

Technology enhanced assessment and feedback: what counts as transformation of student learning?

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ABSTRACT: Calls for reform in assessment and feedback practice stress the need to keep pace with current pedagogical, cultural and technological developments affecting teaching and learning (JISC, 2010). As educators we are urged to shift our focus from assessment of learning to assessment for learning. A systematic review of peer-reviewed scholarly journals was carried out to investigate how current practitioners are using technology to change assessment and feedback practice. Drawing upon studies from JISC (2010) *Effective Assessment in a Digital Age* and using the SAMR (Substitution, Augmentation, Modification and Redefinition) Model of Puentedura (2010), insights were gained into how technology is being used to transform assessment and the way students learn.

The majority of articles investigated reported interventions where technology was used to replicate traditional assessment and feedback approaches. However, 46% of articles showed evidence of intentional task redesign and redefinition for transformation of learning. This paper aims to help both students and teachers to self-access their own practice by highlighting examples where a combination of good pedagogical practice and affordances of technology can lead to transformation in students learning. A key message from the study is that formative peer- and self-assessment for learning is becoming recognized and valued by teachers and students, aligning with good assessment practice outlined in JISC (2010).

1 INTRODUCTION

In higher education, there has been a shift in perception of what makes learning effective (JISC, 2010), highlighting a need to encourage assessment and feedback practices that engender learning rather than those that seek only to quantify it. Technology is now considered ubiquitous in higher education but there is little evidence that it has resulted in improvements in students learning (Price and Kirkwood, 2014). A study conducted by the authors set out to investigate whether, and how, technology-enhanced assessment can result in transformation of student learning (Sweeney et al, 2017). The study found evidence in a limited number of articles that technology can provide affordances for transforming learning in ways that were previously not thought possible.

In this paper we focus on examples of practice where transformation of learning has occurred based upon criteria outlined in Nicol's (2009) good practice in assessment and feedback and Puentedura's (2010) SAMR Model.

2 RESEARCH QUESTIONS, METHODOLOGY AND FRAMEWORKS

The research questions in the original study asked 'what technologies are being used?' and 'how are they enhancing or transforming assessment and feedback for student learning?'. A survey instrument was developed to interrogate peer-reviewed journals to discover how practitioners were using and reporting on technology-enhanced assessment (TEA) and feedback. A useful set of parameters to help analyse the articles were Puentedura's (2010) SAMR taxonomy to identify technology use and Nicol's (2009) criteria for good assessment and feedback.

The SAMR taxonomy classifies the use of technology according to level of sophistication of features. For example, levels 1 and 2 signify that technology mainly enhances existing practices, and levels 3 & 4 show a transformation in the use of technology.

1. Substitution: digital technologies replace other tools with no functional improvement;
2. Augmentation: digital technologies replace other tools but with functional improvement;
3. Modification: technology is used for significant task redesign; and
4. Redefinition: new tasks are created that were previously not possible.

Since the use of technology alone is not a guarantee of improved student learning, Nicol's (2009) criteria for good assessment and feedback practice (Table 1) are used in conjunction with the SAMR model in this study.

3 RESEARCH RESULTS

From 1713 articles in 19 journals (sample period Jan 2014-Jan 2016) 139 articles were identified as being focused on the use of technology for assessment (Sweeney et al, 2017). The study found that the majority of interventions (54%) used technology to substitute for traditional assessment approaches (Substitution and Augmentation, Figure 1). However 29% showed some task redesign (Modification), and 17% reported interventions where technology afforded redefinition of assessment and feedback for purposes of improved student learning (Redefinition).

Together SAMR and Nicol's frameworks provide parameters that assisted us to answer the question: *Where's the Transformation?* For this paper we further explore interventions in the Redefinition category of SAMR.

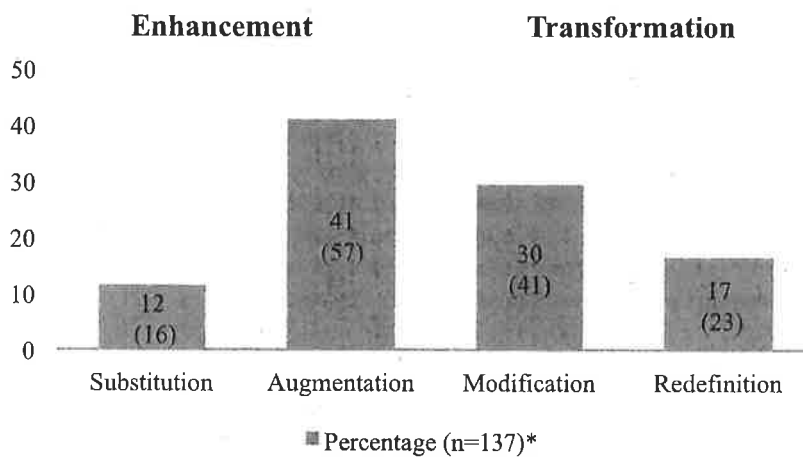


Figure 1. Journal articles mapped using the SAMR model (Sweeney et al, 2017)

4 EXAMPLES OF INTERVENTIONS IN THE REDEFINITION CATEGORY

4.1 Encouraging learning in large classes

The intervention reported by Drinkwater et al (2014) attempted to encourage active learning in large lecture theatres. Students completed online quizzes before each lecture and software was used to analyse the responses and identify misconceptions. This information fed-forward to inform subsequent interactive question-driven learning. This provided learners with opportunities to act on feedback as detailed in Table 1.

