UNIVERSITY OF
LIVERPOOL

Centre for
Innovation
in Education
Support | Engage | Innovate

Learning and Teaching Conference 2023

Reassessing Assessment

Conference
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LEARNING & TEACHING CONFERENCE

Conference
Schedule

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Conference Schedule

LEARNING & TEACHING CONFERENCE

09:00 - 9:30	|	Arrival & Registration
09:30 - 10:30	|	Keynote Presentation
10:30 - 11:00	|	Break
11:00 -11:45	|	Ignite Sessions
11:45 - 12:30	|	Workshops
12:30 - 14:00	|	Lunch
14:00 - 14:45	|	Roundtable Discussions
14:45 - End	|	Social

Conference Keynote Speaker

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Conference keynote Speaker

LEARNING & TEACHING CONFERENCE

Joanna Tai is Senior Research Fellow at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University. Her research interests include student experiences of learning and assessment from university to the workplace, peer learning, feedback and assessment literacy, developing capacity for evaluative judgement, and research synthesis.

Joanna is a Senior Fellow of the Higher Education Academy, co-convenor of the Australian Association for Research in Education (AARE) Assessment and Measurement SIG, and is Treasurer for the Australian and New Zealand Association for Health Professions Education. Her doctoral work won the Association for Medical Education Europe (AMEE) inaugural PhD prize in 2016. She has a background in medicine and health professions education.

Conference Ignite Sessions

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Conference Ignite Sessions

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Ignite sessions are a quick-fire way of delivering a presentation.

An Ignite session framework allows presenters to think creatively about the way they present their material so that they remain coherent, concise and focused. It also helps audiences to easily follow and understand the concept without losing their thread or attention.

Parallel 1

Collaborative Group Work for Individual Assessment

This presentation discusses the use of a collaborative approach for an individual assessment, where students did a group project and presentation, but were assessed on individual reflective logs.

Peer assessment that works and is fair

This session addresses how peer assessment can be used to reduce a huge marking load to a manageable one, without exposing students to unfair appraisal by their peers. It describes an experiment in requiring students to assess each other's work within supportive teams, but assessing students on an example of the feedback they gave and an evidenced reflection on what they learned about critical analysis from the process of being assessors.

Writing inclusive marking rubrics

This presentation discusses the need to modify marking rubrics to make them more inclusive for students with additional needs and those with English as an additional language. The presenters collaborated with the Department Disability Coordinator and several students with support plans to identify the best way forward, and searched the literature for existing rubrics that were considered inclusive.

Parallel 2

Supporting students throughout the feedback cycle

This session uses a qualitative research study to explore student engagement, attitudes, and feelings towards peer review within the assessment and feedback cycle. It discusses a scaffolding approach used to introduce peer review with distinct stages embedded within teaching and critically explores the findings from the study.

(Not so) Constrained optimisation assessment

This session describes an assessment introduced into the maths module 'Operational Research' that differs from a traditional problem-sheet in several ways, such as allowing students to work in pairs, selecting an article of their choice from the magazine 'Impact' to set the real-world context for their work, and giving and receiving peer feedback on their work.

Creative Consultants: Portfolios and their Potentials for Problem-Based Learning

This session discusses the value of portfolios as authentic assessments and collaboration in learning, focusing on an alternative dissertation module that works cross-faculty with Engineering students.

Parallel 3

Making Space in the Curriculum: Reflective Practice for Personal and Professional Development

This presentation introduces the successes and lessons learned from embedding reflective-based assessment into the first-year law curriculum. It discusses an assessed Personal and Professional Portfolio for students in year 1, which facilitates and encourages students' agency to adopt a proactive and self-managed approach to their own professional development, with support from their Academic Advisor.

Analytics for Assessment Design

This session describes how detailed analytics available with the Matlab Grader tool in Canvas for the School of Engineering introductory programming course were used to evaluate and adapt coursework assessments.

School of Medicine: Our Journey to Fairer Assessment

This presentation discusses the evolution of the School of Medicine's programme of assessment to make high-stakes decisions as fair as possible for a large student cohort. The school has implemented sequential testing in both clinical and knowledge testing, and supported remediation when students fail.

Parallel 4

Designing a Fair Authentic Assessment

This session discusses how the Law Clinic assessment includes a reflection of the access to justice issues raised by the cases and an advice letter to a client and addresses transparency around the assessed letter, which can be difficult.

Joint Faculty design: creating an authentic 60 credit module for MSc Healthcare Leadership

This presentation discusses the joint design of an assessment dissertation module for the MSc Healthcare Leadership programme by the Schools of Management and Medicine. The module is assessed by a poster, an individual presentation and a written assessment in the format of an academic paper, based around students' chosen healthcare leadership issue at work.

