Chat Transcript for Session Topic: The Theory and Practice of Assessment

Discussion of
Nicol "Principles of good assessment and feedback: Theory and practice"
Draper "A Momentary Review of Assessment Principles"

Moderated by
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Date/Time	Author	Comment
29/05/2007 09:01:51	**Rachel Harris** (rachelharris)	Welcome everyone to the opening keynote for the REAP Conference on' The Theory and Practice of Assessment'. As it is 9am here in Glasgow, I would like to open this session! I'm Rachel Harris, conference organiser, and I'll be your moderator for this hour-
29/05/2007 09:02:16	**David Nicol** (DavidNicol)	hi everybody thank you for joining
29/05/2007 09:02:22	**Rachel Harris** (rachelharris)	I am really looking forward to hearing from the keynotes, and am sure everyone will find it valuable. If things become busy and questions are flowing fast, please give the keynotes time to respond before posting another comment or questions.
29/05/2007 09:02:40	**Rachel Harris** (rachelharris)	If your login ID isn't immediately recognisable perhaps you could preface your first question by introducing yourself and your institution?
29/05/2007 09:02:56	**Rachel Harris** (rachelharris)	I am delighted to introduce Dr David Nicol from Strathclyde University, and REAP project Director, and Dr Steve Draper from the University of Glasgow.
29/05/2007 09:03:14	**Rachel Harris** (rachelharris)	Perhaps we could start with an introduction from Dr Nicol. David?
29/05/2007 09:03:39	**David Nicol** (DavidNicol)	hello everyone - i am delighted you could join this session
29/05/2007 09:04:43	**David Nicol** (DavidNicol)	both steve and i are really interested in the principles that might influence assessment practices - do you have any thoughts on what any of us have written?
29/05/2007 09:05:25	**Debra Macfarlane** (Debra (Moderator))	Debra Macfarlane, University of Glasgow - I was interested in Steve's additional suggested principles
29/05/2007 09:06:39	**Sean McKitrick** (SeanMcKitrick)	I was especially interested in the effects of feedback on student learning
29/05/2007 09:07:05	**Rachel Harris** (rachelharris)	Steve can you outline why you think those additional prinicples are valuable?
29/05/2007 09:07:41	**David Nicol** (DavidNicol)	remember both steve and I see feedback coming from different sources
29/05/2007 09:08:08	**Debra Macfarlane** (Debra (Moderator))	I thought that the first 2 were perhaps covered in the original set of principles but the third on learner pro-activeness spanning all principles to different extents depending on student engagement was valuable

29/05/2007 09:08:20	**Steve Draper** (SteveDraper)	I think when looking at learning designs that seem outstanding, such as Just in Time Teachingk, Mazur's method, Jim Baxter's case: they seemed ot have ingredients not seen elsewhere
29/05/2007 09:08:44	**Gillian Palmer** (GillP)	I like the idea of withdrawing the scaffolding to increase learner autonomy but how am thinking through how this applies in international, online groups rather than in samll classes. Any experience?
29/05/2007 09:10:07	**David Nicol** (DavidNicol)	scaffolding requires a good structure
29/05/2007 09:10:25	**Debra Macfarlane** (Debra (Moderator))	Hi Gill, don't have experience of this but Mantz Yorke and Peter Knight talk a little bit about this in their 'Tuning the Undergraduate Curriculum' work. They don't talk about online approaches though
29/05/2007 09:10:41	**Gillian Palmer** (GillP)	Not just a good straucutre, David? Perhaps also good knowledge of the students as individuals?
29/05/2007 09:10:55	**Gillian Palmer** (GillP)	Thanks Debra
29/05/2007 09:11:33	**David Nicol** (DavidNicol)	yes but if class sizes are large you create scaffolding through strucutre that brings different levels on board
29/05/2007 09:11:35	**Irene Roy** (iroy)	irene roy, university of fort hare, south africa: in the principles, the role of the teacher has definetly become bigger
29/05/2007 09:11:53	**Gillian Palmer** (GillP)	Agreed, David.
