

WARWICK **EDUCATION** CONFERENCE

REIMAGINING ASSESSMENT
2024

A network diagram background consisting of numerous interconnected nodes and lines, rendered in shades of blue and purple, covering the lower half of the page.

Welcome to the Warwick Education Conference: Reimagining Assessment, 2024

Assessment plays a vital role in higher education and is an integral element of the learning process. Recent seismic shifts in the assessment landscape mean that there has never been a more pertinent time to question its purpose as well as its place in responding to educational and societal priorities.

In 2007, a challenge was set to [reframe assessment as if learning was important](#). Over 15 years later, the argument that we need to 'rethink what is being done in assessment in higher education' is more important than ever. Questions about what assessment exists to do, who and what it serves, what type(s) of learning it promotes, remain fundamental for educational communities to address. Alongside these is the most important question of how assessment can work to enable and empower all students to achieve to the best of their abilities.

The Warwick Education Conference 2024 provides an opportunity for us as a community (students and staff) to add our voices and experiences to conversations occurring across the sector more widely. Questions we might explore as we come together to collectively reimagine assessment include:

- How might assessment promote equity and social justice in higher education?
- How can assessment for learning and as learning be emphasised within the curriculum?
- What is the place of assessment in the world of AI? How might generative AI be used to change assessment for the better?
- How might assessment be a vehicle for promoting sustainable development?
- How might the values of academic integrity be designed into assessment?
- How can creative and innovative assessment respond to current needs and priorities?

We hope that you enjoy the day and the opportunity to connect, inspire and learn from each other as we reimagine assessment together.

Acknowledgements

This event would not be possible without the hard work and contribution of our education community (staff and students). We would particularly like to thank the following:

Conference Convenor

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We would also like to thank the Faculty of Arts, the Faculty of Social Sciences, the Faculty of Science, Engineering and Medicine and WIHEA for sponsoring the event.

Warwick Education Conference: Reimagining Assessment

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Programme of events

09:00	Arrival Tea, coffee and refreshments	Radcliffe Conference Centre Reception		
09:30	Welcome Professor Lorenzo Frigerio, Pro-Vice Chancellor (Education)	Space 2		
09:45 – 10:45	Morning keynote session (Space 2) <i>Fostering student agency and engagement in assessment and feedback: taking a programme approach</i> Professor Tansy Jessop			
	Presentations		Workshop	Panel
	Stream A	Stream B	Stream C	Stream D
	Space 25	Space 26	Space 20	Space 2
11:00 – 11:20	What 'Fairness' Looks Like: Exploring Student Perceptions of What Constitutes 'Fair' Assessment Within a Business School Context	Decolonising education: assessment based case studies	Together everyone achieves more: Designing assessed groupwork	Authentic assessment strategies for enterprising /entrepreneurial graduates
11:20 – 11:40	UniVoice: Empowering academic writing and developing assessment literacy	Assessment for Lifelong Learning: Building Sustainable and Equitable Futures		
11:40 – 12:00	Authentic assessment for lab classes of 400 students	Thinking aloud about marking and feedback		
12:00 – 13:15	Lunch		Radcliffe Restaurant	
	Fringe 1	Fringe 2	Fringe 3	Fringe 4
	Space 20	Space 25	Space 26	Space 2
12:10 - 13:10	12:10 – 12:40 Assessment and feedback: collaging experience	12:10 – 12:40 Beating the Kobayashi Maru: What can we learn about assessment from a no- win scenario?	12:40 – 13:10 Designing together: reimagining the role of students in academic development	12:40 – 13:10 Developing authenticity and inclusivity in post-graduate assessment on a PGCE programme

	Presentations		Workshops	
	Stream A	Stream B	Stream C	Stream D
	Space 26	Space 2	Space 25	Space 20
13:15 – 13:35	Mind the Gap: Degree Skills Applied in the Workplace	A ‘silver bullet’ approach to eradicating awarding gaps	Unleashing the transformative potential of lifelong learning: an andragogical assessment strategy	Re-imagining assessment through reading and discussion with a twist
13:35 – 13:55	The pass/fail awarding gap in the Warwick Medical School MBChB Programme: Exploration of awarding gaps in favour of ethnic minority medical students in 2nd sit examinations	Co-created assessment design for interdisciplinary modules		
13:55 – 14:15	Introducing a Processfolio to the Warwick pre-sessional	Autobiographical writing to promote Education for Sustainable Development (ESD)		
14:30 – 15:30	Afternoon keynote session (Space 2) <i>Racially inclusive practice in assessment</i> Dr Paul Campbell			
15:30 – 16:00	Conference contemplations and closing			



View online conference programme

Morning keynote

Professor Tansy Jessop, University of Bristol, UK

Fostering student agency and engagement in assessment and feedback: taking a programme approach

Time: 09:45 – 10:45 | Location: Space 2

Abstract

In TESTA data, students routinely describe being overwhelmed by summative assessment. In rushing to complete assessments, they often fail to see their wider purpose and relevance, or to find space and time to shape or take pride in their work. Students say that they struggle to see connections between assessment tasks across the programme, and to trust feedback enough to act on it. Drawing on theories of alienation and engagement, this talk will explore how to design assessment and feedback across programmes that enable students to exercise their agency, play to their strengths, become more curious, deepen their understanding, and surprisingly, have more fun.



Tansy Jessop is PVC Education and Students at the University of Bristol, where she has led curriculum enhancement across the institution to re-imagine the design of programmes and assessment. Across the sector and working with many programmes in different universities, she has led the 'Transforming the Experience of Students through Assessment' (TESTA) research and change project for 15 years. Her recent book 'Student Agency and Engagement: Transforming Assessment and Feedback in Higher Education' draws on findings from TESTA to show the value of taking a programme approach, offering fresh perspectives of students' experience of assessment and feedback through theories of alienation and engagement.

