Chat Transcript for Session Topic: Assessment in the first year of higher education: old principles in new wrapping?

Discussion of
Yorke "Assessment in the first year of higher education: old principles in new wrapping?"

Moderated by
Rachel Harris
Inspire Research Ltd, Glasgow, United Kingdom

Date/Time	Author	Comment
31/05/2007 13:31:19	**Rachel Harris** (rachelharris)	Ok, hello everyone. I make it just on 1:30pm, so I would like to open this session!
31/05/2007 13:31:28	**Marielle Patronis** (mpatronis)	Hi rachel
31/05/2007 13:31:32	**Rachel Harris** (rachelharris)	Welcome to our final keynote of the REAP online conference. I'm Rachel Harris, and I'll be your moderator for this hour-long chat.
31/05/2007 13:31:50	**Rachel Harris** (rachelharris)	AS modertor I'm going to go pink!
31/05/2007 13:32:03	**Rachel Harris** (rachelharris)	I'm very much looking forward to hearing from the keynote and from you. If things become busy and questions are flowing fast, please give Prof Yorke time to respond before posting another comment or question.
31/05/2007 13:32:20	**Rachel Harris** (rachelharris)	I am delighted to introduce Prof Mantz Yorke from Lancaster University. Prof Yorke will be discussing his paper entitled 'Assessment in the first year of higher education: old principles in new wrapping?'
31/05/2007 13:32:29	**Mantz Yorke** (MantzYorke)	Thank you, Rachel, and welcome everyone. I thought it might be helpful to pose a few questions (amongst the many that could be posed) as prompts to discussion. Some of the contributions elsewhere in the conference show that colleagues have been thinking
31/05/2007 13:33:33	**Rachel Harris** (rachelharris)	Shall we start with this question of is a programme more than the aggregation of modules?
31/05/2007 13:34:24	**Rachel Harris** (rachelharris)	HI DAvid and Rosario, we've just started
31/05/2007 13:34:33	**Rosario Hernandez** (RosarioHernandez)	Great
31/05/2007 13:35:02	**Rachel Harris** (rachelharris)	Prof Yorke asked: is a programme more than the aggregation of modules?
31/05/2007 13:35:16	**Janet Taylor** (taylorja)	certainly in my experince it must be…in fact with external accreditation processes in somke professional programs it must be
31/05/2007 13:35:54	**Rachel Harris** (rachelharris)	Hi Carol
31/05/2007 13:36:08	**Carol Collins** (ccollins)	Hi Rachel
31/05/2007 13:36:17	**Rachel Harris** (rachelharris)	Anyone else like to agree or disagree?

31/05/2007 13:36:30	Sean McKitrick (SeanMcKitrick)	I agree with taylor--a programme may have modules each with differing subject matter competencies, but a programme usually has a set of dispositional and other competencies that go beyond each individual module
31/05/2007 13:36:45	Sean McKitrick (SeanMcKitrick)	taylor--is this what you mean?
31/05/2007 13:36:54	Mantz Yorke (MantzYorke)	taylorja; yes I agree. the problem though is that modules can be independent, this produces possible dupklication (undesirable?) and could lead to everyone following the same pedagogy.
31/05/2007 13:37:46	Mercedes Douglas (M Douglas)	Surely it is more than an aggregation but what do you mean by 'aggregation'?
31/05/2007 13:37:54	Rachel Harris (rachelharris)	So for that extra value from a programme, modules have to be interdependent?
31/05/2007 13:37:54	Mantz Yorke (MantzYorke)	Sean: but how are these broader as0ects captured in assessment?
31/05/2007 13:37:55	Janet Taylor (taylorja)	yes I'm janet...and I was thinking specifically of generic skill development that must be included in an incremental way
31/05/2007 13:38:08	Sean McKitrick (SeanMcKitrick)	For professional programs, it seems that many program accreditors (at least in the US) want us to demonstrate competencies that go beyond each individual module
31/05/2007 13:38:22	Dave Harris (darris)	HI folks
31/05/2007 13:38:25	Rachel Harris (rachelharris)	Hi darris
31/05/2007 13:39:03	Rachel Harris (rachelharris)	How do you suggest staff achieve that, Sean?