Heaslip et al (2014) reported the collection of instantaneous anonymized formative feedback with the aid of electronic voting systems (clickers), and the consequent increase in formative self-, peer- and teacher-assessment in a large undergraduate class. They utilized a pre-test/mid-test/post-test to investigate the impact of the clickers on both individual and group participation. In both cases the results indicated that the use of the technology facilitated a more positive and engaged learning environment and provided a new way of encouraging peer-assessment and feedback within this large class. A key finding was that students highly valued the anonymity, previously not possible, that clickers provided for participation. The technology was used as an avenue for feedback that helped students learn and teachers shape their teaching (Table 1).

Kushel et al (2014) used student-produced video documentaries, developed over one semester, to replace traditional teaching of disciplinary and generic skills in large first year classes (>600 students). A key educational goal was to increase motivation by introducing peer-assessment and allowing choice of topic. Videos were uploaded to Youtube and the best were sent forward for external awards. This media was adaptable to the diverse range of backgrounds and scientific interests of the students.

| Article in peer review journal | Drinkwater et al, 2014 | Heaslip et al, 2015 | Kushel et al, 2015 | Sharpe and Blanchfield 2014 | Chodos et al, 2014 | Ng and Nicholas, 2015 | Williams, 2014 |
|---|---|---|----------------------------------|-----------------------------|------------------------------------|---|---------------------------------|
| Pedagogic intent | Improved learning in large lecture theatres | Improved learning in large lecture theatres | Increase motivation | Develop as self assessors | Improve learning for large classes | Developing resilience building confidence | Assessment for Learning |
| Pedagogy | Interactive question-driven learning | Peer-assessment and feedback | Student-produced video documents | Student produced video news | Simulation | Digital story-telling | Building a reflective portfolio |
| Technology | Online quiz and quiz analysis | Student response systems | Video | Video | Virtual worlds | Video | eportfolio |
| Help to clarify what good performance is (goals, criteria, expected standards, etc.) | | | | | | | |
| | ✓ | ✓ | ✓ | | ✓ | | |
| Encourage 'time and effort' on challenging tasks | | | | | | | |
| | | | ✓ | ✓ | | ✓ | |
| Deliver high quality feedback information that helps learners to self-correct | | | | | | | |
| | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| Provide opportunities to act on feedback to close any gaps between current and desired performance | | | | | | | |
| | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Ensure that summative assessment has a positive impact on learning | | | | | | | |
| | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Encourage interaction and dialogue around learning (peer and teacher-student) | | | | | | | |
| | ✓ | ✓ | ✓ | | | ✓ | |
| Facilitate the development of self-assessment and reflection in learning | | | | | | | |
| | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Give choice of topic, method, criteria, weighting or timing of assessments | | | | | | | |
| | | | ✓ | ✓ | | | |
| Involve students in decision-making about assessment policy and practice | | | | | | | |
| | | | ✓ | ✓ | | | |
| Support development of learning groups and communities | | | | | | | |
| | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Encourage positive motivational beliefs and self esteem | | | | | | | |
| | ✓ | | ✓ | ✓ | | ✓ | |
| Provide information to teachers to help shape teaching and subsequent assessment tasks | | | | | | | |
| | ✓ | ✓ | ✓ | | ✓ | | ✓ |

Table 1. Use of technology aligned with Nicol's (2009) criteria for good assessment and feedback practice

Students reported increased motivation and time on task due to freedom to choose a topic of personal relevance. The authors developed a detailed rubric, allowing higher-order competencies to be demonstrated and understanding of concepts to be assessed. This guided both students and teachers with summative assessment. In this intervention, the technology afforded the potential to align with all of Nicol's (2009) criteria (Table 1).

In a similar intervention Pegrum et al (2015) required students in large undergraduate science classes to create podcasts as team-based tasks to encourage collaboration and engagement with new media. Formative peer-assessment and peer-feedback were requirements of the task. Sharpe and Blanchfield (2014) had students take part in a unique assessment called 'Science for the Masses' where they were required to produce a video news item that explained a scientific journal article to lay people. Students were able to select their own scientific journal article and think about how they would connect this to a general audience thereby deepening their understanding of the content. A strong feature was the level of involvement that students had in decisions about assessment, making it more tailored and personalised. As a group exercise students decided the weighting for each of the assessment components as well as the criteria and standards that helped form the rubrics to assess the video news item. The technology was used to help students to develop as self-assessors of their learning (Table 1).