Before joining Bristol, Tansy was Head of Learning and Teaching at the University of Winchester and Professor of Research Informed Teaching at Solent University. She has previously worked as a research consultant in India, the Middle East, and South Africa on social justice and leadership development in education. Tansy started her career as a secondary school teacher in South Africa. Her PhD analysed the narratives of rural primary teachers in KwaZulu-Natal in the early post-apartheid period.

On weekends, Tansy walks the dog, reads detective novels and biographies, and has fun messing about in the kitchen cooking.

Afternoon keynote

Dr Paul Campbell, University of Leicester, UK

Racially inclusive practice in assessment

Time: 2.30pm – 3.30pm | Location: Space 2

Abstract

There is a current dearth of critical and empirically substantiated evidence as to what works with regards to equalizing the uneven educative experiences of racialized students in higher education. There are even less empirically substantiated answers to what works with regards to addressing the barriers specifically manifest within HE assessment and related practices that are experienced by domicile students of colour in UK Higher Education Providers (HEPs). By drawing on the findings of his ground-breaking work leading the first holistic, large-scale, UK, multi-institution and mixed-methods evaluation of an intervention explicitly designed to reduce the racialised barriers that exist within HE assessment, Dr Paul Campbell, inaugural Director of the Leicester Institute for Inclusivity in HE and Associate Professor of Race and Inclusion, explores the answers to these questions. Specifically, the talk shines light on the Racially Inclusive Practice in Assessment Guidance Intervention's (RIPIAG) impact for improving (1) teaching staff's ability to identify and reduce the racialised inequities that are manifest in their assessment practice and (2) students from minority-ethnic backgrounds' experiences of assessment. The talk will also explore RIPIAG's capacity to foster a reduction in the race award gap in student outcomes in assessment at the module level across all types of assessment in all disciplines.

Paul Campbell is the Inaugural Director of the Leicester Institute for Inclusivity in Higher Education, a University Distinguished Teaching Fellow and National Teaching Fellow. He developed the Racially Inclusive Curricula Toolkit, the Racially Inclusive Practice in Assessment Guidance and the University of Leicester Race inclusion Action Plan Framework. The RIPIAG is the first intervention in the world to make an empirical reduction in the race award gap across three different universities and the Race Inclusion Action Plan Framework directly contributed to a reported 4% reduction in the race award gap at Leicester in 2024.

Paul is also an award winning academic and Associate Professor in the Sociology of race and inclusion at the University of Leicester. His first monograph won the British Sociological Association's Philip Abrams Prize in 2017 and he has published widely in the areas of race, inclusion and Higher Education and on inclusion in sport.



He is co-convenor of the Evaluating Teaching in Higher Education Collective, which consists of universities such as Cambridge, Oxford and LSE and is an Academic Advisor for the Centre for Transforming Assessment and Student Outcomes (TASO). Paul supports a number of UK research and teaching focused universities in addressing racial inequalities in their curricular and in their assessment processes. These include the University of Manchester, LSE and Birmingham City University. Paul work is a sector leader in developing and evaluating interventions for making HE curricula and assessment racially inclusive and he has published a number of ground-breaking reports on how to empirically move from race inclusion theory to practice.



Tackling racial inequalities in assessment, Dr Paul Campbell – webinar recording

In March 2022, Paul hosted a webinar at Warwick in which he shared some of his initial research regarding racial inequalities in assessment.

Click [this link](#) to view the recording (54 minutes).

Morning parallel session abstracts

Parallel session stream A - presentations

Location: Space 25

A1: What 'fairness' looks like: Exploring student perceptions of what constitutes 'fair' assessment within a Business School context

Dr Jenny Lloyd (Warwick Business School)

For academics and students alike, the relative 'fairness' of assessment is a highly important issue but one that is fraught with contradictions. Where they are perceived to be fair, assessments can have an extremely positive impact for all involved. In addition to fostering a constructive learning experience for students, they also have been proved to result in improved teacher satisfaction, greater legitimization of authority and enhanced evaluation of teacher expertise. However, despite these benefits, assessments are generally disliked by all by both students and academics (Murillo and Hidalgo 2020, Sambell, McDowell, and Brown 1997).

A common complaint from students is that they feel some aspect of their assessment diet is unfair and, according to Liu, Johnson et al (2016), there is a lack of consensus amongst teachers as to exactly what 'fair' actually means within the assessment context. This is particularly concerning as where assessments are perceived to be unfair, they can result in such negative outcomes as aggression (Chory, Horan et al 2014), cheating (Lemons and Seaton 2011).

This paper discusses the concept of 'fairness' in assessment and offers an account of an exploratory study into what students perceive to be 'fair'. Structured around data derived from a series of focus groups undertaken with students at both undergraduate and postgraduate level, explores the varying perspectives of students at both undergraduate and post graduate level. It identified key characteristics of 'fairness' and proposes a framework that academics can use when evaluating the 'fairness' of their assessment strategies. It then concludes with a reflection upon the implications that these insights hold for assessment design in a business school context and beyond.

A2: UniVoice: Empowering academic writing and developing assessment literacy

Tilly Harrison, Matt Voice, Lynnette Richards & Duncan Lees (Applied Linguistics)

This presentation will reflect on the first year of UniVoice, an ongoing student-staff collaborative project to improve undergraduate academic writing and assessment literacy in the Department of Applied Linguistics. The project's initial findings have allowed us to highlight good practices that staff are already implementing in their teaching and assessment design, while identifying areas in which students themselves see a need for more scaffolding at programme level. This talk will share the practices that have been developed through UniVoice, to stimulate conversation around how colleagues in other departments might approach the use of co-created projects to inform assessment and curriculum design.

Many university students, and international learners of English in particular, appear not to feel a sense of agency or confidence in their academic writing capabilities, leading eventually to poor self-efficacy beliefs (Gennrich & Dison, 2018). UniVoice aims to embed the necessary scaffolded training for academic writing, reading and thinking into the design of the department's undergraduate curriculum and individual assessments. To do so, it focusses on student involvement in academic writing processes, with staff and students collaborating to ensure we are addressing actual needs (Seale, 2013), including the use of AI.