31/05/2007 13:39:17	Sean McKitrick (SeanMcKitrick)	Mantz--a good, complicated question for which I do not have a great answer, I am afraid. In teacher education, for example, we are often expected to demonstrate dispositional development--we often do this through pre/post surveys and rubrics, but it is tough. Anyone else have experience with this?
31/05/2007 13:39:18	Mercedes Douglas (M Douglas)	Sean: Soft skill and hard skills?
31/05/2007 13:40:15	Sean McKitrick (SeanMcKitrick)	Rachel--I think perhaps through staff/faculty coordination of curriculum, and meeting about how to assess at mid and end points in the program
31/05/2007 13:40:24	Sean McKitrick (SeanMcKitrick)	MDouglas--yes, I think so
31/05/2007 13:40:42	Rachel Harris (rachelharris)	Mantz do you have views on this?
31/05/2007 13:41:01	Terry McAndrew (tmcandrew)	Has anyone used curriculum design software at HE level to co-ordinate these activities?
31/05/2007 13:41:11	Mantz Yorke (MantzYorke)	Following Sean, I wonder whether the emphasis on grading (see D Boud's contribution) has a lot to answer for here. Suppose we were to get students to say how they met the requirements for the (levbel of) qualification, and justify this with evidence?
31/05/2007 13:41:22	Helen Ashton (helen)	Overarching "modules" such as dissertations, year long projects (indivudal or group) where these skills can be developed and assessed?
31/05/2007 13:41:33	Rachel Harris (rachelharris)	Hi Mark
31/05/2007 13:41:50	Terri Rees (trees)	Isn't that a portfolio Mantz?
31/05/2007 13:41:52	Mark Russell (MarkRussell)	Hi Rachel - thansk for the welcome - trying not to distract
31/05/2007 13:41:53	Rosario Hernandez (RosarioHernandez)	Good point Mantz

31/05/2007 13:42:01	**Sean McKitrick** (SeanMcKitrick)	Helen--I think that is a great idea--overarching projects where dispositions can be reviewed
31/05/2007 13:42:09	**Mantz Yorke** (MantzYorke)	Yes, helen, but why not develop the integration earlier?
31/05/2007 13:42:33	**Helen Ashton** (helen)	Actually, trying to with a current course design, startign from 1st year, and integrating across and within years - early stages though!
31/05/2007 13:42:46	**Dave Harris** (darris)	Wouldn't that sort of responsibility worry first years even more though?
31/05/2007 13:43:09	**Terri Rees** (trees)	Only if you let them think it should! :-)
31/05/2007 13:43:31	**Rachel Harris** (rachelharris)	Hi iroy
31/05/2007 13:44:00	**Terri Rees** (trees)	Seriously, though, I don't think it would if the purpose and rationale were set out simply and clearly
31/05/2007 13:44:00	**Mantz Yorke** (MantzYorke)	I'm thinking of integration in the eye of the student rather than of the teacher/course team.
31/05/2007 13:44:17	**Dave Harris** (darris)	Werll - many have come from environments where thay have had little chance to do anything other than follow teacher's instructions
31/05/2007 13:44:43	**Rachel Harris** (rachelharris)	Can you give us an example of that Mantz?
31/05/2007 13:44:49	**Mantz Yorke** (MantzYorke)	true - but shouldn't HE seek to change that, darris?
31/05/2007 13:45:06	**Dave Harris** (darris)	Of course -- but how is the issue
31/05/2007 13:45:23	**Helen Ashton** (helen)	Worrying 1st years and prev exp: trying to design work in which all years play a role, and so lower years are "looked after" whilst still experiencing and seeing the full picture.
31/05/2007 13:45:32	**Irene Roy** (iroy)	hallo rachel
31/05/2007 13:45:32	**Rachel Harris** (rachelharris)	Hi kawa
31/05/2007 13:46:00	**Ken Waddell** (kawa)	Hi just here getting my bearings
31/05/2007 13:46:12	**Mantz Yorke** (MantzYorke)	perhaps, darris, by asking for engagement in 'wild' rather than 'tame' problems where there may eb a right or approved answer
31/05/2007 13:46:45	**Dave Harris** (darris)	I'm all for it -- but styudents want safe tasks where they can get good grades? AT least until they find their feet?
31/05/2007 13:47:03	**Alison Muirhead** (AlisonMuirhead)	Helen, what kinds of thigns are you introducing for the first years?
31/05/2007 13:47:08	**Mantz Yorke** (MantzYorke)	Ah, darris, back to the evil power of grading!