29/05/2007 09:12:05	**Debra Macfarlane** (Debra (Moderator))	Yes, Gill's point about individual students ties in with the principle about motivational beliefs and self esteem
29/05/2007 09:12:09	**David Nicol** (DavidNicol)	the teacher designs the learning but in order to promote independence
29/05/2007 09:13:27	**Irene Roy** (iroy)	i would like to know your opinion in the application of these principles where one works with 'under-prepared' students
29/05/2007 09:13:31	**Gillian Palmer** (GillP)	The social strucutre of cascaded learning and peer-assessment/help is also changing the role of the student?
29/05/2007 09:13:59	**David Nicol** (DavidNicol)	what do you mean by underprepared - learning skills or subject matter?
29/05/2007 09:14:34	**Irene Roy** (iroy)	students with language barriers
29/05/2007 09:14:54	**Irene Roy** (iroy)	or just students who refuse to become involved in what they see as the lecturer's domain
29/05/2007 09:15:06	**David Nicol** (DavidNicol)	i am not sure that the principles change given that all students are underprepared at some level
29/05/2007 09:15:35	**sue tickner** (suet)	is that language and/or cultural barriers?
29/05/2007 09:15:47	**David Nicol** (DavidNicol)	i have talked in many places about students setting the assesment tasks even constructing mcqs - thsi is the direction i would go
29/05/2007 09:15:48	**Rachel Harris** (rachelharris)	What do you think about the principles and underprepared students, Steve?
29/05/2007 09:15:52	**Irene Roy** (iroy)	both actually
29/05/2007 09:16:09	**Alice Lau** (amslau)	having been an international student myself, I think the important point is making it clear to students that their role will change and how it will benefit them
29/05/2007 09:16:11	**Irene Roy** (iroy)	i work in the area of academic staff development
29/05/2007 09:16:24	**David Nicol** (DavidNicol)	regarding language - competence is where the need for confidence and self-reliance are particularly important

29/05/2007 09:16:35	**Irene Roy** (iroy)	and my role is to get the lecturer to think differently about the role of assessment
29/05/2007 09:16:51	**David Nicol** (DavidNicol)	yes good point
29/05/2007 09:17:17	**Irene Roy** (iroy)	the potential development role assessment can play
29/05/2007 09:17:46	**David Nicol** (DavidNicol)	in my new model - learner proactiveness underpins all the principles
29/05/2007 09:18:02	**Gillian Palmer** (GillP)	iroy: can't type fast enough here but did do this with MEd students in international class. More offline
29/05/2007 09:18:25	**David Nicol** (DavidNicol)	good like to hear that
29/05/2007 09:18:25	**MArk Russell** (MarkRussell)	DavidNicol Wrote the teacher designs the learning but in order to promote independence ' Interested in how this 'designed learning' might conflict with the principle of choice
29/05/2007 09:18:38	**Alice Lau** (amslau)	hi all, Alice Lau from the University of Glamorgan, I would like to know that when designing these principles, David and Steve, which specific learning theories have you had in mind?
29/05/2007 09:18:42	**sue tickner** (suet)	like the idea of the students designing the assess tasks david
29/05/2007 09:19:11	**Rachel Harris** (rachelharris)	Could we address Mark's point first please?
29/05/2007 09:19:16	**Amanda Cossham** (Amanda Cossham)	I work with students at a distance; as an Open learning institution many are adults with no experience of tertiary study. They struggle to come to grips with the assignments, let alone the assessment process. How do you find students respond to self-asses
29/05/2007 09:19:19	**David Nicol** (DavidNicol)	yes i wrote about this in the paper - choice and structure can work together - you do the exam but select those items you wish to submitn for assessment
29/05/2007 09:19:34	**Debra Macfarlane** (Debra (Moderator))	Steve, do you disagree with David - you suggest learner pro-activeness as a new principle. Do you not agree that it underpins the principles?
29/05/2007 09:19:52	**Gillian Palmer** (GillP)	suet: getting the students to design their own assessments works a treat - particularly with MEd students :)
29/05/2007 09:20:03	**David Nicol** (DavidNicol)	this can be introduced simple - identify the good features in your assignment before submission
29/05/2007 09:20:35	**David Nicol** (DavidNicol)	many simple options - say what mark you think you will get
29/05/2007 09:20:42	**Irene Roy** (iroy)	yes Gill, but mainly in an MEd class, you have fewer students
29/05/2007 09:20:58	**MArk Russell** (MarkRussell)	And for first years with little experince of HE - they might not appreciate the values of HE
29/05/2007 09:21:01	**David Nicol** (DavidNicol)	in recent paper it was shown that even poor students with littel training could self-assess
29/05/2007 09:21:11	**sue tickner** (suet)	i've experienced setting own criteria but not desiogning the task
29/05/2007 09:21:13	**Gillian Palmer** (GillP)	Still needed to put them in groups - and had eight languages
29/05/2007 09:21:19	**Irene Roy** (iroy)	i would love to talk you again about your experiences later Gill
29/05/2007 09:21:31	**Gillian Palmer** (GillP)	OK later!