This talk will discuss UniVoice's collaborative approach to data collection and analysis, including the benefits of students and staff being interviewed by their respective peers, and how comparing student and staff 'stories' to the findings of a department-wide review of undergraduate learning outcomes and assessments helped identify what was working well and what needs to change. Finally, the talk will share how we are implementing the project's recommendations with our undergraduates and adapting them for use with other groups (including taught postgraduates and international learners of English). We will suggest opportunities for supporting students' academic writing and assessment literacy across the university.

References:

Gennrich, T. & Dison, L. (2018) 'Voice matters: Students struggle to find voice', *Journal of the Reading Association of South Africa* 9(1): DOI:10.4102/rw.v9i1.173.

Seale, J. (2013). 'Doing student voice work in higher education: An exploration of the value of participatory methods', *British Educational Research Journal* 36(6): 995-1015.

A3: Authentic assessment for lab classes of 400 students

Beatriz Lagunas (College of Life Sciences)

At the School of Life Sciences, we have large undergraduate cohorts of up to 400 students per year. The lab classes and associated assessments are key to the provision, and to student progression and ultimately essential for a practical science degree and the job market associated to this. We have recently rebuilt the Year 1 lab assessments to be authentic and skills based, with the help of the different teams involved in the delivery PGR Graduate Teaching Assistants and in response to our student feedback. As explored in (Schultz et al., 2022) staff and students' perception of authentic assessment implies these involve tasks related to students' future jobs, including skills that they require in the real world. This parallels the literature, all of which consistently includes this as a facet of authentic assessment. Also important to both groups were that the task tests concepts rather than memorisation, that the task involves critical thinking or problem solving, and these dimensions have broad consistency in the literature.

Previously our Year 1 lab assessment relied solely on a series of written lab reports. However, our graduates must finish their degrees with practical skills and a knowledge of safe and good lab practice. Our new assessment strategy allows the assessment of those practical skills, of academic writing, and understanding of health and safety. I will explain how in-lab assessment is feasible against the backdrop of PSRB accreditation, as well as how we can highlight the significance of the skills of our subject with very basic assessments and simple marking structures.

Schultz, M., Young, K., K. Gunning, T. and Harvey, M.L., 2022. Defining and measuring authentic assessment: a case study in the context of tertiary science. *Assessment & Evaluation in Higher Education*, 47(1), pp.77-94.

Parallel session stream B - presentations

Location: Space 26

B1: Decolonising education: assessment based case studies

India Palmer (WMG), Iman Zahid, undergraduate (Philosophy) and Faadhil Agoro, postgraduate taught (Centre for Teacher Education)

Only 9% of engineers in the UK identify as Black and minority ethnic (BME); the numbers are significantly worse for researchers, lecturers, and professors (AFBE-UK, 2020). Monocultures are known to narrow out ideas and limit healthy thinking, which is surely the antithesis of what a university education is striving for. While pedagogically good curricula engage various concepts, texts, and traditions in dialogue and are intellectually expansive (Gopal, 2021). Students are seeking an introduction of non-western methods and teaching in the university curriculum (Gopal, 2021) therefore it is paramount that diversification is increased and valued.

This presentation considers key literature on decolonisation in higher education and displays three case studies of good practice in higher education assessments. The case studies were identified during a collaborative summer internship in 2023, with further learning included in this presentation. The case studies are:

- Assessing challenge based learning, enabling students to think beyond the existing Western approach.
- Teacher training for decolonising assessment, offering a forum for practitioners from all areas of education to exchange ideas and consider different points of view.
- Using co-creation to remove the awarding gap between White and non-White students.

Decolonisation requires a multifaceted approach and this presentation demonstrates that there are existing practices within higher education assessment, that have a major impact on improving diversification. Instead of seeking an easy solution and reconciliation, it is crucial to learn and teach more about decolonisation, while fighting any inclinations for decolonization to turn into a white, colonial, or institutional endeavour, decolonization must be accepted as an ongoing and incomplete undertaking. To fully decolonise a university, a culture shift to thinking more widely about why common knowledge is what it is, is required, thereby adjusting cultural perceptions and power relations. This presentation hopes to be a step in that journey.

B2: Assessment for Lifelong Learning: Building Sustainable and Equitable Futures

Rachel Strisino, Charlotte Jones, Steven Gascoigne & Karen Baxter (Centre for Lifelong Learning)

In the design and building of a brand new BA(Hons) Child and Family: Mental Health and BA(Hons) Child and Family: Health and Wellbeing Degree within the Centre for Lifelong Learning, the Design Leads and Teaching Team have sought to create a transdisciplinary and transformative assessment experience for students. This takes account of the multi-faceted nature of human beings and complex societal issues (van Baalen, et. al., 2021).

At the heart of the assessment design is a careful balance of academic rigour, championing the authentic, lived experiences of our students and the delivery of assessment outcomes that reach beyond the moment of 'submission'. It has been vital to create a sense of belonging through assessment that fits the needs of students socially and academically, which also is enriched by our commitment to social justice and the development of digital competencies within our higher education context (see Basilotta-Gómez-Pablos, et., al., 2022, Meer and Chapman, 2014). Focus here is upon ensuring that outcomes are sustained beyond graduation and deliver positive, ongoing change for practitioners and stakeholders (see Fastré et al, 2013, cited in Makovskaya, 2022). In a world where our graduates will be developing solutions to complex problems relating to the health and wellbeing of children and families, adopting a transdisciplinary approach that lives beyond the Degree empowers the student to use their own professional instinct, knowledge and expertise across health, education and social care contexts.

Delegates can expect to hear about our re-imagining of assessment for lifelong learners and how we have been able to create transdisciplinary assessment strategies with the aim of fostering reflexive graduates. By drawing upon and respecting lived experiences, assessment can have meaningful outcomes for sustainable practice with children and families beyond the degree programme.