31/05/2007 13:47:28	**Dave Harris** (darris)	Yes -- it just won't go away!
31/05/2007 13:48:03	**Nick Baker** (uqnbaker)	I'm torn with this idea...do we give them easy tasks first up and let them get confidence, or hit them with challenging problems that they might fail but are more realistic?
31/05/2007 13:48:03	**Mercedes Douglas** (M Douglas)	How safe a task is will depend on how you direct students to carry it out
31/05/2007 13:48:27	**Rosario Hernandez** (RosarioHernandez)	daris, don't you think it is better to promote good learning than grades in 1st year?
31/05/2007 13:48:38	**Irene Roy** (iroy)	why do you need to assign a grade to the work uqnbaker?

31/05/2007 13:48:43	Sean McKitrick (SeanMcKitrick)	Mantz--the case study implies that we need to reduce pressure on fy students with regard to grading; are you suggesting that we not use summative assessment at all in the form of 3-hour exams, etc., or a mixture of grand summative exams and formative tasks?
31/05/2007 13:49:03	Dave Harris (darris)	I do -- but students have their own views. Do we ignore them or try to compromise abit?
31/05/2007 13:49:03	Mantz Yorke (MantzYorke)	Colin Rogers from lancaster says that interim failure may be a necessary part of learning. I agree. The problem is that assessment systems tend to eb unforgiving.
31/05/2007 13:50:18	Rosario Hernandez (RosarioHernandez)	Perhaps students have those views because we do not challenge them, we accept their views
31/05/2007 13:50:19	Mantz Yorke (MantzYorke)	If we have garding - as we do - then we have to be pragmatic and have summative and formative - my pref is to accentuate the formative.
31/05/2007 13:50:20	Charlotte Taylor (CharlotteTaylor)	not if you give them a series of small quizzes, discard the worst and then have the big exam (2hr max)
31/05/2007 13:50:31	Mercedes Douglas (M Douglas)	we use a mixture of formative and summative tasks
31/05/2007 13:50:56	Helen Ashton (helen)	Alison: Trying to design an extension of our 3rd year group projects - they design, develop and "sell" a computer application with "customers". Want each year to ahve a different role within this, so they effectively do the project sev
31/05/2007 13:51:05	Nick Baker (uqnbaker)	do we still need the grand exam? I'm not sure it is the best format to assess learning in
31/05/2007 13:51:21	Rosario Hernandez (RosarioHernandez)	Mantz, do you think that modularisation allows for less formative assessment than before?
31/05/2007 13:51:39	Nick Baker (uqnbaker)	especially as there is rarely the opportunity to provide feedback to learners in this format
31/05/2007 13:51:42	Alison Muirhead (AlisonMuirhead)	thanks Helen
31/05/2007 13:51:55	Mercedes Douglas (M Douglas)	For some students the 'grand exam' may be necessary. It depends on their learning styles
31/05/2007 13:52:26	Charlotte Taylor (CharlotteTaylor)	uqn: it spreads the assessment load
31/05/2007 13:52:41	Mantz Yorke (MantzYorke)	I agree with uqnbaker, but feasr of plagiarism tend to drive that way. Elsewhere in this event there's a discussion of trusting being accorded to students. With due caution, of course!
31/05/2007 13:52:52	Helen Ashton (helen)	As a UG I recall the opportunity to not have to sit the exam if have demonstrated appropriate level aleady through other work - like that idea personally!
31/05/2007 13:53:04	Sean McKitrick (SeanMcKitrick)	Matz--thanks for the clarification. From our end, we are just beginning to help instructors understand the value of formative assessment--we are trying to explain to faculty that we do not want to wait until the final exam to find out that many students never understood the material from day 1
31/05/2007 13:53:28	Mantz Yorke (MantzYorke)	helen: it fits with a 'claims that you have met the criteria' approach
31/05/2007 13:53:28	Mercedes Douglas (M Douglas)	Helen: students like exemptions, we do this in our first year class
31/05/2007 13:53:41	Charlotte Taylor (CharlotteTaylor)	helen I rememberthat in Scotland. Colleagues here shocked at the thought
31/05/2007 13:54:12	Rachel Harris (rachelharris)	I certainly appreciated that as a student here
31/05/2007 13:54:29	Helen Ashton (helen)	M Douglas: yes, motivating to start work early, the opportunity for feedback and feedforward, and the chance to stuff it all up!

