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**Inspire**Sharing great practice in Arts and Humanities
teaching and learning

**Annual Arts and Humanities Conference 2016**

**3–4 March, 2016, South Coast TBC**

# Submission form

## DEADLINE FOR SUBMISSION: Monday 11 January 2016

**Please read the submission guidance notes before completing this form.**

**Please submit completed forms to** <https://easychair.org/conferences/?conf=ah20160>

## Section 1: Contact (and presenter) details

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| Title:Mrs | Given name(s):Annamarie | Family name:McKie | Job title:Learning and Teaching Facilitator |
| Institution/Organisation: University for the Creative ArtsAffiliation: Senior Fellow Discipline: Education | HEA Fellowship reference no:PR087379 |
| Contact address (work):University for the Creative ArtsFort PittRochester, Kent ME1 1DZ |
| Email:amckie@ucreative.ac.uk | Twitter name:@annamariemckie3 | Telephone:01634 888647 |
| Biography for inclusion in programme and app:Annamarie is an educational developer at the University for the Creative Arts, based in the university’s Research and Development department. She currently leads the HEA Professional Recognition units (D1-D3) for the university, but also works at the course level to offer contextualised approaches to ‘develop teachers’ ability to self -improve so that they need little or no support in the future’ (Gibbs, 2013). Annamarie has a keen interest in enhancing assessment and feedback practice: she is an active member of the university’s assessment and feedback committee and recently organised a student experience conference around assessment and feedback. Annamarie is currently undertaking an Professional Doctorate in Education at Kingston University.  |

Section 2: Proposed presentation

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| ‘One Step Beyond’ – exploring alternative methods of assessment *for* learning (AfL) in the Creative Arts |

**Conference stream: Please indicate the stream that your session relates to:**

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| --- | --- |
| **Innovate:** How are we adopting and implementing innovative practice in Arts and Humanities teaching and learning? |  |
| **Assessment:** How can we meet the assessment & feedback challenges in Arts and Humanities? | ✔ |
| **Achievement:** How can we support student retention and attainment in Arts and Humanities? |  |
| **Embedding employability:** How can we embed employability and prepare students for their transition into the world of work or postgraduate study through our teaching and learning strategies? |  |
| **Developing our practice:** How do we drive our own practice forwards, what are effective strategies for continuing professional development? |  |

**Please indicate the specific pedagogy that your session relates to:**

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| Active learning, formative feedback, autonomous learning, feed-forward, reflective, assessment |

**Please indicate the type of session you wish to contribute to:**

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| --- | --- |
| Interactive workshop (45 or 60 mins) | ✔ |
| Paper presentation (20 mins plus Q&A) |  |
| ‘How to…’ presentations (30 mins) |  |
| Ignite presentations (5 mins) |  |
| Poster presentation |  |

**Abstract (up to 150 words): The 150-word abstract should set out the aims and objectives of the session and will be used in the online conference programme and app.**

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| Aims Working in groups, this interactive workshop will explore alternative methods of assessment through scenario-based discussion with the aim of illuminating the many challenges and tensions of assessment practice. The core aims will be as follows:* To introduce HEA colleagues to assessment and feedback challenges at UCA
* To briefly explore the type of assessment and feedback students value in creative arts
* To introduce some alternative approaches to assessment for supporting student learning, including use of online learning.

Objectives* Discuss the conditions under which assessment supports student learning
* Explore how far we can go in introducing different models of assessment for assessing creative work
* Share best practice in assessment and feedback.

The session will include a plenary discussion on the conditions under which assessment supports learning? (Gibbs (2006) followed by a group scenario based exercise to explore practical solutions to assessment problems in the creative arts |

**Overview (up to 400 words)**

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| Student and lecturer dissatisfaction with assessment is well reported: From the student perspective, most complaints focus on the technicalities of feedback, including content, organization of assessment activities, timing, and lack of clarity about requirements ([Higgins, Hartley, & Skelton, 2001](http://rer.sagepub.com/content/83/1/70.full#ref-109); [Huxham, 2007](http://rer.sagepub.com/content/83/1/70.full#ref-115)), and from the lecturer perspective, the issues revolve around students not making use of or acting on feedback. The role of assessment in supporting diversity and variability (Eisner, 2002) remain central in terms of student learning experiences and it has become increasingly important to identify some of the conditions under which assessment supports student learning (Gibbs, 2006). In this way, it is possible to move from a culture of assessment *of* learning (where students passively accept knowledge) or Assessment *for* learning (students actively constructing knowledge and developing critical judgement) where students are seen as *agents* not objects of assessment?Formative and ipsative (ongoing) feedback is central to the studio learning experience in art and design, potentially giving students rich dialogic experiences, in which to become active participants in their own learning. Based on a socio-constructive paradigm, feedback is often facilitative in that it involves provision of comments and suggestions to enable students to make their own revisions and, through dialogue, helps students to gain new understandings without dictating what those understandings will be ([Archer, 2010](http://rer.sagepub.com/content/83/1/70.full#ref-4)). However, whilst the benefits to student learning, are recognised, the practicalities of giving and receiving feedback remain a challenging aspect of the teaching and learning process (Blair, 2011), still typified by a dependency on the tutor and a fixation on grades. Nicol and Macfarlane-Dick (2006) explored the potential of formative assessment to shift learners away from extrinsic motivation to towards intrinsic motivation and autonomous learning. In an art and design context, this ‘learning journey’ might be characterised by student presentations, portfolio reviews, peer assessment and critiques (crits). These rich learning experiences provide students with diverse, sometimes conflicting, formative assessment points in which they are expected to be autonomous learners. Students often describe troubling accounts of these experiences:“Our tutor will say great, love it and then two weeks later in another formative review, another tutors says scrap it…I am really confused now and don’t know how to develop my work…” (UCA student, March 2013 ‘What’s behind the NSS’ [[1]](#footnote-1)research)  Working in groups, this interactive workshop will explore alternative methods of assessment through scenario-based discussion with the aim of illuminating the many challenges and tensions of assessment practice.**Workshop timings:**10min - introduction setting the problematic landscape of assessment10min - group scenario-based discussions 30min - plenary findings on scenario solutions10min – summarise, reflect and disseminate UCA assessment practice |

**Additional equipment required – A laptop and data projector, whiteboard and/or flipchart and connection to the internet will be supplied as standard. If you need any additional equipment, please enter the details here.**

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| Digital projector, Flipchart, Internet connection |

**Section 3: Presenter Details
Please list all co-presenters.**

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| Title:Ms | Given name(s):Maria | Family name:Tannant | Job title:Programmer Manager in Digital Pedagogy |
| Institution/Organisation:University for the Creative ArtsAffiliation: Fellow | HEA Fellowship reference no:11394 |
| Email address: mtannant@ucreative.ac.uk | Twitter name: @mariatannant |
| Biography for inclusion in conference programme and app:My expertise lies in creating effective and innovative learning environments/activities/resources that blend traditional methods of learning, teaching and assessment practice with new online technologies and pedagogic practice. This is primarily achieved by building solid working relationships with faculty and university departments and having a full understanding of the curricula and ambitions for the intended learning. I am also involved with advising senior management on best practice and strategic alignments with regard to learning technology/digital pedagogy.My current research looks at personal learning networks (PLNs) and personal learning environments (PLEs) and what role/direction/response the institutional learning management system (LMS) can play to complement these changing modes of learning. |

1. [↑](#footnote-ref-1)