References:

Basilotta-Gómez-Pablos, V., Matarranz, M., Casado-Aranda, L-A. & Otto, A. (2022) Teachers' digital competencies in higher education: a systematic literature review. *International Journal of Education* 19:8. Available from: <https://doi.org/10.1186/s41239-021-00312-8> (Accessed 08-02-24).

Makovskaya, L. (2022) Towards Sustainable Assessment in Higher Education: Teachers and Students Perspectives. *Discourse and Communication for Sustainable Education*, vol. 13, no. 1(88-103). Available from: *Towards Sustainable Assessment in Higher Education: Teachers' and Students' Perspectives - ProQuest* (Accessed 08-02-24).

Meer, N.M. & Chapman, A. (2014) Assessment for confidence: Exploring the impact that low-stakes assessment design has on student retention. *The International Journal of Management Education* Vol. 12, Issue 2: (186-192). Available from: <https://doi.org/10.1016/j.ijme.2014.01.003> (Accessed 08-02-24).

van Baalen, W. , de Groot, T., & Noordegraaf-Eelens, L. (2021) Higher education, the arts, and transdisciplinarity: A systematic review of the literature. *Research in Education*, Vol. 111(1) 24–45. Available from: *Higher education, the arts, and transdisciplinarity: A systematic review of the literature - Wander M van Baalen, Tamara de Groot, Liesbeth Noordegraaf-Eelens, 2021 (sagepub.com)* (Accessed 08-02-24)

B3: Thinking aloud about marking and feedback

Dot Powell (Warwick Business School)

This presentation will report the early findings of an ongoing study, the broad aim of which is to provide the academic community (both at WBS/Warwick and further afield) with insights into the individual differences and similarities in approach that inform the process of marking and providing feedback on qualitative (essay-style) assignments. As the study is intended to be inductive in nature, the initial research question is fairly broad:

“What do think aloud methodologies reveal about the ways that markers engage with external and internal heuristics in arriving at grades and crafting feedback?”

Emerging insights cast light on the following areas of interest:

- How individual markers use and interpret standardised marking heuristics (marking criteria, assignment briefs, stock phrases etc.) as they assign grades and create feedback
- What 'personal heuristics' markers apply when creating feedback and arriving at marks
- Differences in approach that emerge where markers are more (or less) experienced
- How markers develop their own individual marking behaviours and practices as they mark

The main focus of the study is the marking of essay-style assessments, with exams and quantitative assessments currently excluded from its scope.

Data is being collected using the “think-aloud” method (Charters, 2003), as well as short, semi-structured interviews. Think-aloud methods involve participants recording a stream of consciousness narration of their thought processes as they complete a task. The method has been found to be effective in providing insight into higher-order thinking tasks such as reading texts (McEwan, 2004)

and solving language-based problems (Gibson, 1997). The presentation will include verbatim examples of markers "thinking aloud" about the marking process.

Parallel session stream C - workshop

Location: Room Space 20

C1: Together everyone achieves more: Designing assessed groupwork

Amy Stickels (Warwick Foundation Studies)

Groupwork is used as a form of assessment in HE for many reasons – ranging from fulfilling PRSB requirements, to developing student skills, to diversifying assessment, and reducing our own workloads. It has many benefits for students in offering a potential for more authentic forms of assessment by mirroring activities one might find in the workplace as well as developing a range of employability skills e.g. negotiation, collaboration, and understanding how to work with others. Research also shows it has further benefits including increased self-esteem, improved critical thinking skills, increased creativity, improved motivation (Burke, 2011; Masika & Jones, 2015). However, we are all aware of many of the pitfalls of attempting to design such activities both as formative and summative assessment.

The WIHEA (Warwick International Higher Education Academy) learning circle on designing and assessing groupwork has developed a staff-facing resource to support the design of group-based assessments across courses from both STEM and non-STEM fields. The resource brings together research and practical advice for designers to enable them to better support their learners. In this workshop, participants will be invited to use and evaluate the resource to help them re-imagine a group-based assessment. Participants are invited to bring along an example of groupwork that they undertake, an idea of a group assessed activity that they are considering, or even a current individual assessment they wish to convert into a group assessment, and to use the resource to help them to critically think about the groupwork activity – to reimagine the assessment. From this, participants will be able to not only evaluate their own assessed groupwork but also hear and share ideas with others, alongside helping to shape the resource for future users.

Burke, A. (2011). Group Work: How to Use Groups Effectively. *The Journal of Effective Teaching*, 11(2), 87-95.

Masika, R., & Jones, J. (2015). Building Student Belonging and Engagement: Insights into Higher Education Students' Experiences of Participating and Learning Together. *Teaching in Higher Education*, 21(2), 138-150.

Parallel session stream D - panel

Location: Space 2

D1: Authentic assessment strategies for enterprising/entrepreneurial graduates

Richard Groves, Innovation Group (lead panellist)

Most educators and policy makers agree on the value of enterprise and/or entrepreneurship education in preparing students for successful professional life in uncertain and constantly changing environment (Advance HE, 2019; Dodgson & Gann, 2020; QAA, 2018; Young, 2014), and the need to foster enterprise skills and mindset to enhance students' progression, graduate outcomes and subsequent positive contribution to society and economy. We are interested in examining the existing assessment practices, their authenticity and relevance to assessing enterprise and entrepreneurship competencies required in the future world of work that current students will be part of.

The proposed live group interview/discussion will involve Warwick Enterprise/Innovation Group staff, Innovation Fellows who are currently studying at Warwick, academics, and external subject experts. We will focus on meaningful, innovative, creative, and authentic approaches to assessment as learning for and through enterprise and entrepreneurship activities.

Considering their varied backgrounds, the panel will deliberate on and explore the following questions from multiple perspectives:

- Which of the current assessment types evaluate students' creativity, innovation and enterprise in its broadest sense?
- How do we prepare work-ready graduates through assessing their enterprise and entrepreneurship skills?
- How do we assess students who study enterprise/ entrepreneurship and prepare them for their career?

