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INTERNATIONAL ASSESSMENT IN HIGHER EDUCATION CONFERENCE

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



**University of
CUMBRIA**



Author Abstracts

Masterclass: Prof. Kay Sambell & Emerita Prof. Sally Brown (Piccadilly Suite) 10:15 - 11:35 Wednesday, 22nd June, 2022

203 Pragmatic post-Covid assessment processes and practices

Kay Sambell¹, Sally Brown²¹University of Cumbria, Carlisle, United Kingdom. ²Leeds Beckett University, Leeds, United Kingdom

Abstract

This year has been unlike any other in terms of university assessment worldwide, with unprecedented changes to arrangements for on-site assessment during lockdown. Many (including us) have contributed suggestions on how to move forward to ensure the integrity of assessment quality while safeguarding student and staff experiences. Building on our work over the summer of 2020, where we developed a range of useful guides and resources for colleagues worldwide*, and recognising that now is an excellent time to change assessment for the better long term, this masterclass will explore future-focused approaches that can enable effective and transformative learning through positive assessment and feedback experiences. This workshop will involve elements of presentation, practical activities and discussion, aiming to enable participants to:

- plan constructively for assessment activities which are not dependent on synchronous on-site activities.
- consider an efficient approach to designing authentic assessment tasks that works well in a variety of contexts.
- discuss how we can future-proof our assessment tasks to cope with complex challenges and contingencies in the future.

Our resources are available as the Covid-19 Assessment Collection which are all freely available for download here <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

Masterclass: Dr. Edd Pitt (Room 3) 10:15 - 11:35 Wednesday, 22nd June, 2022

199 The Importance of the Relational and Affective Domains in Feedback - Using Intellectual Streaking to Develop Staff & Student Feedback Literacy

Edd Pitt University of Kent, Canterbury, United Kingdom

Session Outline

In this Masterclass delegates will explore the relational and affective domains within the feedback process. This interactive Masterclass will take delegates on a journey through their own experiences of giving and receiving feedback with a particular focus upon staff and student relationships. The Masterclass will utilise a series of activities that will provide an opportunity for delegates to explore their own and their student's emotional responses to feedback. The Masterclass will highlight how a greater awareness of emotional literacy development, facilitated through intellectual streaking, could improve staff and students' feedback literacy and working relationships.

Biography

Edd is a Senior Lecturer in Higher Education and Academic Practice and the Programme Director for the Post Graduate Certificate in Higher Education at the University of Kent, UK. He is an Honorary Fellow at the Centre for Research in Assessment and Digital Learning, Deakin University, Australia. His principle research field is Assessment and Feedback with a particular focus upon the relational and affective domains within feedback.

Masterclass: Prof. Sally Everett (Room 5) 10:15 - 11:35 Wednesday, 22nd June, 2022

198 Becoming an assessment 'JEDI': fostering Justice, Equality, Diversity and Inclusion in our assessment practices

Sally Everett King's College, London, United Kingdom

Abstract

Few would argue against designing assessment which enables all students to demonstrate their full potential (Hockings, 2010), yet literature on how we make our assessment practice truly inclusive, accessible and diverse is surprisingly limited (Tai, Ajjawi & Umarova, 2021). Although there has been significant attention placed on adopting universal design principles and a move towards 'assessment for all' (rather than relying on individual disclosures) there is little scholarship on how assessment design and practices should reflect and consider broader social justice