

Boyd, Pete ORCID: <https://orcid.org/0000-0002-2234-3595> (2022) Publishing your research into assessment in higher education: strategies, style, substance. In: Assessment in Higher Education (AHE) Conference, 22-24 June 2022, Manchester, UK. (Unpublished)

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INTERNATIONAL ASSESSMENT IN HIGHER EDUCATION CONFERENCE

**22-24 June 2022
Manchester, UK**



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issues. By adopting a simple framework of 'justice, equality, diversity and inclusion', we will explore how assessment practices can positively respond to calls for decolonisation of the curriculum and a more compassionate pedagogy, whilst also challenging the 'forces' of systemic bias, structural inequality, exclusion and marginalisation. By sharing practices of how we foster diversity, and embed student partnership, choice, accessibility (and kindness) into our assessment it is hoped that workshop participants feel able to move one step closer to becoming 'JEDI masters' of inclusive assessment.

Biography

Sally is Professor of Business Education and Vice Dean (Education) at King's Business School, King's College London. Sally is also the Academic Lead for Inclusive Education for King's College London. Sally was previously the Deputy Dean for the Business School at Anglia Ruskin University (2013 – 2018) and Chair of their inclusive working group. Sally is a National Teaching Fellow (2017), Principal Fellow of the Higher Education Academy (2013), Collaborative Award for Teaching Excellence award holder (2016) and is the Equality Officer for the Association of National Teaching Fellows. Sally is a member of the Chartered Association of Business School's Race Equality Working Group and their Equality and Diversity Committee. Before her role at Anglia Ruskin University, Sally was the Head of Department for tourism, events and marketing at the University of Bedfordshire. Sally has published widely on inclusive education, student employability, diversity, and on the impacts of tourism.

Masterclass: Prof. Paul Kleiman (Room 7) 10:15 - 11:35 Wednesday, 22nd June, 2022

201 Negotiated Assessment: principles and practices

Paul Kleiman Ciel Associates, United Kingdom. Middlesex University, London, United Kingdom. Rose Bruford College, Sidcup, United Kingdom

Abstract

Negotiated assessment was developed as a way of ensuring that students were active agents in assessment rather than objects of assessment. Originally developed to meet the challenges of issues such as parity, equivalence and fairness in creative arts disciplines, negotiated assessment can be applied across a range of disciplines. Currently it is used by several programmes and a whole HE institution. In this masterclass workshop Paul Kleiman will describe the negotiated approach to assessment and will explore how it might be adapted and applied across a range of disciplines. This workshop is open to colleagues from all disciplines.

Biography

Paul Kleiman is Senior Consultant at the independent educational consultancy Ciel Associates and a Visiting Professor at Middlesex University and Rose Bruford College. He originally trained and worked as a theatre designer and director before stumbling into teaching in higher education. He was one of the founding tutors of the Liverpool Institute for Performing Arts (LIPA) where he first developed and implemented negotiated assessment. From 2000-2011 he was Deputy Director of PALATINE, the UK Subject Centre for Dance, Drama and Music based at Lancaster University where he was also a Senior Research Fellow, and from 2011-2014 he was the Higher Education Academy's UK Lead for those disciplines. That work included advising the QAA on Subject Benchmarking and advising the Department for Education on 'A' level reform. Paul's work and research on creativity and assessment in higher education is cited widely in books and journals across a range of disciplines.

Masterclass: Professor Pete Boyd (Room 11) 10:15 - 11:35 Wednesday, 22nd June, 2022

202 Publishing your Research into Assessment in Higher Education: Strategies, Style, Substance

Pete Boyd University of Cumbria, Carlisle, United Kingdom

Abstract

Writing shapes your thinking. This workshop works at two levels: considering strategies for supporting the writing of your students; considering strategies for developing your own writing for publication of research journal papers. First, we consider writing support strategies. Second, we focus on the writing process and consider the issue of style. Third, we consider how to judge quality of research into higher education, with some pragmatic consideration of research audit and its emphasis on substance. The key question is: What are the characteristics of a publishable research journal article on assessment in higher education and what strategies can be useful in developing my writing for publication?