The audience will be encouraged to submit questions in advance and during the panel discussion to expand on the points for discussion.

As a result of this panel discussion, the attendees will be encouraged to review their current assessment practices and explore ways to make their assessments authentic and future focused. Further resources and case studies shared as part of the event and following panel discussion would give the audience necessary tools and inspiration to enhance their practice.

Lunchtime Fringe Sessions

Fringe 1

Location: Space 20

Assessment and feedback: collaging experience

Charlotte Stevens (Academic Development Centre)

Assessment and feedback are central to learning but they can also prompt strong emotional responses and conflicting feelings amongst students and staff (Rowe, 2017; Christie and Morris, 2021; Zhao, 2022). The question is: How do the terms assessment and feedback resonate with you?

If you are a teacher, does thinking about assessment present an exciting opportunity to design something new, or do you feel more inclined to keep going with the tried-and tested? Do your own personal experiences influence the way that you think about assessment? How do you feel about giving feedback?

If you are a student, what does assessment mean to you, and have your experiences changed as you've progressed with your studies? Has the nature of assessment influenced the choices you've made about your degree? And how do you feel about receiving feedback?

This fringe session invites both staff and students to capture reflections and experiences of assessment and feedback through the medium of collage. As a creative arts-based approach, collage has gained momentum as a research tool in recent years, providing an alternative method of 'meaning-making', as well as the opportunity to pause for thought (Watts, 2023; Abegglen et al., 2021; Culshaw, 2019). Come along to this relaxed session if you like to be creative, or if you would just like to try something new. No artistic skills necessary. All materials will be provided.

Participants will be invited to share their thoughts at the end of the session in order to capture key messages. Engagement in this part of the activity will be optional.

Abegglen, S. & Burns, T. & Sinfield, S. (2021) Dialogic montage: Reflecting on playful practice in higher education. *The Journal of Play in Adulthood*, 3(2), 82-95.

Brookfield, S. (2017) *Becoming a Critically Reflective Teacher*. San Francisco: Wiley.

Christie, H. & Morris, N. (2021) Assessment and emotion in higher education: the allure of blogging. *Research in post-compulsory education*, 26:2, 148-163.

Culshaw, S. (2019) 'The unspoken power of collage? Using an innovative arts-based research method to explore the experience of struggling as a teacher. *London Review of Education*, 17:3, 268–283.

Rowe, A. (2017) Feelings about Feedback: The Role of Emotions in Assessment for Learning. In: Carless, D., Bridges, S.M., Chan, C.K.Y. & Glofcheski, R. eds. *Scaling up assessment for learning in higher education*. Singapore: Springer, 159-172.

Watts, A. (2023) *Collage as a Creative Coaching Tool: A comprehensive Resource for Coaches and Psychologists*. Abingdon: Routledge.

Zhao, X., Cos, A., Lu, L. & Alsuhaibani, A. (2020) A comparison of student and staff perceptions and feelings about assessment and feedback using cartoon annotation. *Journal of Further and Higher Education*, 46:5, 596-604.

Fringe 2

Location: Space 25

Beating the Kobayashi Maru: What can we learn about assessment from a no-win scenario?

Will Haywood and Jo Kukuczka (Academic Development Centre)

Featured multiple times in the Star Trek franchise, the Kobayashi Maru is an infamous test which all Star Fleet officers must go through as part of their training. This could be considered as a fictional example of 'authentic assessment' where cadets are placed in a simulation in which they must confront a no-win scenario. There is, however, a cadet who famously beat the Kobayashi Maru - one Captain James T. Kirk.

Wiggins' (1990) promotes the concept of authentic assessment as an activity with value and meaning beyond that of the mark achieved. Lund (1997) goes on to suggest the importance of students' use and application of skills and knowledge to tackle 'real-world problems' as a contributor to authenticity; whereas Sambell et al (2013:12) considering authenticity as a relative concept of "faithfulness to the discipline or subject area".

In this lunchtime fringe session, we will use video clips of the Kobayashi Maru simulation, Kirk's approach to it, and the aftermath the simulation as stimuli for discussion. It is anticipated we will be exploring themes around authenticity in assessment, academic integrity, and the value of no-win scenarios. As well as pondering as to if your discipline has its own Kobayashi Maru? Or should it?

Ultimately, however, it is up to the participants who come along to decide where conversations boldly go!

Fringe 3

Location: Space 26

Designing together: reimagining the role of students in academic development?

Bo Kelestyn (Warwick Business School), Jess Humphreys (WIHEA), Nikita Asnani & Inca Hide-Wright

Design practices, mindset and tools offer new possibilities for capturing feedback and solving innovation challenges in Higher Education (HE). Engaging students and staff as equal partners and co-creators of their experience lies at the very heart of the design ethos. Unsurprisingly, Jisc has named design thinking as one of the key capabilities for an HE leader in their 2030 strategy framework. Drawn from the business and digital realms, design thinking is highly relevant to the complexity and uncertainty brought about by the accelerated levels of innovation and change in HE. The education community is standing at the crossroads. We either fall back to the 'familiar' tools and ways of thinking or collectively explore the opportunities, new language, and innovative methods of capturing feedback which allow us to work alongside each other to understand the felt student experience. In this session, co-created and co-delivered by students and staff, you will hear about Designing Together, a design thinking based project that reimagined the role of students in academic development, and a way to build learning communities based on mutual respect, safety, and radical collaboration. By the end of the session, you will have an understanding of what design thinking entails and how you can start using it within your community. Participants will be introduced to the Designing Together cards that have been developed to encourage and facilitate designedly conversations, design projects and initiatives based on principles of co-creation and design thinking. Participants will also walk away with a set of practical tools and handouts to try in their own practice.

