu, 2018).

Given that students value more from hearing the marker’s perspective than they do from attempting to mark a previous submission themselves (Hendry, White and Herbert, 2016), my exemplar videos have been a hit. This presentation will explore the innovative use of ‘guided tour’ videos, developed to share with students examples of written assignments and their associated feedback and explicitly differentiate the marker’s expectations at each grade point. The videos provide a timely and pre-emptive opportunity for task and marking clarification (Sadler, Reimann and Sambell, 2023).

While instructional videos are commonly used for teaching (Dunne et al, 2020), there is little acknowledgement of how they can be used to support assessment and feedback literacy through examples beyond skills-based examination (e.g., Massey et al, 2017). By sharing this part of my practice, I hope to inspire and encourage others to consider such effective and efficient methods of supporting students. From the questions and feedback, I plan to take on board ideas to further improve the content and accessibility of my videos.

## Time:

11:15 to 11:45

## Location:

Welcome Centre Lecture Theatre 4

# 5.c. Thinking like a lawyer: Using novel forms of assessment to close the Law student skills gap

## Presenters:

Sadie Whittam, Tina McKee, Kathryn Saban and Ben Mayfield

## Chair:

Susan Armitage

## Subtheme:

Creative Approaches to Assessment and Feedback

## Abstract:

Law students and the legal profession increasingly expect that a legal education will transcend teaching students the letter of the law and will equip students with key employability skills. However, traditional methods of assessment in Law test only a narrow spectrum of the skills that law students will require upon entry into the profession (Schultz and Zedeck, 2008). The researchers have conducted an ethics-approved study to examine: (1) the skills that are currently taught and assessed in an undergraduate law degree; and (2) the views of key stakeholders, such as students and employers, regarding the skills that should be taught and assessed in an undergraduate law degree. Drawing on the initial results of their research, the presenters explore the potential for creative forms of assessment to close the skills gap in legal education.

## Time:

11:15 to 11:45

## Location:

Bowland North Seminar Room 6

# 5.d. Seeking authentic and positive change: using reciprocal mentoring to rethink ethnicity awarding gaps

## Presenter:

Dr Sarah Robin, Dr Elizabeth Caldwell and Ruqayyah Jhanji

## Chair:

Dr Ruth Mewis

## Subtheme:

Closing the Awarding Gap

## Abstract:

In 2022, 4 Learning Developers were awarded Widening Participation funding to launch a new reciprocal mentoring project. This project sought to better understand Lancaster’s ethnicity awarding gap and to contribute toward positive change. At its heart, the project has paired students from ethnic minority backgrounds with white teaching staff at Lancaster, Bailrigg campus. The two parties have mentored each other; they have shared learning experiences and are now moving towards practical and positive teaching interventions to address the awarding gap.

In this paper, we will present findings from the pilot year of this project. These will include students’ perceptions on the ethnicity awarding gap, gained through a series of focus groups. We will also explore initial reflections from the students and staff who have been part of the project, including ideas and recommendations for positive and inclusive change.

## Time:

11:15 to 11:45

## Location:

Bowland North Seminar Room 10

# 5.e. and 6.e. Assessment, Independent Study and AI: the view from the international Lancaster-award campuses.

## Presenters:

Dr Chris Longman plus other members of the APEX network from LU's international partners.

## Chair:

Dr Chris Longman

## Subtheme:

Academic Integrity

## Abstract:

Advanced Practice Exchange (APEX) is a newly established network for staff at Lancaster and the International Campuses in Malaysia, Ghana, China and Germany to work together on salient educational issues. The network provides opportunities for staff to engage with and support each other in the exploration of ways to enhance student learning on Lancaster-award programmes, wherever they are taught. In its first year of operation APEX colleagues are exploring connections between students’ independent learning and assessment, and how artificial intelligence (AI) is impacting on their learning and studies. Data are being collected from both staff and students via events, surveys, and focus groups. Preliminary results will be presented at the Education Conference, giving a snapshot of perspectives from across the international Lancaster-award campus network.