31/05/2007 13:54:31	Mantz Yorke (MantzYorke)	What's so shocking, Charlotte? if we accredit prior learning, what's the problem?
31/05/2007 13:54:35	Helen Ashton (helen)	Charlotte: No... whay are they shocked?
31/05/2007 13:55:08	Terri Rees (trees)	I know I have been otherwise engaged with students for the most part and may have missed some of this chat, but has anyone mentioned yet, the notion of negotiated learning contracts alongside negotiated assessment. In this way the student can articulate at least some of their needs and who says it cannot be renegotiated at a letr stage as the student becomes more aware of his/her needs?
31/05/2007 13:55:35	Irene Roy (iroy)	when learning becomes the ultimate aim of the teaching activity, then the issue of assessment is perceived very differently as is explained in the key on day of the conference by David Nicol
31/05/2007 13:55:35	Dave Harris (darris)	Mayube assessment policy is driven by other audiences who expect a tougher regime?
31/05/2007 13:55:35	Mantz Yorke (MantzYorke)	Sean; i lost you for a monment - the ealy diagnostics are pretty important!
31/05/2007 13:55:45	Helen Ashton (helen)	Mantz: yes. unlike some prior accreditation though, the demonstration was work done within the course, rather than prior, so assume academics felt some level of control and validity (which they may not have felt otherwise).
31/05/2007 13:55:45	Charlotte Taylor (CharlotteTaylor)	you" hate to hear this but it means less chance to rank students - a huge issue driving discussions here now with allocation of scholarships at end of degree
31/05/2007 13:55:49	Mercedes Douglas (M Douglas)	Yes, here at Strathclyde we have used exemptions for many years, the issue is if the tasks they complete during term time is a balance of summative and formative assessment
31/05/2007 13:56:03	Terri Rees (trees)	If higher levels of formative feedback are requested by some students, there will no doubt be some who will only want a grade
31/05/2007 13:56:17	Sean McKitrick (SeanMcKitrick)	Question for all--it seems as though the term "first year" assumes a differentiation between first year courses and course taught in subsequent years. Is your curriculum organized in such a way that fy students take courses designed solely for t
31/05/2007 13:56:53	Irene Roy (iroy)	yes Sean
31/05/2007 13:57:09	cynthia shedd (cindyshedd)	All our freshmen are required to take two courses that are specifically designed for and limited to freshmen.
31/05/2007 13:57:15	Charlotte Taylor (CharlotteTaylor)	yes, they feed in from school generally and prepare for more specialised levels - our s have only 6 years high school
31/05/2007 13:57:18	Irene Roy (iroy)	and a first year course will be far less challenging than a final year course
31/05/2007 13:57:34	Dave Harris (darris)	IN my place, fy modules are only assessed as pass/fail and do not coun t towards the final degree.
31/05/2007 13:57:34	Janet Taylor (taylorja)	yes mostly even in distance ed
31/05/2007 13:57:36	Irene Roy (iroy)	our first year students are straight out of high school
31/05/2007 13:58:21	Mantz Yorke (MantzYorke)	iroy - surely only in the abstract - level of challenge should be enough but not frightening at whatever stage.
31/05/2007 13:58:40	Helen Ashton (helen)	1 & 2 yr don't count towards final classification mark (4 yr degree). Some electives may be designed for a wider audience - most for the specific year.
31/05/2007 13:58:51	Terri Rees (trees)	That's why I am for negotiated assessment

31/05/2007 13:58:52	Ken Waddell (kawa)	darris - do you think Pass/Fail grades motivate all students?
31/05/2007 13:59:12	Marielle Patronis (mpatronis)	In my place fy Gen ed courses are credit bearing courses
31/05/2007 13:59:19	cynthia shedd (cindyshedd)	same here
31/05/2007 13:59:21	Nick Baker (uqnbaker)	trees: there hasn't been any discussion of learning contracts yet. Do you think first years have a mature enough view of their own learning needs to be able to successfully develop these?
31/05/2007 13:59:40	Dave Harris (darris)	Mantz's paper points to problems (or challemnges) encountered principally by fy -- which implies more of a stransitionmal course?