4.2 Encouraging learning using virtual worlds

The use of virtual worlds (VWs) in very large classes is reported by Chodos et al (2014). The pilot study engaged first year emergency medical technician students in a virtual rescue and handover. The authors categorised actions in the VWs by aligning with real world activities. They developed a framework to enable teachers to monitor and assess student learning in the VWs, and to provide feedback (Table 1).

Cela-Ranilla et al (2014) described the development of the transferable skills of self-management and teamwork using digital games within a 3D simulation environment using OpenSim. The premise was that the technological features of 'serious games' using simulations can provide affordances for putting learners in situations where they can acquire transferable competencies. Students completed a group project by creating their own space with activities related to the transferrable competencies that would later be evaluated. The researchers note that the virtual environment presents exciting opportunities for designing assessment processes that are active and situated and measure complex student knowledge.

4.3 Encouraging learning using a Learning management system (LMS)

A trial of a LMS to transform practice in assessment and feedback is reported by Glover et al (2015). The researchers considered the full assessment cycle including task design, submission, marking, issuing feedback and using feedback. They gathered evidence to investigate student's perceptions and critique of the affordances or limitations of the institution's LMS. As a result of this holistic approach, and a clear educational goal to change the assessment culture, the beliefs of students who had previously considered feedback from modular and terminal assessment of little value to their future work were transformed as they began to value feedback and engage in productive online student-tutor dialogue.

4.4 Digital storytelling developing resilience

Ng and Nicholas (2015) used digital storytelling as a reflective tool for pre-service teachers to assist with their confidence, self-efficacy and digital literacy skills. Students were asked to reflect on their teaching practice using the multimedia software tool, *VoiceThread*. Students posted video and audio artefacts to *VoiceThread* allowing peers to review and comment on their work. The features of this technology are quite nuanced and suit the SAMR redefinition category in that a student is able to provide feedback as voice, video or text annotations around a specific aspect of the digital artefact, for example a specific point in a video recording. The authors assert that using the technology enabled students to demonstrate their ability to identify adverse situations, and find means to overcome them, raising self-awareness of the challenges that confront them in teaching (Table 1).

Thompson and Hall (2015) detailed a study of pre-service teachers using a digital storytelling format (instead of a traditional essay format) to encourage students to reflect more deeply on critical incidents in their teaching. Students were encouraged to engage in structured 'story circles' where peers helped to draw out teaching stories and add further perspective. Student feedback suggests an

overwhelmingly positive experience in deepening their reflective insights into professional practice by exploring their teaching journey, re-evaluating learning goals, tracing transformations in learning, and highlighting significant landmarks or achievements. The use of video enabled students to narrate their teaching in a way not possible with an essay format alone.

4.5 Assessment for learning with eportfolios

Williams (2014) presented a conceptual framework to harness the power of learning technologies to move toward assessment *for* learning. He outlines the need to reduce reliance on high stakes summative assessment where the learning outcomes are not effectively assessed using traditional methods and useful feedback is limited. Williams argues that eportfolios, and effective use of the LMS learning analytics capabilities, allows assessment to be re-conceptualised to be more appropriate, effective and personalised. Transformation in this case relates to two key elements. At the broader level eportfolios can provide evidence related to the learning journey which was previously not visible to enable more effective assessment and feedback. At the individual level, eportfolios and learning analytics can support students to personalise assessment and provide evidence in ways not previously available.

4.6 Using Social media for student interactions

An example of the use of social media to transform assessment and feedback practice is reported in the article by Demirbilek (2015). In this intervention, wiki and Facebook tools were used to clarify what good performance is through the provision of peer feedback on students' instructional material projects. The data indicated that the use of these social media tools to reflect and provide feedback on other students' projects, improved students' critical thinking skills and the quality of the material they produced.

4.7 Use of highly specialised software for learning

A unique example in terms of redefinition involved students learning the highly nuanced technique of violin vibrato (Ho et al, 2015). An integrated team developed digital visualisations of sounds that could not be conveyed accurately by expert violinists using sound or movement alone. Students were able to analyse their vibrato skills visually and rapidly hone their technique through self-assessment and self-regulation. They made remarkable improvements within one week.

5 DISCUSSION AND CONCLUSIONS

The results from this study suggest that formative assessment (peer- and student-tutor) and feedback is valued, and that technologies are realising their potential to build community, support student participation in discussions, critique, collaborate and co-construct knowledge. This is changing relationships and reworking hierarchies in a subset (17%) of the examples studied.