## Time:

11:15 to 12:20

## Location:

Bowland North Seminar Room 20

# 6.b. Disrupting a final exam with poetry: Collective reflections from students and the lecturer.

## Presenters:

Felipe Sánchez, Marco Anabalón, Manuela Atria and Agustina Duarte

## Chair:

Dr Sunita Abraham

## Subtheme:

Creative Approaches to Assessment and Feedback

## Abstract:

In a Learning and Development Psychology module at a Chilean University, a disruptive and collective exam was carried out, where extracts from poems were presented for analysis and discussion in small groups. The exam consisted of analysing and commenting on different poems related to education. The discussion was carried out collectively by students and teachers through contemplative reading. The evaluation was designed to encourage students to apply the concepts built throughout the sessions, connect them with a poem, and reflect on them collectively.

After the term concluded, the lecturer invited three students from the module to reflect on the experience of going through this innovative form of assessment. The aim was to write a paper where this experience could be shared taking into consideration not only the viewpoint of the lecturer but also articulating a common perspective with some former students. In the present submission for the 2023 Education Conference, we want to share our assessment and the reflections we carried out collectively afterwards taking from such a paper.

Overall, the broad conclusions that we drew from the exam were that this evaluation in particular was not perceived as focused on content, but on the creation of new knowledge in the context of and thanks to the exam, which generated in itself a learning experience outside the comfort zone of the students. This assessment was found to have great pedagogical value, as it allowed students to personally engage with the text and construct new knowledge through collective dialogue and reflection.

## Time:

11:50 to 12:20

## Location:

Welcome Centre Lecture Theatre 4

# 6.c. Generative AI: The Art of the Possible

## Presenter:

Brian Green

## Chair:

Phil Devine

## Subtheme:

Using AI in Assessment Design

## Abstract:

The rapid development of generative artificial intelligence (AI) has revolutionized numerous industries, from art and music to healthcare and finance. In this presentation, we will delve into the origins of generative AI and explore its remarkable capabilities.

We will explore the specific ways in which Lancaster University can leverage generative AI for its benefit. We will delve into various domains where generative AI can make a significant impact.

We will showcase and ideate with YOU on how generative AI could drive innovation, improve efficiency, and foster creativity within the university ecosystem.

## Time:

11:50 to 12:20

## Location:

Bowland North Seminar Room 6

# 6.d. Showcasing Street Law: Students taking the lead on formative feedback

## Presenters:

Kathryn Saban, Francesca Jackson and Nadia Patel

## Chair:

Abdul Aziz Hafiz

## Subtheme:

Marking and Feedback

## Abstract:

The value of formative feedback in Higher Education is well-documented, with many authors arguing that providing students with opportunities to receive formative feedback is the single most beneficial thing that tutors can do for their students. This paper will draw on both student and staff perspectives of introducing student led group meetings into a ‘Street Law’ module, in order to offer students formative feedback.

Street Law is an engagement focused module. Working in teams, Street Law students research, design and deliver interactive presentations to members of the public. In order to ensure that students are prepared and feel confident to deliver their presentations, a high level of tutor feedback is required. To facilitate this, we have introduced student led group meetings into our workshops.

Each week a different student is allocated the meeting ‘leader’. The ‘leader’ then provides the tutor with an update on progress, and identifies areas of their group’s work where feedback is required. This method of offering feedback ensures authenticity, by simulating how meetings might be held in the professional workplace.

This session aims to: (1) briefly explain the benefits of an engagement focused module like Street Law (2) explain the benefits and challenges of student led team meetings as a method of delivering formative feedback (3) hear reflections from two postgraduate law students; and (4) provide practical tips about how to utilise this method of feedback in other modules.

## Time:

11:50 to 12:20

## Location:

Bowland North Seminar Room 10