29/05/2007 09:21:46	**Mary McCulloch** (marymc)	yes, but they need support, as students can worry that if they are very critical, that is all that the lecturer will look at when they are marking (Mary McCulloch from Glasgow Uni)

29/05/2007 09:22:17	Anne Tierney (AnneTierney)	I would agree that even the most inexperienced student can assess their own, and peers' work, and grade it well from best to worst, but they are always over-generous with their marks.
29/05/2007 09:22:31	David Nicol (DavidNicol)	yes good point - setting the stage is important but it is about creating a collaborative learning enviornment
29/05/2007 09:22:45	Mary McCulloch (marymc)	students need help to see the positives too, and we often don't share positives, what they have done well, when we give feedback.
29/05/2007 09:23:00	Marielle Patronis (mpatronis)	Marielle Patronis, Zayed university, Dubai. I found peer's assessment engaging and empowering for students, but sometimes it becomes meaningless for the more able sts when they work with the less able sts.
29/05/2007 09:23:02	David Nicol (DavidNicol)	to anne - yes but they can learn to do this
29/05/2007 09:23:19	sue tickner (suet)	we had students who didn[t feel comfy commenting on each others wiork - especially when cultural differences involved
29/05/2007 09:23:51	David Nicol (DavidNicol)	to mp this is about setting tasks of increasing difficullty so yo engage students at different levels
29/05/2007 09:24:09	Gillian Palmer (GillP)	That's a real issue, suet, and needs consistent coordination over a series of courses
29/05/2007 09:24:13	Debra Macfarlane (Debra (Moderator))	Yes, that's a good point. Cultural difference can play a part - even when discussing wotk with teachers not just peers
29/05/2007 09:24:36	Sandra Smith (Sandie)	I have found that students are at different levels in a course and so peer marking can result in inconsistancies. how do we make a level playing field?
29/05/2007 09:25:12	MArk Russell (MarkRussell)	I use a marking rubric for peer marking of lab reports -
29/05/2007 09:25:12	Anne Tierney (AnneTierney)	I agree with marymac that we often don't emphasis the positives and maybe that is where students have the advantage - they are always looking for the best in each other's work and consequently award higher grades. (My own experience is with first years!)
29/05/2007 09:25:13	David Nicol (DavidNicol)	sandie - i think peer marking is difficult but peer feedback is easier
29/05/2007 09:25:35	Alice Lau (amslau)	assessment criteria? I think it helps when you provide students with a clear marking criteria?
29/05/2007 09:25:53	Lee Asher-Simpson (LeeAsherSimpson)	I agree with dn
29/05/2007 09:26:08	MArk Russell (MarkRussell)	Great point david - and I suspect what is most valuable is the feedback
29/05/2007 09:26:15	David Nicol (DavidNicol)	big issue with criteria is ownership
29/05/2007 09:26:18	Alice Lau (amslau)	actually, agree with David, Peer Feedback would actually be more useful for students
29/05/2007 09:26:38	Sean McKitrick (SeanMcKitrick)	I have found that peer assessment is a great activity-- however, I does one deal with the quiet, reticent student, or the student who is not taking the course as seriously as others?
29/05/2007 09:27:19	David Nicol (DavidNicol)	perhaps make the process obligatory but do not award a lot of marks to it
29/05/2007 09:27:44	Sandra Smith (Sandie)	do you find that students view feedback from peers as less valuable than feedback from the tutor?
29/05/2007 09:27:52	Quintin Cutts (QuintinCutts)	To AL = but even peer feedback can be very changeable - some are far too positive, some too negative...