Merging assessment and feedback: new format for inclusive workshops

This session introduces an alternative approach to workshops that includes elements of group work and student interaction but keeps the possibility for individual assessment of student learning, with immediate feedback delivered to each student.

Parallel 5

PebblePad e-portfolio

This presentation discusses the use of PebblePad within the physiotherapy programme to provide authentic assessment of students' CPD portfolios. A bespoke workbook has been created to provide a structure where students can assess their learning needs, plan their development and reflect upon key aspects of personal development.

Revision for exam by self-assessment

This session discusses an interactive tool developed to aid students in revising by self-assessment, which provides basic information at different levels, from short hints to the full description of the subject relevant to the question, and provides feedback to students if they answer incorrectly.

Conference
Workshop Sessions

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Conference Workshop Sessions

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Workshops are participative and interactive in nature, in them participants will work actively together towards a particular objective, whilst learning something new.

Activities will prompt reflection and provide participants with an experience that is conducive to development of new knowledge, or understanding of and approaches towards an issue.

It's debateable

This workshop discusses the use of assessed formal debates to develop evidence-based critical scholars and interpersonal communication skills while engaging students in an immersive learning team setting. It emphasizes the benefits of debates in improving critical thinking, public speaking, negotiation, active listening, collaboration, and argumentation skills.

Enterprise in the Life Sciences - A case study of the role of Enterprise Education in enhancing Student Employability and Success

This workshop presents the Enterprise in the Life Sciences initiative, which is designed and delivered in collaboration with employer partners to provide students with the opportunity to work in teams to generate ideas to address real-world challenges facing individual industries and/ or the Life Sciences sector more widely. It also highlights the positive impact of this initiative on the development of students' employability skills and other employability enhancing outcomes.

Creating Escape Rooms

This workshop focuses on the pedagogical benefits and alternative assessment of using education escape rooms, combining active, problem-based, and collaborative learning to provide an immersive learning experience that promotes deeper learning and the development of interpersonal skills.

Using Adaptive Comparative Judgment to Enhance Learning and Assessment

This workshop demonstrates the use of RM Compare, an innovative piece of educational software that utilises Adaptive Comparative Judgment (ACJ) to facilitate peer learning and assessment activities. It also explores how this software could be used in other areas and discusses developing best practices in its use.

Implementation of School Wide Marking Descriptors

This workshop discusses the development of new marking descriptors for all clinical disciplines from level 4 to level 7, with clear, consistent, helpful, and unambiguous language throughout. The descriptors align with the CoPA and QAA and demonstrate to students how their marks are awarded.
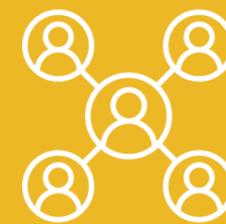
Conference Roundtable

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Conference Roundtable

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Roundtables will be held in a seminar-like format where participants are invited to discuss a topic, issue, approach, or piece of new research tabled by a presenter or group of presenters. The presenter will outline the framework of the topic for discussion for between 5 and 10 minutes, and an independent moderator will then invite contributions from the rest of the group to discuss what has been presented

The bright and dark side of "Feeding-Forward"

This roundtable discussion focuses on the concept of "feed-forward" and explores the avenues, methods, and techniques educators can utilize to provide extensive feed-forward and help students succeed in their assessments before their final submission. The discussion also explores how much feed-forward is enough and the threshold after which the educators may impose their personal views on how the submitted assessment should look like. The discussion also considers the issue of how to support students in demonstrating the knowledge they gained in the module and meeting the learning outcomes.

Does our own fear influence what assessments we choose, and can we allow for student strengths and weaknesses across an assessment diet?

The session will explore the ways in which an educator's fear or aversion to a particular assessment format may influence the choice of assessment methods. It will also discuss how the drive towards full inclusivity may reduce the opportunity for individual students to demonstrate particular strengths, and how to overcome these barriers. The presenter will use their own experience with a new assessment idea as an example. The session will offer strategies for finding ways to deal with impeding beliefs and allowing for individual student strengths and weaknesses across a whole assessment diet.

Oral Exams. Back to the future?

Written submissions have entered a new zone of uncertainty due to the development of AI technology. It is already known that many students across the globe are using ChatGPT and other platforms to 'enhance' their work.

We will have a presentation form Teodora Manea on their undergraduate exams from a different culture and she will propose a model and to discuss its feasibility, merits, and possible limitations. From then we will have an open discussion on assessment and exams.