31/05/2007 13:59:49	Terri Rees (trees)	I think I alluded to that when I talked about renegotiation
31/05/2007 13:59:54	Dave Harris (darris)	Typing is getting worse -- sorry
31/05/2007 14:00:21	Sean McKitrick (SeanMcKitrick)	back to this issue of negotiated contracts--I imagine for small courses, individualized contracts might be easier to handle, but for larger courses, don't these individualized contracts make teaching the course somewhat chaotic? How do you avoid this from happening?
31/05/2007 14:00:23	Rosario Hernandez (RosarioHernandez)	learning contracts are difficult to implement in 1st year, in my oppinion
31/05/2007 14:00:26	Terri Rees (trees)	…as the student became more aware of his/her needs
31/05/2007 14:00:39	Janet Taylor (taylorja)	but nick that owuld depend on the sophistication of the contract
31/05/2007 14:00:44	Terri Rees (trees)	We do it reasonably successfully here
31/05/2007 14:00:47	Mantz Yorke (MantzYorke)	I think that the transition issue is key, but it plays differently with different students, darris. The line started by Derek Rowntree was illuminating as regards transition issues.
31/05/2007 14:01:08	cynthia shedd (cindyshedd)	trees: what makes it work well for you?
31/05/2007 14:02:10	Terri Rees (trees)	Well, I guess I have to admit that the majority of our students are mature, but I think I agree with taylorja about the spohistication f the contract
31/05/2007 14:02:29	Dave Harris (darris)	Contracts can signal at least that students are expected to do something for their own learning
31/05/2007 14:02:46	cynthia shedd (cindyshedd)	do your teachers have any special training in this?
31/05/2007 14:02:47	Terri Rees (trees)	But I think the real key is to set renegotiation points as students develop greater confidence
31/05/2007 14:03:25	Mantz Yorke (MantzYorke)	Some of the first degrees by independent study in the Uk were interesting in respect of contracts, but have largely faded from view.
31/05/2007 14:03:32	Nick Baker (uqnbaker)	Yes Janet, I think the amount of 'coaching' they receive in development would have to be key as well
31/05/2007 14:03:58	Charlotte Taylor (CharlotteTaylor)	I have informal contracts with students in my large lab groups - works well
31/05/2007 14:04:04	Sean McKitrick (SeanMcKitrick)	On average, how many students are in these courses?
31/05/2007 14:04:06	Terri Rees (trees)	Not so far Cindy, but we are quiet a small faculty and the whole ethos is one of supportiveness and, to use an outdated word, empowerment
31/05/2007 14:04:25	Terri Rees (trees)	*quite

31/05/2007 14:05:09	**Terri Rees** (trees)	Do you know of any references Mantz?
31/05/2007 14:05:20	**Mantz Yorke** (MantzYorke)	all: new pedagogic approaches involve faculty development, but perhsps better via the institutional working-group rather than centrally. This brings academic leadership into the picture.
31/05/2007 14:06:07	**cynthia shedd** (cindyshedd)	Always good to start small and to have faculty learn from one another.
31/05/2007 14:06:21	**Terri Rees** (trees)	yes
31/05/2007 14:06:52	**Sean McKitrick** (SeanMcKitrick)	Cindy--a great idea. If we were to start at a massive level, I think we would run into problems
31/05/2007 14:07:02	**Nick Baker** (uqnbaker)	Can I jump backwards to Trish's earlier question about tracking assessment across the curriculum - does anyone have any insight as to how this is achieved across a program?
31/05/2007 14:07:26	**Mantz Yorke** (MantzYorke)	trees - I lost my screen whilst replying. Thinking of developments at the former Polytachnic of East London - Tyrell Burgess and others, but I can't give you an exact ref from memory.
31/05/2007 14:08:02	**Terri Rees** (trees)	OK, thanks Mantz - I'll see if Jon knows of them:-)
31/05/2007 14:08:17	**Rachel Harris** (rachelharris)	Anyone have ideas on tracking assessment across the curriculum?
31/05/2007 14:08:37	**Janet Taylor** (taylorja)	I think it starts with tracking the leanring outcome across a program
31/05/2007 14:09:00	**cynthia shedd** (cindyshedd)	Yes, you have to identify specific learning outcomes.
31/05/2007 14:09:03	**Dave Harris** (darris)	Tracking in what sense? Checking assessment loads? Correlatingperformance across different tasks?