29/05/2007 09:27:58	David Nicol (DavidNicol)	good point

29/05/2007 09:28:03	**MArk Russell** (MarkRussell)	Thats how I do it - small marks but really talk up the learning benefits of engaging and the outcome is so very postive
29/05/2007 09:28:11	**Lee Asher-Simpson** (LeeAsherSimpson)	I have found that students get into a "you pat my back and I'll pat yours" kind of routine, i have found it hard to make them think more about critical thinking than saving face
29/05/2007 09:28:12	**Gillian Palmer** (GillP)	There'a also the 'Eurovision' voting effect
29/05/2007 09:28:21	**David Nicol** (DavidNicol)	absolutely agree mark
29/05/2007 09:28:22	**Quintin Cutts** (QuintinCutts)	To Sandie - my students are quite good at telling whether the feedback they have received is accurate
29/05/2007 09:28:32	**Gillian Palmer** (GillP)	Can avoid the 'Eurovision' effect by careful grouping...
29/05/2007 09:28:58	**Sean McKitrick** (SeanMcKitrick)	what is the Eurosivion effect?
29/05/2007 09:29:11	**Alice Lau** (amslau)	To QC - I have found giving examples of your own feedback from previous assessment to students helpful
29/05/2007 09:29:37	**Quintin Cutts** (QuintinCutts)	To Lee - it's harder to do this if the review process can be made anonymous
29/05/2007 09:29:38	**Lee Asher-Simpson** (LeeAsherSimpson)	if you assign less marks to the activity students tend to take it less seriously
29/05/2007 09:30:09	**Gillian Palmer** (GillP)	Voting for those of your own background so as not to let down the side!
29/05/2007 09:30:13	**Irene Roy** (iroy)	or most importantly if it will not be taken into consideration for a final mark, it often gets ignored
29/05/2007 09:30:16	**Quintin Cutts** (QuintinCutts)	See my case study on the "multiplier" - perhaps harsh, but effective
29/05/2007 09:30:28	**David Nicol** (DavidNicol)	some of the case studies in reap might disprove this - lee
29/05/2007 09:30:45	**Alice Lau** (amslau)	this is an interesting point - is it a myth or is it not that students only do works that towards final marks?
29/05/2007 09:31:00	**Mary McCulloch** (marymc)	To Alice
29/05/2007 09:31:09	**Quintin Cutts** (QuintinCutts)	depends on the motivation developed!
29/05/2007 09:31:11	**Mary McCulloch** (marymc)	I think it depends on what else is going on at the time?
29/05/2007 09:31:15	**Lee Asher-Simpson** (LeeAsherSimpson)	To Quentin, great idea, I'd not thought of doing that, thx
29/05/2007 09:31:23	**Irene Roy** (iroy)	i hear what you say david, but one needs to point out that students must be 'inducted' into the process
29/05/2007 09:31:30	**David Nicol** (DavidNicol)	again structure is key - you need to get them on task and then motivation take can over
29/05/2007 09:31:45	**Alice Lau** (amslau)	true Marymc - as a recent review of our university found, we do over assess our students in some awards
29/05/2007 09:31:46	**David Nicol** (DavidNicol)	i agree iroy
29/05/2007 09:31:48	**Quintin Cutts** (QuintinCutts)	I thnk that preparing the ground is the key, something I don't do enough of
29/05/2007 09:31:52	**MArk Russell** (MarkRussell)	Lee- this is not my experince - but if thats yours you indicatye the fact that they beneifit now and the benefot keeps coming back i.e. in their later reports that they write. In my case they dont just mark but I encourage thme to learn lessons for their

29/05/2007 09:32:11	Anne Tierney (AnneTierney)	amslau - sometimes yes I think it is true, especially those students who may be struggling with workload and adopt a strategic approach, but some students genuinely want feedback on their progress. So half and half.
29/05/2007 09:32:26	Gillian Palmer (GillP)	Mark: do you build thislearning into portfolio reflection?
29/05/2007 09:32:34	Sandra Smith (Sandie)	has anyone had experience in getting students to justify or comment on how they have met the learning outcomes?
29/05/2007 09:33:01	MArk Russell (MarkRussell)	Gillp not formally - but informally yes - and weve tracked their progress from one report to the next
29/05/2007 09:33:15	Gillian Palmer (GillP)	Yes, Sandie. It needs managing if you don't want to get swamped!