Fringe 4

Location: Space 2

Developing authenticity and inclusivity in post-graduate assessment on a PGCE programme

Andy Hind & Alison Morgan (Centre for Teacher Education)

The Postgraduate Certificate in Education is a level seven qualification which attracts a diverse cohort of learners, a number of whom find the academic assignments challenging. Stepping up to level 7, a change of discipline from UG study and the demands of a professional course create significant challenges (Turner et al., 2013). Following analysis of the awarding gap for specific cohorts of learners (e.g. Black, Asian & Global Majority, career changers), CTE has embarked on a programme of assessment redesign across all three compulsory modules, drawing on the claim by Tai et al (2022) that assessment which treats all students the same is inequitable and advocating the need for inclusive assessment which provides all students with equal opportunities. Underpinned by our Warwick Teacher Values of intellectual curiosity, creativity and social justice combined with a desire to more closely align professional and academic learning, this session will explore the changes undertaken on the secondary PGCE programme in 23/24 as well as the module changes for 24/25. By moving away from more traditional modes of assessment, such as essays, to more innovative methods, such as oral presentations, professional reports and personal reflections, the aim is to create assessment that is both more authentic for trainee teachers and more inclusive, resulting in greater success for our students and the closing of the awarding gap (Kaur et al, 2017). This informal session will enable discussion with interested colleagues about the steps being taken in CTE to transform assessment, as well as exchange information and experiences with colleagues embarked on similar journeys.

References

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- Kaur, A., Noman, M., & Nordin, H., (2017) Inclusive assessment for linguistically diverse learners in higher education, *Assessment & Evaluation in Higher Education*, 42:5, 756-771, DOI: 10.1080/02602938.2016.1187250
- Turner, K., Roberts, L., Heal, C., & Wright, L. (2013). Oral presentation as a form of summative assessment in a master's level PGCE module: the student perspective. *Assessment and Evaluation in Higher Education*, 38(6), 662. 10.1080/02602938.2012.680016

Afternoon parallel session abstracts

Parallel session stream A - presentations

Location: Space 26

A1: Mind the Gap: Degree Skills Applied in the Workplace

David Molyneux & Tom Greenaway, Student Opportunity, Marion Patel, School of Life Sciences & Student Research Collaborators

Our recent work, conducted in collaboration with 4 undergraduate students, is looking into the skills gap between degree courses and workplaces, which aligns with the subtheme of this conference: "How can creative and innovative assessment respond to current needs and priorities?" How students perceive the skills they develop through their degrees, and how they can apply these to the workplace, has implications for how we assess student learning, and what we are trying to assess.

We intend to present our research to date and invite discussions on the implications of our findings on learning and assessment practice. This research was prompted by Graduate Outcomes data that highlighted a perceived gap between what students were learning in their degrees compared to what they needed in the workplace. To investigate this perceived gap, we are collaborating with returning

placement students to understand their experience and utilise their unique perspectives of the transition between education and work contexts. This involves our research collaborators conducting focus groups of returning placement students to investigate the skills gap, as well as surveying students who are seeking placements around the skills they feel they are currently learning on their degrees and how these are applied to the placement recruitment process. The data from the focus groups and surveys will then be analysed and used to present resources and recommendations that could include new assessment proposals to departments.

Attendees will gain an understanding of the project, the context that has prompted it and the importance of addressing skills as a type of learning in a university context.

They will also gain an important insight into students' experiences, as told through their own voices, and how they perceive skills learning and development in an academic context and the workplace.

A2: The pass/fail awarding gap in the Warwick Medical School MBChB Programme: Exploration of awarding gaps in favour of ethnic minority medical students in 2nd sit examinations

Loralie Rodrigues (Warwick Medical School)

This research investigated the Pass/Fail awarding gap for ethnic minority students on the MBChB programme. Previous research has concluded that academic performance due to ethnic differences have existed in medical schools for the last thirty years, across all medical schools and exam types. Recent studies demonstrate that awarding gaps are likely to be influenced by learning environments, social interactions and lack of sponsorship from senior members of staff. Importantly, differential attainment in medical education can hinder individuals' learning experiences and career progression, limit diversity of the health workforce and ultimately impact on patient care. Of the 8,000 new medical students every year, 1/3 are ethnic minority students. Therefore, the number of students affected by a pass/fail awarding gap at WMS is important to consider.

Quantitative data analysis of exam performance in the MBChB shows that an awarding gap exists in favour of white students across all exam formats (written and practical) in all year groups, across all cohorts for the last 5 years, but at 2nd sit exams ethnic minority medical students out-perform white medical students. Further qualitative research is being undertaken to explore reasons for ethnic minority students' exam failure at 1st sit and success at 2nd sit attempts.

The perspectives of failing medical students offer opportunities for impactful interventions by Warwick Medical School and the wider faculty, university and institutions to promote success in examinations and prevent failure of examinations. Awarding gaps exist across Warwick university programmes and wider institutions, and have widened post-pandemic. Through an insightful and thought-provoking presentation, delegates will have the opportunity to apply the experience of medical students to their own context via a 'toolkit' summary which will be provided by the speakers, with the goal of making a meaningful difference to the academic and career prospects of ethnic minority students.

A3. Introducing a Processfolio to the Warwick pre-sessional

Susie Cowley-Haselden & Joanne Raynor (Warwick Foundation Studies)

Final written assessments on pre-sessional courses often consist of an 'authentic' piece of academic writing. This 'product' supposedly mirrors the research, academic and language skills expected of a postgraduate in UK HE and is marked according to criteria covering elements such as paraphrasing skills, referencing accuracy, and language proficiency. This latter criterion is largely present to satisfy a pre-sessional's status as a quasi-SELT (Secure English Language Test, such as IELTS). However, with

the advancement of technology (such as Generative AI and translation software) when focusing on marking the written product only it can be extremely difficult to ascertain (and assess) a student's language proficiency. With a focus on language and skills, English for Academic Purposes (EAP) assessments can lead to a "culture of performativity that can encourage academic writers to display language at the expense of deep knowledge engagement and creativity" (Molinari, 2022: 99).