Conference Lunch Time Displays

06

Conference Lunch Time Displays

LEARNING & TEACHING CONFERENCE

There will be an opportunity over lunch to engage and network with staff from across the University as well as meet members of the Centre for Innovation in Education. There will be some hands on demonstrations as well slideshows and posters.

Conference posters will be displayed in 502 and are there to start a debate, raise awareness of an issue and highlight the work of University colleagues. This is an opportunity to view staff projects or research taking place across campus.

Is practical laboratory teaching in life sciences impractical for autistic undergraduates? Development of gold standards for accessibility

This poster presents an analysis of the considerable barriers that laboratory classes present for autistic students and suggests a series of gold standards for accessibility of laboratory teaching for autistic students. The focus is on reducing overload caused by social interaction, group work requirements and the sensory environment, and supporting student preparedness and executive function skills. Designing classes to be accessible from the outset and proactively discussing their needs with autistic students is vital for accessible teaching and a sense of being valued in the academic community.

How much testing is too much? An investigation in the effect of MCQs and revision sessions on the recall of immunology knowledge in Vet students

This poster investigates whether changes made to the delivery and structure of second-year immunology lectures to Veterinary students had an impact on knowledge recall in a formative exam setting, by comparing data from the 2021 and 2022 cohort. The changes included incorporating regular MCQs and revision sessions but no content change. The study aims to provide both qualitative and quantitative data to confirm the effectiveness of the techniques employed and enhance student engagement with formative assessments.
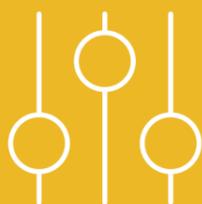
Embedding technical tools in lab reporting and assessment: chemistry experience

This poster illustrates how modern electronic equipment and software can empower practical lab experience, particularly concerning lab report preparation. The use of modern electronic laboratory notebooks supported with electronic data processing can bring major advantages to stakeholders, such as giving students the possibility to learn a new employability-driven skill, essential for their future employment. It also opens up a possibility for a new way of assessing lab performance.

Interdisciplinary analytical techniques to empower lab provision and teaching

This poster shows how new analytical techniques and instrumentation available in the CTL and Chemistry Department can be used across physical sciences and beyond to empower lab activities. Many of those can be operated by students themselves with minimal staff intervention, creating unique opportunities for learners.

(Satisfying) Feedback Matters: Student Perspectives Regarding Feedback in a Higher Education Setting

This poster presents a research project that focuses on the importance of feedback and perceptions and experiences linked with assessment and feedback, from reviewing relevant literature regarding assessment feedback in a higher education context. It also highlights insights from primary research conducted with undergraduate students with experience of Marketing module(s). The aim is to identify effective feedback that is satisfying and engaging for students, transform feedback practices, and enhance student satisfaction.

Can enabling students to give personalized feedback to their clinical teachers have an impact on teaching and student learning?

This poster demonstrates how the School of Dentistry is exploring a system of students and staff as co-partners, which can support learning. The poster provides opinion from learners and their teachers on how they perceive the current process of staff-student feedback mechanisms being used in the School. The results will focus on both quantitative and qualitative responses from all staff and student respondents from the School of Dentistry.

Developing bespoke feedback interfaces to support student development

This poster showcases how the School of Dentistry has developed customized online feedback interfaces to enable students to obtain granular feedback information on learning outcome attainment. The poster highlights the benefits of these interfaces and how they have enhanced the academic advising process. The School is also planning to develop future enhancements to identify persistent learning outcome attainment gaps and present this data to students in the most informative way. This will ensure that students receive the necessary support to close these gaps and achieve their academic goals.

From Exams to Assignments: towards a more authentic assessment in the Science of Radiotherapy

The School of Health Sciences in Science of Radiotherapy has found assignment style assessments to be more effective than timed exams. Due to the pandemic, the school had to switch to online scheduled exams, but instead opted for assignment style assessments that test relevant knowledge and understanding through real, detailed, and relevant clinical scenarios. This approach requires students to go beyond reproducing class materials to demonstrate a depth of understanding and connectedness from various parts of the syllabus, and in the more advanced modules, bring significant critique and critical appraisal skills from course materials and peer-reviewed evidence base. This approach has been well received, and the poster will demonstrate the approach, structure, style, and results from the last three years.

Conference
Slideshows

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Conference Slideshows

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Slideshows will be displayed on screens in 502 and will be a summary of University staff research or projects.