31/05/2007 14:09:07	**Gwyneth Hughes** (Gwyneth)	sorry only just joined-what exactly do you mean by tracking?
31/05/2007 14:09:09	**Mantz Yorke** (MantzYorke)	All: this is one of the big problems - not FY-only, of course. simply asdding grades and dividing by N isn't good enough!
31/05/2007 14:09:17	**Terri Rees** (trees)	Not sure what you mean exactly by that, but would portfolios work?
31/05/2007 14:09:18	**Janet Taylor** (taylorja)	certianly that is what is done at my institution during the accrediation process
31/05/2007 14:09:18	**Sean McKitrick** (SeanMcKitrick)	ugnbaker--we have been discussing this, I agree with taylor that is begins with tracking learning outcomes, and using similar assessments (rubrics, etc.) over time
31/05/2007 14:09:35	**Nick Baker** (uqnbaker)	I was thinking of a) assessment loads, and b) assessment types
31/05/2007 14:09:56	**Terry McAndrew** (tmcandrew)	We have provided an assessment audit toolset - http://www.bioscience.heacademy.ac.uk/resources/Audit.htm to help consistency
31/05/2007 14:09:57	**Sean McKitrick** (SeanMcKitrick)	but we have trouble getting faculty even to agree on what those objectives are, especially in non accredited programs
31/05/2007 14:10:08	**cynthia shedd** (cindyshedd)	If the assessments are embedded assignments, does that mean there is an additonal load?
31/05/2007 14:10:30	**Janet Taylor** (taylorja)	embedded assignment?
31/05/2007 14:10:32	**Dave Harris** (darris)	It can be quite i9lluminating to get students to keep assessment diaries
31/05/2007 14:10:52	**Mark Russell** (MarkRussell)	I imagine for them as well
31/05/2007 14:10:54	**cynthia shedd** (cindyshedd)	taylorja: things that are already happening in the course

31/05/2007 14:11:37	Mantz Yorke (MantzYorke)	Saen: if faculty don't share a view of whare the program is going, then the assessment problems are going to appear big-time...
31/05/2007 14:11:59	Rachel Harris (rachelharris)	What about the balance of formative and summative does anyone track that?
31/05/2007 14:12:09	Sean McKitrick (SeanMcKitrick)	Mantz--yes, my experience exactly.
31/05/2007 14:12:40	Mantz Yorke (MantzYorke)	Sean: then some form of faculty development seems needed!
31/05/2007 14:12:42	Janet Taylor (taylorja)	no formative oftne seems to devleop under its own steam
31/05/2007 14:12:53	Nick Baker (uqnbaker)	Indeed! That is one of our major problems too in many programs
31/05/2007 14:12:56	Gwyneth Hughes (Gwyneth)	perhaps we should spend more time talking about purpsoe of assessemtn rather than comparing marks etc
31/05/2007 14:13:25	Sean McKitrick (SeanMcKitrick)	has anyone used formative assessment pre and post?
31/05/2007 14:13:29	Mantz Yorke (MantzYorke)	I think Gwyeth is spot on!
31/05/2007 14:13:31	Andy Sharp (AndySharp)	Gwyneth good suggestion
31/05/2007 14:14:26	Gwyneth Hughes (Gwyneth)	but we still need to demonstrate assessment is fair and robust
31/05/2007 14:15:00	Mantz Yorke (MantzYorke)	Rachel's question might propmpt an overpolarised view. Formative and summative overlaap, varyingly.
31/05/2007 14:15:12	cynthia shedd (cindyshedd)	Clarification please: are you referring to assessment of individual students or assessment of courses/programs/etc.
31/05/2007 14:15:17	Terri Rees (trees)	Having just conducted a review of assessment across the university, from my experience of faculty based focus group interviews, I would say that academic faculty definitely need to have continued professional development, particularly in terms of current innovations in assessment; range of assessment types etc
31/05/2007 14:16:32	Gwyneth Hughes (Gwyneth)	there needs to be an incentive to change establsiehd assement practice
31/05/2007 14:16:46	Terri Rees (trees)	Yes, you may be right Gwyneth
31/05/2007 14:17:05	Charlotte Taylor (CharlotteTaylor)	any ideas of the incentive?
31/05/2007 14:17:06	Rosario Hernandez (RosarioHernandez)	Totally agree Gwyneth
31/05/2007 14:17:06	Rachel Harris (rachelharris)	Have you found an effective one, Gwyneth?