To address these issues, a Processfolio (Pearson, 2021) was introduced on Warwick's pre-sessional in the summer of 2023. The Processfolio format affords a focus on the writing process as students collate artefacts that depict their journey in completing a written product (Pearson, 2021). The format, as employed on the Warwick pre-sessional, foregrounds a focus on the Socio-Academic Practices (SAPs) of commitment to truth, academic integrity, social justice and research (Molinari, 2022: 74) as well as critical experimentation with Generative AI tools. All of which are practices that are fundamental to any assessment within HE.

This presentation will outline the Processfolio and focus on the experiences of designing and running the first iteration. The session will also share some considerations for future iterations and for those who may want to adopt a similar approach to assessment.

Parallel session stream B - presentations

Location: Space 2

B1: A 'silver bullet' approach to eradicating awarding gaps

Emily Roisin Reid (Warwick Medical School) & Philip Young (School of Life Sciences)

Despite significant focus, resource and institutional interventions, students from marginalised backgrounds remain more likely to underperform compared to peers who do not encounter the same systemic disadvantages. These gaps are emblematic of societal injustice, so institutionally we employ mid-long-range interventions that focus on the right things: student experience, curricula, environments, increasing representation etc. Important work, but work that will, nonetheless, take decades to equalise student attainment.

Meanwhile, with each graduating cohort, we (complicity) perpetuate inequality. Lower degree awards impact these individual students for the remainder of their careers, with known disparities in pay and representation persisting over their life courses. We asked: what else can be done?

Using data from the School of Life Sciences (pre- and post-pandemic) we have identified two potential ways of calculating final year degree scores that could (potentially) address the award gap. In this presentation, we show our analyses to date and promote lively discussion around the ramifications of our thought experiment: if a similar policy had similar effects in your department, would you implement it? We invite you to consider questions such as: what pedagogical reasons do we have for needing to include all marks in students' final degree classification? We didn't see the effects of grade inflation, but if this was the only way to eradicate the gaps, would the ends still be justified? What might be some unintended consequences?

We argue that stepping into our social and moral obligation towards social justice impresses urgency to address this serious issue. We have an opportunity to explore and pioneer a radical approach that eradicates awarding gaps – we think this is worth further investigation.

B2: Co-created assessment design for interdisciplinary modules

Laura Gelhaus (Department of Politics and International Studies (PAIS) and Philosophy, Politics and Economics (PPE))

Curriculum design is often owned by academic staff and student feedback relegated to module evaluations. Yet, genuine engagement must embed student voices in all aspects of modular design.

This session shares the practice of a student-staff co-creation project to develop the module “PPE: Interdisciplinary Topics” offered for the joint degree Philosophy, Politics and Economics (PPE). In this project, students drove all major module design decisions: weekly topics, readings, guest speakers, and, importantly, assessments. Their work resulted in a truly interdisciplinary module which combines perspectives from the three PPE disciplines to study the topic of food from the global to the local level. Perhaps more striking, the module includes assessment practices that are research-led and ambitious: a research proposal and paper, as well as a weekly assessment encouraging continuous engagement with the subject material. The module similarly includes other aspects considered good practice in the pedagogic literature, such as scaffolding to facilitate research-led learning. Therefore, the project challenges some of the myths around co-creation that seem to suggest that these projects result in less-ambitious assessments or modules that are less academically challenging than those whose design is driven by academic staff only.

B3: Autobiographical writing to promote Education for Sustainable Development (ESD)

Gioia Panzarella (Global Sustainable Development)

As educators across disciplines reflect on how to prepare students for the multiple challenges of the 21st century (Longhurst and Kemp 2021), a key concern within the debate around Education for Sustainable Development (ESD) is to understand what pedagogies, assessments and teaching approaches may facilitate learning (Vogel et al. 2023). This paper turns to linguistic autobiographies as a case study to promote the use of ‘narratives of the self’ in educational contexts. I argue that autobiographical writing capitalizes on students’ reflectivity on their own experiences to produce a personalised and meaningful learning opportunity. From a theoretical perspective, I look at recent contributions on Education for Sustainable Development and its ‘key competencies’ (Advance HE, 2021), while situating autobiographical writing within the broader debates on authenticity in assessment (McArthur 2023) and the use of creativity in teaching. In particular, the creative element of this assessment subverts the ‘habit’ of written assignment and help learners reach a more refined appreciation of how to demonstrate learning through a written submission. Through a discussion on assessment guidance and preparatory teaching resources, I consider how autobiographical writing allows students to place their own lived experiences at the centre of the assessment, which brings them to actively engage with what they have learnt. The paper concludes by identifying some critical points to be considered when including autobiographical writing in the teaching of a range of disciplinary areas. Thanks to the critical tools offered by ESD, this paper advocates for a need to rethink written assignments, how we teach students writing skills for assessment and how we assess written submissions.

Parallel session stream C - workshop

Location: Space 25

C1: Unleashing the transformative potential of lifelong learning: an andragogical assessment strategy

Charlotte Jones & Ian Day (Centre for Lifelong Learning)

Andragogy is a theory of adult learning which differs to pedagogy, as adult learners are often motivated, want autonomy, independence and to draw upon their life experiences. So, what do you get when you mix the expertise of an executive coach and an early childhood specialist in a lifelong learning context? An andragogy fan-club! In drawing upon their combined expertise, Ian Day and Dr Charlotte Jones, from the Centre for Lifelong Learning, discuss how creative and innovative assessments can be utilised to respond to the needs and priorities of adult learners. Charlotte and Ian share their recent collaborative work into the nature, role and future potential of andragogy and assessment for lifelong learners. This work is inspired by Ian's passion for self-determination and self-directed adult learning and Charlotte's commitment to sustainable, playful and creative approaches to teaching and learning across the lifespan. In this workshop, Charlotte and Ian facilitate a hands-on and interactive opportunity to collaboratively build an innovative, andragogical assessment strategy which recognises the significance of learning across all forms (formal, informal) and all levels (from early childhood through to latter years). Assessment within this context prioritises life experiences, life histories and co journeying. You will learn more about how andragogy is utilised within assessment in order to build the capacity for students to respond to highly emergent and ever-evolving contexts of life and work.