29/05/2007 09:33:25	Lee Asher-Simpson (LeeAsherSimpson)	yes, and they can be brutally honest with themselves
29/05/2007 09:33:30	Alice Lau (amslau)	Sandie - i haven't but that is a good idea
29/05/2007 09:33:41	Irene Roy (iroy)	has anyone ever formally taught the art of meaningful reflection on own thinking and/or learning?
29/05/2007 09:33:49	Quintin Cutts (QuintinCutts)	Lee - often too brutal - in fact this is an issue - how personally some students take peer feedback
29/05/2007 09:33:51	David Nicol (DavidNicol)	you can create structure so students are encouraged to use the feedback
29/05/2007 09:34:01	Anne Tierney (AnneTierney)	Yes, we have in Biology at Glasgow U. We do peer marking and we also get the students to mark themselves and justify that mark. They are extremely honest, in the main, even those who award themselves low marks.
29/05/2007 09:34:01	Gillian Palmer (GillP)	Yes iroy.
29/05/2007 09:34:10	Sandra Smith (Sandie)	I have found it useful for reflection
29/05/2007 09:34:14	MArk Russell (MarkRussell)	Feedforward - show me how you used the feedback
29/05/2007 09:34:31	Sean McKitrick (SeanMcKitrick)	It sounds to me (and from what I gather from the case studies), that the lecturer must be prepared to exert a good deal of leadership; there are cases, unfortunately, where some lecturers might find this technique an excuse for not teaching--not to be too
29/05/2007 09:35:01	Gillian Palmer (GillP)	It is time consuming/expensive.
29/05/2007 09:35:09	Janet Strivens (strivens)	The discussio seems to suggest that students are too liberal in peer assessment but too harsh in self assessment. Is that so? I wonder why?
29/05/2007 09:35:14	Mary McCulloch (marymc)	but David, structires also militate against, namely the modular structure, where there is just time to develop something and then the students move on to the next module
29/05/2007 09:35:28	David Nicol (DavidNicol)	yes - they need to want to teach but positive results are motivating to teachers as well - sean
29/05/2007 09:35:49	Anne Tierney (AnneTierney)	Sean - absolutely, this kind of facilitation involves much more active participation from staff and students and if the staff support is missing it can cause problems.
29/05/2007 09:36:04	David Nicol (DavidNicol)	strivens - seems un-natural but comforting
29/05/2007 09:36:06	Debra Macfarlane (Debra (Moderator))	Mary - the structure should ideally engage lecturers across a programme of study - ideally!
29/05/2007 09:36:29	Quintin Cutts (QuintinCutts)	Debra - but that would require coordination across module boundaries!!

29/05/2007 09:36:44	David Nicol (DavidNicol)	mary - i am talking about structure through designed learning activities and tasks
29/05/2007 09:36:45	Debra Macfarlane (Debra (Moderator))	A radical idea indeed
29/05/2007 09:36:47	Mary McCulloch (marymc)	yes Debra, I would like to think so, could the students be the ones to drive the change, given Steve's learner pro-activeness principle?
29/05/2007 09:37:14	Sean McKitrick (SeanMcKitrick)	Anne--I think when training instructors to use these techniques, it is important to stress that all this is a lotof work;anyone have experiencewith this>
29/05/2007 09:37:39	Gillian Palmer (GillP)	Marymc: learner as proactive consumer?
29/05/2007 09:37:43	David Nicol (DavidNicol)	the 10 principles are all underpinned by proactiveness as confirmed in steve's paper
29/05/2007 09:37:54	Mary McCulloch (marymc)	yes David, I do hear that, but 10 weeks can fly by so quickly, and self and peer assessment are skills to be developed and practiced, so need the cross modular structures too
29/05/2007 09:38:13	Rachel Harris (rachelharris)	David, perhaps you could respond to Sean's point in relation to the REAP project?
29/05/2007 09:38:17	Debra Macfarlane (Debra (Moderator))	Mary - ideally students could drive it but there is a need for us to look programme-wide too
29/05/2007 09:38:28	Quintin Cutts (QuintinCutts)	As I develop the peer assessed essays module, I realise how much more I need to become involved in the preparation phases and also mid-process, giving feedback - Sean
29/05/2007 09:38:36	sue tickner (suet)	absolutely ~Mary
29/05/2007 09:38:57	David Nicol (DavidNicol)	there is a cost to change sean but in the end the teacher's task is not harder and more enjoyable
29/05/2007 09:39:08	Quintin Cutts (QuintinCutts)	Definitely.