31/05/2007 14:17:10	Dave Harris (darris)	Students, with oetters from their solicitors, might be the change agents here?
31/05/2007 14:17:11	Mantz Yorke (MantzYorke)	a raft of reports from the Quality Assurance Agency oin UK would provide evidence for more developmental work. Also, and perhaps oputside today's chat, institutional assesment reguagltions vary considerably, but I'm unsure as to the extent that individual institutional choices are undergirded by a rationale.
31/05/2007 14:17:19	Gwyneth Hughes (Gwyneth)	how about making assessemnt more intersting and less of a percieved burden
31/05/2007 14:17:29	Carol Collins (ccollins)	In the Times Higher - it talks about 'blind marking' would this be helpful?

31/05/2007 14:17:50	Terri Rees (trees)	The difficulty nis that I believe that most staff want the best for tgheir students, but workloads restrict what they feel they can do
31/05/2007 14:18:02	Mantz Yorke (MantzYorke)	Only where it makes sense. Practice-based assesments can't be blind.
31/05/2007 14:18:16	Charlotte Taylor (CharlotteTaylor)	trees: exactly
31/05/2007 14:18:29	Gwyneth Hughes (Gwyneth)	there is often a complaint that marking takes up too much time find ways to reduce this perhaps?
31/05/2007 14:18:39	Andy Sharp (AndySharp)	Trees I agree time constraints kill many opportunities I think we need to properly develop team based working more among academics
31/05/2007 14:19:00	Mantz Yorke (MantzYorke)	Gwyneth - look at the baxter paper for some ides.
31/05/2007 14:19:13	Ken Waddell (kawa)	Quality feedback is surely what students want - irrespective of assessment type
31/05/2007 14:19:16	Gwyneth Hughes (Gwyneth)	thanks m
31/05/2007 14:19:31	Nick Baker (uqnbaker)	Team teaching is good, but difficult in smaller disciplines and institutions
31/05/2007 14:19:47	Terri Rees (trees)	Yes, and develop 2nd/3rd year students as mentors who may give feedback to 1st years has been one suggestiion I've heard recently
31/05/2007 14:19:57	Mantz Yorke (MantzYorke)	Gwyneth - also G Gibbs in 'Assessment matters' 1999
31/05/2007 14:19:59	Dave Harris (darris)	Kawa -- yes, and it is this which is being compromised by pressures of work and things like the demand for quick turnaround
31/05/2007 14:20:00	Gwyneth Hughes (Gwyneth)	good idea trees
31/05/2007 14:20:43	Gwyneth Hughes (Gwyneth)	but students have to learn how to give useful feedabck
31/05/2007 14:20:46	Terri Rees (trees)	need a rationale for what the 2nd and 3rd years get out f it though
31/05/2007 14:20:46	Andy Sharp (AndySharp)	uqnbaker I dont just mean team teaching it is about getting help from design right through using students would be a real benefit too
31/05/2007 14:20:50	Charlotte Taylor (CharlotteTaylor)	trees- we do that with project work
31/05/2007 14:20:55	Nick Baker (uqnbaker)	Kawa: I saw some data yesterday in a session on first year assessment at an Australian Uni that said exactly that - feedback was the #1 request for improvement
31/05/2007 14:21:03	Terri Rees (trees)	Does it work well?
31/05/2007 14:21:06	Charlotte Taylor (CharlotteTaylor)	trees - they learn to mentor and lead
31/05/2007 14:21:26	Terri Rees (trees)	transferable skills feeding into the employability agenda
31/05/2007 14:21:38	Gwyneth Hughes (Gwyneth)	charlot-are the mentorinig students given feedback on the feedback they give !
31/05/2007 14:21:38	Alison Muirhead (AlisonMuirhead)	trees - when i was an UG i didn't really know what the assessments were looking for, when i became an post grad tutor, it all started to become clear! would have appreciated the insight earlier on!
31/05/2007 14:21:53	Ken Waddell (kawa)	uqnbaker - it's what you and I would demand as students!