SCOWT – Student-Centred Online Workload Simulation Tool

This presentation discusses the ongoing development of an online tool, SCOWT, which models and evaluates student workload and effort across the academic year.

Investigate the impact of feedback on dental clinical undergraduate behaviour

This presentation focuses on the impact of feedback on the behaviour of undergraduate dental students. The researchers explored the perceptions of 21 participants regarding the use of LiftUpp feedback for tracking clinical development, identifying themes such as the need for consistency of feedback and additional staff and student training.

Let the students advise: partnership with students to define assessment and marking rubrics

This presentation showcases how three Year 2 History students and a tutor have been working on designing a potential core module for Year 2 History. It highlights their approach to dealing with assessment and their thoughts on how to formulate tasks and assessments that are useful, clear, and fair as ways of allocating grades.

Using dialogical feedback within a high-pressure authentic assessment: developing horse racing industry executives

This presentation explores the development of an authentic assessment based on a simulated television interview with a racing journalist in the Developing as a Horseracing Industries Executive module.

Learning from Student Experience with Assessed Group Work

This presentation evaluates the group work assessment in the Yr3 UG ORTH334 Orthoptics module using surveys and interviews

Adapting the curriculum to advanced AI tools

This presentation proposes adapting the curriculum to embrace advanced AI tools like ChatGPT, delivering learning activities and assessments that encourage their use. It suggests re-evaluating continuous assessment to shift toward more meaningful and authentic assessments that capture learning, understanding, skills, reflection, and evaluating processes as well as outcomes.

Object-based learning and the Land Law Dioramas Project:

This display showcases object-based learning and land law teaching on the LL.B. degree, discussing how the land law teaching team has been re-designing the land law course to add an object-based approach to land law learning, with the use of land law dioramas and other physical objects.

Conference Pre-recorded Videos

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Conference Pre-recorded Videos

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Pre-recorded videos will be available via the Learning & Teaching Conference MS Teams Space. This will include submissions from staff as well information about recent award winners and CIE Innovation Fund awardees.

Reflecting on an Authentic Assessment with global impact

This presentation reflects upon the local and global impact of an authentic assessment introduced to a module in 2021/22. The presentation describes the unique opportunity for students to engage in a global project and investigate global citizenship through gendered city design. The presentation also describes how the assessment activities encouraged students to think about intersectionality as a means of decolonising the module and internationalising and diversifying the module. The presentation concludes with some reflections on how the success of this authentic assessment is now being developed as a transferable practice resulting in cross-disciplinary and cross-faculty collaboration.
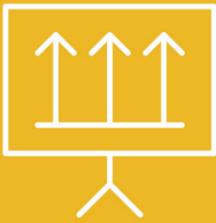
Innovations in Authentic Assessment and Formative

Feedback on the Online MBA Summary: The presentation showcases assessment innovations within the newly relaunched fully-online, part-time MBA program, designed with authentic assessment and formative feedback in mind. The Formative Feedback Journal, a blog tool that acts as a reminder for feedback and encourages student response, is highlighted, as well as other innovative and authentic assessments such as a slide-deck report and a Thought Leadership article. The presentation also shares the positive feedback and average student satisfaction received for these innovations.

Presenter Credits

Please see below for the list of presenters and contributors to the Learning and Teahcing Conference 2023.

Dr Gemma Ahearne	MattHew Cripps
Dr Ed Horowicz	Mr Elliot Adderton
Matt Jones	Revd Canon Dr Mike Kirby
Jessica Banks	Mrs Kerrie-Anne Calder
Edwina Rushe	Lisa Day
Naser Sedghi	Dr Catherine Queen
Eli Saetnan	Karin Mueller
Laura Corner	Gita Sedghi
John Tribe	Dr Danai Christopoulou
Helenor Birt	Waleed Al-Nuaimy
Lucy Yeatman	Leigh Ann Randell
Diana Jeater	Luke Lanigan
Laura Bonnett	Grace Thomas
Bee (Deborah) Collier	Eleanor Headdock
Viktoria Goddard	Dr. Susan Minten
Amanda Deaves	Neil Coster
Dr Jennifer Johnson	Louise Allen
Susan Buttress	Ashli Warburton, Joanne Adeoye
Teodora Manea	Tony Topping
Marie Orr	Matt Murphy (school of engineering)
Kate Hammond	Lib Golding
Richard Urbanowicz	Jennifer Delaney
Konstantin Luzyanin	Gemma Wattret
Sarah Gare	Jen Foden
Richard Roberts	Dominique Price
Rachel Spence	Dr Denise Preece
Phillip Brown	Michelle Da Silva Willis
Professor Luke Dawson	

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