29/05/2007 09:39:41	Sean McKitrick (SeanMcKitrick)	David--I agree;I think teachers find it enjoyable after they experience it
29/05/2007 09:40:32	Steve Draper (SteveDraper)	In fact, I think it may all work better if the teacher saves thier effort by witholding their own feedback~: that is a motivation to students to take it seriously as well as saving work. It certainly worked on my students
29/05/2007 09:40:34	Rachel Harris (rachelharris)	Was there a training component in REAP or was it achieved in other ways?
29/05/2007 09:40:57	Gillian Palmer (GillP)	Sean: highly enjoyable, I agree - and personally developmental. Question the time involvement against, say, research goals?
29/05/2007 09:41:03	David Nicol (DavidNicol)	we worked collaboratively with the departments on the redesign and this was absolutely vital
29/05/2007 09:41:06	Alice Lau (amslau)	it is fair enough for those that want to change in the first place, but how do we avoid preaching to the converted?
29/05/2007 09:41:10	Lee Asher-Simpson (LeeAsherSimpson)	the thing I really like about peer feedback is how empowering it is for the student doing it, they often are hugely reassured by the level of the students whose work they are evaluationg
29/05/2007 09:41:10	MArk Russell (MarkRussell)	David, thats what drives me - I get to spend my time developing new ideas and planning for learning rather than marking the same old mistakes
29/05/2007 09:41:31	Sandra Smith (Sandie)	does anyone use games for competative or motovate participation?
29/05/2007 09:41:52	Debra Macfarlane (Debra (Moderator))	Do we need to consider how we team teach with our colleagues in order to improve assessment practice across programmes to enhance our students experience of University as a whole?

29/05/2007 09:42:01	**Anne Tierney** (AnneTierney)	Sandie
29/05/2007 09:42:06	**MArk Russell** (MarkRussell)	I use a weekly leagu table to engineer some social competion
29/05/2007 09:42:08	**Gillian Palmer** (GillP)	Mark: and me!
29/05/2007 09:42:46	**Gillian Palmer** (GillP)	Ah wrong comment follow. No league tables here. Just enjjoy the teaching method
29/05/2007 09:43:04	**David Nicol** (DavidNicol)	On a more general point, I am interested in the theory practice issue - how do you use research to inform practice?
29/05/2007 09:43:05	**Lee Asher-Simpson** (LeeAsherSimpson)	I always try to create "the question" in students mind so that doing the work answers the question students have asked themselves
29/05/2007 09:43:21	**Janet Strivens** (strivens)	I'm interested in steve drapers comments about students needing to learn when to use the group and when to work solo
29/05/2007 09:43:30	**Anne Tierney** (AnneTierney)	Sorry! Pressed send. We use games to motivate our final year business & bioscience students, and use it as a way to form group identities, as they will work on group coursework throughout the course. I also use it a bit with the L1/L2 eployability ses
29/05/2007 09:43:48	**Vanessa Scholes** (schvan)	Hi, Ness here. Debra, is there a presumption of course assessment in the context of students learning a discipline? - that is, students who continue will be progressively educated into how to regulate / assess their learning as they become familiar with t
29/05/2007 09:44:00	**Sean McKitrick** (SeanMcKitrick)	Any strategies out there on how to motivate the shy or struggling student? I can imagine a scenario where most students are performing well, but a few just do not get it; how do we identify and then assist these students who might "fall between the g
29/05/2007 09:44:29	**Alice Lau** (amslau)	AnneT - what kind of games?
29/05/2007 09:44:30	**Rachel Harris** (rachelharris)	Lots of questions! could we let the keynotes respond for a few momments?
29/05/2007 09:44:38	**Rachel Harris** (rachelharris)	Steve could comment on strivens point?
29/05/2007 09:44:48	**brian whalley** (bwhalley)	motivating and supporting students is a big issue for me
29/05/2007 09:44:53	**David Nicol** (DavidNicol)	online tasks allow you to identify these students sean
29/05/2007 09:45:01	**Lee Asher-Simpson** (LeeAsherSimpson)	I use research as soon as I hear about it, its enormously satisfying to incorporate latest ideas that make pedagogical sense
29/05/2007 09:45:48	**Anne Tierney** (AnneTierney)	amslau - creativity games - we tie them up and get them to negotiate an indoor course, and we get them to make coats of arms that identify their strengths and weaknesses, then they have to present them to the group.