31/05/2007 14:21:58	Terri Rees (trees)	Good point Alison

31/05/2007 14:22:00	**Charlotte Taylor** (CharlotteTaylor)	trees; and students appreciate that
31/05/2007 14:22:37	**Gwyneth Hughes** (Gwyneth)	good to get students involved in assess process-but this meets with resistnace
31/05/2007 14:22:56	**Gwyneth Hughes** (Gwyneth)	..from some academics
31/05/2007 14:23:15	**Nick Baker** (uqnbaker)	It is the quality of the feedback that counts; not just where they went wrong, but how they can do better
31/05/2007 14:23:20	**Charlotte Taylor** (CharlotteTaylor)	gwyneth - there's a big poster presentation forum where everyone gets feedback on the final product
31/05/2007 14:23:22	**Terri Rees** (trees)	Understood Gwyneth, that is why CPD is so important in this area
31/05/2007 14:23:49	**Gwyneth Hughes** (Gwyneth)	yes and trusting learners-mentioned a bit at this conference
31/05/2007 14:23:59	**Terri Rees** (trees)	yes
31/05/2007 14:24:37	**Rachel Harris** (rachelharris)	We're almost near the end of our session, are there other questions for Mantz?
31/05/2007 14:24:42	**Gwyneth Hughes** (Gwyneth)	poster forum sounds good-who gives feedbakc?
31/05/2007 14:24:46	**Rachel Harris** (rachelharris)	He touched on quite a few areas – engagement, collaborative learning, the social dimension, high numbers and feedback…
31/05/2007 14:25:16	**Charlotte Taylor** (CharlotteTaylor)	gwyneth: staff students, parents, peers all invited
31/05/2007 14:26:05	**Gwyneth Hughes** (Gwyneth)	good to chat to others with creative ideas on assessemnt-wish there were more
31/05/2007 14:26:07	**Terri Rees** (trees)	In art disciplines, students very quickly get used to 'crits' of their work by other students
31/05/2007 14:27:05	**Mantz Yorke** (MantzYorke)	All: another Q is the compatibility of student choice and 'maintenance of standards'. But it's a bit late top set that hare running...
31/05/2007 14:27:30	**Nick Baker** (uqnbaker)	One more Q. do you think that many smaller assessment pieces lead to shallower learning that if students have to study for a big humdinger at the end?
31/05/2007 14:27:35	**Terri Rees** (trees)	sounds interesting though, any refs?
31/05/2007 14:27:58	**Gwyneth Hughes** (Gwyneth)	with clear asses criteria can we not give studetns choice and keep standards?
31/05/2007 14:28:00	**Mark Russell** (MarkRussell)	uqn - how about smaller peices feeding into a leagr more integrative piece?
31/05/2007 14:28:08	**Mark Russell** (MarkRussell)	*larger
31/05/2007 14:28:33	**Mantz Yorke** (MantzYorke)	Not necessarily. It can be more challenging to do a short assessment and indicate its academic marit than a long one where you can cite many refs, uqnb.
31/05/2007 14:28:57	**Nick Baker** (uqnbaker)	Yes I like that idea Mark, I've tried it myself but never tried to assess whether it did in fact lead to deeper learning
31/05/2007 14:29:14	**Dave Harris** (darris)	As long as we avoid irritating 'busywork' tasks?
31/05/2007 14:29:16	**Mark Russell** (MarkRussell)	my problem with larger end of event assessment is that you may discourage partcipation throughout the module
31/05/2007 14:29:18	**Mantz Yorke** (MantzYorke)	mark - a halfway house is the 'Patchwork Text' advocated by R Winter 7 others.
31/05/2007 14:29:40	**Rachel Harris** (rachelharris)	Ok it's almost 2:30pm, I would like close this session by saying a big thank you to our keynote Mantz Yorke. Thank you!
31/05/2007 14:29:51	**Rachel Harris** (rachelharris)	Thanks also to you all, please do continue your discussions or post any unanswered questions in the conference discussion boards.

31/05/2007 14:29:54	**Gwyneth Hughes** (Gwyneth)	writign short peices and being concise is quite a skill and easier to mark
31/05/2007 14:30:00	**Dave Harris** (darris)	Thanks everyone - -lots to follow up!
31/05/2007 14:30:05	**Gwyneth Hughes** (Gwyneth)	thanks
31/05/2007 14:30:07	**Rachel Harris** (rachelharris)	The next scheduled session will be an excellent chance to reflect back on the what the conference has achieved and look forward to what happens next. Please join in the REAP panel, with various invited panellists at 3pm!

- TRANSCRIPT ENDS -