Parallel session stream D - workshop

Location: Space 20

D1: Re-imagining assessment through reading and discussion with a twist

Jo Kukuczka & Will Haywood (Academic Development Centre)

Over the last year the Academic Development Centre has ran a monthly reading club, which has been a valued opportunity to discuss various themes, challenge our thinking and re-imagine our practice. The reading club has explored a number of different formats, one of which being the Academic Reading Circle (ARC).

The Academic Reading Circle approach involves discussion with a twist – allowing participants to engage deeply and critically with a text in an accessible manner through each participant assuming different roles as reader. Seburn (2015) suggests the ARC approach as being a way of tackling the complexity of academic reading through an engaging, semi-structured discussion. The approach has also been used widely for teaching English for Academic Purposes (EAP) to support critical analysis and evaluation skills, in addition to knowledge building and knowledge transfer practices (Cowley-Haselden, 2020 & Kukuczka, 2021). Through the Academic Development Centre Reading Club, we have found the technique to also be a powerful tool for professional development.

This workshop will share experiences from running a departmental reading club, introduce the Academic Reading Circle approach and then using a short text based around assessment, hold a short

reading club session following the format. In this mini-reading club we will have the opportunity to re-imagine assessment, whilst experiencing the ARC approach and reflect on how both could influence our practice. We will also emphasise the importance of remembering 'the first rule of reading club'.

Reimagining Assessment asynchronous nano-presentations

The Warwick Education Conference 2024 blends asynchronous resources and live events to offer a range of exciting ways for everyone to engage with the theme of Reimagining Assessment. These short (up to 10 mins) nano-presentations have been created asynchronously for you to watch and feel inspired at a time and place that suits you.

[Could 'Ungrading' Promote Equity and Social Justice in Higher Education?](#)

Natasha Katuta Mwila, Organisation and Work Group, Warwick Business School

[Sustainability in assessment: A university wide overview](#)

India Palmer, Warwick Manufacturing Group and Tomisin Ajeneke, School of Engineering

[The student as editor: A radical reimagining of the student in the age of artificial intelligence](#)

Ryan Arthur, Academic Development Centre

[The voice of the patient within assessment](#)

Michele Gutteridge and Anita Neenan, Warwick Medical School

[Elevating Assessment Practices for MSc Students in Electrical Engineering Studies](#)

Mohammadali Abbasian, Warwick Manufacturing Group

[Innovative Assessment Strategies: Fostering Student Success and Employability Skills in Economics Education](#)

Amira Elasa, Department of Economics

[Assessment - a personal journey](#)

Mairi Bowman Macintyre, Tomisin Olaofe, Sherri Mortazavi, Beyza Nur Karaca, Steve Street, Warwick Manufacturing Group and Clare Green, Creative Futures



View full details and the recordings from [Warwick Education Conference 2024 - Reimagining Assessment Nano-Presentations](#)

Small change asynchronous nano-presentations

Small teaching was the theme of the Warwick Education Conference 2023. Small teaching examines the modest but powerful changes we can all make that lead to big enhancements for our students' learning. After the conference, an informal programme ran supporting colleagues to make a small-scale change in their teaching or supporting learning practice. Below are short (10 mins) nano-presentations sharing the changes that they implemented. They are asynchronous for you to watch at a time and place that suits you and we hope you feel inspired to make a small change in your own practice!

[Small Changes in Teaching: The Last 5 Minutes of Class](#)

Abigail Ball and Miriam Averna-Joint (Centre for Teacher Education)

[Beyond Office Hours](#)

Zhiqiong Chen, School of Modern Languages and Culture

[Implementing mini-reflections in a language portfolio assessment](#)

Tomoko Fujita (School of Modern Languages and Cultures)

[Integrating brain breaks into my teaching at the University of Warwick](#)

Azadeh Moladoost, Applied Linguistics

[One Minute Paper \(OMP\) as a small teaching intervention in an Economics module](#)

Andreas Markoulakis, Department of Economics

[Story-telling as a teaching tool in medical professionalism](#)

Loralie Rodrigues, Warwick Medical School



View full details and the recordings from [Warwick Education Conference 2024 - Small Teaching Nano-presentations](#).

Reimagining Assessment – July guest speaker session

Professor David Boud, Deakin University, Australia

Following the disruptions: addressing continuing issues for assessment

Wednesday 10th July 2024, 2pm – 3pm (on campus, location to be confirmed)

Two disruptions have hit us in recent years. The first was COVID and the emergency move online; while the pandemic has passed there has been an uneasy and partial reversion to the previous status quo. The second is the rise of Generative AI, in which we are now immersed. While each has unique challenges, their greatest effect was to expose the generally poor state of assessment and our vulnerability to issues that we should have confronted many years ago. The aim of this presentation is to look at the assessment challenges we need to face now and what we can do about them. Examples include assessing in ways that do not allow us to know what a student can do, over-assessing some outcomes, ignoring others, and pretending we can assess more accurately than is possible.



David Boud is Deakin Distinguished Professor and Foundation Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Australia. He is also Emeritus Professor in the Faculty of Arts and Social Sciences at the University of Technology Sydney and Professor of Work and Learning at Middlesex University. He has published extensively on teaching, learning and assessment in higher and professional education. He has been a pioneer in developing learning-centred approaches and in changing conceptions of feedback. His recent books with various others: *Re-imagining University Assessment in a Digital World*, Springer, 2020; *Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice in Assessment*, Routledge, 2023. He is one of the most highly cited scholars in the field of higher education (Google Scholar h-index of 110).

Don't miss out - book your place [via this link](#) or use the QR code below.