29/05/2007 09:45:50	**Steve Draper** (SteveDraper)	Strivens: I got the solo: group point from (finally() listening to what my studens said ab out what made their study groups productive or not
29/05/2007 09:46:02	**David Nicol** (DavidNicol)	the solo-group idea was already in our principles but it is an important issue at the level of implementation
29/05/2007 09:46:12	**Debra Macfarlane** (Debra (Moderator))	Schvan - this is more difficult, but should be possible - at least across common programmes and perhaps if we work on institutional assessment policy as I know David has a Strathclyde. Doinf these things in addition to trying to get the learner involved c

29/05/2007 09:46:57	Lee Asher-Simpson (LeeAsherSimpson)	what is a solo group point?
29/05/2007 09:47:05	Alice Lau (amslau)	Anne T - interesting! what do the students think about it?
29/05/2007 09:47:26	Janet Strivens (strivens)	It's similar to one of the 7 ELLI principles of effetcive learning
29/05/2007 09:47:29	David Nicol (DavidNicol)	a balance needs to be struck with solo and group work with one leading into the other
29/05/2007 09:47:45	Janet Strivens (strivens)	that a learner knows when to use th group and when to work alone
29/05/2007 09:48:02	Lee Asher-Simpson (LeeAsherSimpson)	thx
29/05/2007 09:48:07	Janet Strivens (strivens)	Lots of schoolbased research round that
29/05/2007 09:48:10	David Nicol (DavidNicol)	for example, group working might support learning before solo work or solo work might subsequently be supported by group tasks
29/05/2007 09:48:30	Janet Strivens (strivens)	but we don't typically talk to students about it
29/05/2007 09:48:38	Anne Tierney (AnneTierney)	amslau - they love it. It breaks down barriers and gets them relaxed and having a bit of fun before the work starts. Then - we stsrt the hard stuff.
29/05/2007 09:48:46	David Nicol (DavidNicol)	yes true
29/05/2007 09:48:54	Sean McKitrick (SeanMcKitrick)	David--good point;thanks.
29/05/2007 09:49:43	Janet Strivens (strivens)	just thinking maybe we need to be more explicit about it
29/05/2007 09:49:46	Quintin Cutts (QuintinCutts)	David and strivens - yes, we need this kind of 'training' in using group/solo - yet in a standard module it seems hard to find enough time to ground it properly.
29/05/2007 09:50:01	Alice Lau (amslau)	sounds great Anne T - thanks!
29/05/2007 09:50:25	Mary McCulloch (marymc)	yes Quintin, that's my point
29/05/2007 09:50:46	sue tickner (suet)	let alone breaking cultural barriers!
29/05/2007 09:50:58	David Nicol (DavidNicol)	it does occur in peer instruction by Mazur - where students respond to an mcq individually with handsets and tehn are asked to convince their neighbour that they have the right answer
29/05/2007 09:50:59	Gillian Palmer (GillP)	Quintin: maybe this is one time when working with non-trad students is actually helpful as the timetables are naturally more elastic
29/05/2007 09:51:19	Alice Lau (amslau)	David and Steve, can I ask that is there any specific learning theories that you think underpin the 10 principles?
29/05/2007 09:51:31	Janet Strivens (strivens)	if the group is the basis of all arning in a programme - as in PBL programmes or Patchwork text programmes - students have the opportunity to learn how best to use groups
29/05/2007 09:52:01	David Nicol (DavidNicol)	i was influenced by work on self-regulation but in the wider sense fo students learning to regulate cognition, motivation and behaviour
29/05/2007 09:52:05	Quintin Cutts (QuintinCutts)	Yes, that makes sense Gill- I wonder whether to have a twilight session, optional, for students to find out more about metacognitive strategies etc... b ut gthen of course only the keen ones would come!
29/05/2007 09:52:35	Janet Strivens (strivens)	In the UK, with PDP you could build metacognition in for all students!!

29/05/2007 09:52:37	Gillian Palmer (GillP)	Good idea to al least try, Quintin.
29/05/2007 09:52:57	Rachel Harris (rachelharris)	Steve do you have anything to add in response to amslau?
29/05/2007 09:53:24	David Nicol (DavidNicol)	social constructivism might be there also and vygotsky scaffolding
29/05/2007 09:54:40	Debra Macfarlane (Debra (Moderator))	Strivens, PDP might work in the top two quagrants of David's 'Framework for Assessment and Feedback in the First Year'
29/05/2007 09:54:41	Rachel Harris (rachelharris)	Ok, we're close to the end of our session, does anyone have any final questions for David or Steve regarding assessment principles?
29/05/2007 09:54:51	David Nicol (DavidNicol)	i am interested in how the principles have been interpreted in relation to the two dimensions
29/05/2007 09:54:56	Alice Lau (amslau)	Thanks David, but how far do you think these theories have really been transfered into practice?
29/05/2007 09:55:28	David Nicol (DavidNicol)	good question - it is not as if every teacher could state them but they do underpin the reap project
29/05/2007 09:55:32	Sandra Smith (Sandie)	thanks for the insights :) much appreciated
29/05/2007 09:55:39	Debra Macfarlane (Debra (Moderator))	I wondered whether the principle about motivational and self-beliefs was in the right place
29/05/2007 09:55:45	Mary McCulloch (marymc)	David and Steve: do you think that all of the principles should underpinn assessment, all of the time?
29/05/2007 09:55:47	Rachel Ferris (RF)	How can you build metacognition into PDP?
29/05/2007 09:56:06	Rachel Harris (rachelharris)	Ok, can we start with Mary's question?
29/05/2007 09:56:15	David Nicol (DavidNicol)	debra - you are right - agonised about that one as it is both part of self-regulation and an output
29/05/2007 09:56:20	Steve Draper (SteveDraper)	I think they can be used as a checklist for self-critiquing of our learning designs
29/05/2007 09:56:24	Janet Strivens (strivens)	By incorpoarting activities that require students toreflect on their learnig
29/05/2007 09:56:44	Debra Macfarlane (Debra (Moderator))	Would be happy to comment about quadrants in the discussion fora - might generate some good debate
29/05/2007 09:57:08	David Nicol (DavidNicol)	thanks debra good plan
29/05/2007 09:57:46	sue tickner (suet)	thanks
29/05/2007 09:57:53	MArk Russell (MarkRussell)	great session thank you David, Steve, Debra et al
29/05/2007 09:57:55	Bobby Elliott (bobbyelliott)	i enjoyed the discussions - thanks
29/05/2007 09:57:58	Gillian Palmer (GillP)	Thanks, all
29/05/2007 09:58:12	Mary McCulloch (marymc)	thank you
29/05/2007 09:58:17	David Nicol (DavidNicol)	hope to meet some of you in the discussion fora - thanks for contributions all
29/05/2007 09:58:17	radu catalin (karadu)	Thanks
29/05/2007 09:58:19	Quintin Cutts (QuintinCutts)	Does this transcript persist afgter the end of gthe session?
29/05/2007 09:58:24	Rachel Harris (rachelharris)	As we've reached almost 10am, I would like close this session by saying thank you to our keynotes David and Steve.
29/05/2007 09:58:25	brian whalley (bwhalley)	thanks

29/05/2007 09:58:26	**Rachel Ferris** (RF)	Yes, thank you interesting discussion
29/05/2007 09:58:32	**David Nicol** (DavidNicol)	yes quinten
29/05/2007 09:58:34	**Rachel Harris** (rachelharris)	Thanks also to you all, please do continue your discussions or post any unanswered questions in the conference discussion boards.
29/05/2007 09:58:35	**Alice Lau** (amslau)	thanks
29/05/2007 09:58:48	**Debra Macfarlane** (Debra (Moderator))	thanks - look forward to follow-up discussions
29/05/2007 09:58:48	**Vanessa Scholes** (schvan)	thanks
29/05/2007 09:58:48	**Irene Roy** (iroy)	thank you
29/05/2007 09:58:48	**Rachel Harris** (rachelharris)	The transcripts will be posted in the keynote session page

- TRANSCRIPT ENDS -

We apologise that owing to the limit on storage of individual messages within the chat software, particularly long messages have been truncated. Unfortunately, we are not able to recover these.