The reported interventions share a common characteristic – the educational goals were intentional for improved student learning. Teachers had a clear pedagogical intent and interventions were evaluated against their goals. Therefore, this study can demonstrate a transformation and redefinition of student learning through the synthesis of strong pedagogy and the affordance of technology. Unless we explicitly name our goals, and underpin our use of technology with principles of good assessment and feedback, the potential that technology offers for improved student learning may not be realised. The examples briefly presented here can serve as models to assist educational practitioners recognise and unlock the potential of technology to help redesign and redefine assessment.

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| 08.00- Registration [Kårhuset: Foyer] | | | | | | | | | | |
|--|---|---|--|--|--|--|--|--|--|--|
| 09.00- Conference Opening: <i>conference chair Katarina Mårtensson, Lund University</i> | | | | | | | | | | |
| 09.15- [Kårhuset: Aulan, 2nd floor] | | | | | | | | | | |
| 10.15- Keynote speaker: Transforming higher education through student-staff co-creation of learning and teaching, <i>Catherine Bovill, University of Edinburgh</i> | | | | | | | | | | |
| 10.15- [Kårhuset: Aulan, 2nd floor] | | | | | | | | | | |
| Coffee Break [V: Foyer] | | | | | | | | | | |
| | [V:N1, 1st floor] | [V:N2, 1st floor] | [V:O1, 1st floor] | [V:O2, 1st floor] | [V:P1, 1st floor] | [V:P2, 1st floor] | [V:R2, 2nd floor] | [V:S2, 2nd floor] | | |
| 10.45-11.15 | Long Paper, p. 141 How Technologies Motivate and Enhance Student Learning <i>Keers, Salvanes, Grytnes, Waagbø</i> | Long Paper, p. 102 Technology enhanced assessment and feedback: what counts as transformation of student learning? <i>Higgs, Groessler, Macaulay, West</i> | Long Paper, p. 190 Using Open-Ended Cases to Enhance Active Learning <i>Oskarsson</i> | Long Paper, p. 245 Reviewing reflective teaching portfolios about online learning: What are they telling us? <i>Supple, Fennell, McCarthy</i> | Long Paper, p. 263 Decoding the disciplines – A pilot study at the University of Liège (Belgium) <i>Verpoorten, Devyver, Duchâteau, Mihaylov, Agnello, Ebrahimabaye, Focant, Charlier, Delfosse, Bertrand, Megherbi, Detroz</i> | Long Paper, p. 147 Teaching 'intersectionality' as a 'threshold concept' for undergraduate students of Political Science <i>Kilp</i> | Long Paper, p. 161 Exploring patterns between Educational Research and The Scholarship of Teaching and Learning <i>Larsson, Mårtensson, Price, Roxå</i> | Long Paper, p. 183 Involvement of pre-service teachers in e-assessment activities. An empirical study on the correlation between self- and peer-assigned grades <i>Olmos-Migueláñez, Torrecilla-Sánchez, Gamazo</i> | | |
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| 12.00-13.00 | Lunch [V: Foyer] | | | | | | | | | |
| 13.00-13.45 | Round Table, p. 325 Possibilities and risks for Academic Developers when new educational concepts are developed <i>Staaß</i> | Round Table, p. 324 SoTL based strategic pedagogical development initiatives in a Millennial University: The SUTD Experience <i>Sockalingam, Pey</i> | Round Table, p. 323 Platforms for Educational Departments and Faculties <i>Gudmundsson, Bahisevani, Carlson</i> | Panel, p. 309 Transforming Teaching and Learning through Outreach <i>Friberg, Chaudhury, Robinson, Ahmad</i> | Panel, p. 310 Engaging Students with the Scholarship of Teaching and Learning Through Peer Learning Programs <i>McConnell, Bryngfors, Heitrick, Schofield, Scott</i> | Workshop, p. 327 The storytelling narrative as framework for course design <i>Björk</i> | Workshop, p. 329 Learning by doing: Going mobile in the field <i>Park, France, Mauchline, Whalley</i> | Workshop, p. 331 Bringing Group Decision Making to the Classroom: A Practitioner's Resource <i>Vörös, Wach-Kąkolawicz</i> | | |

Programme, EuroSoTL 2017, June 8-9, Lund University

Thursday, June 8 2017, cont.

| | [V:N1, 1st floor] | [V:N2, 1st floor] | [V:O1, 1st floor] | [V:O2, 1st floor] | [V:P1, 1st floor] | [V:P2, 1st floor] | [V:R2, 2nd floor] | [V:S2, 2nd floor] |
|-------------|--|--|---|--|---|--|---|---|
| 13.50-14.35 | Short Paper, p. 292 Faculty Mentoring within a Community of Practice as part of Professional Development in Teaching at NUS <i>Lee, Choy</i> | Short Paper, p. 295 Patterns of Representation, Patterns of Practice: Exploring the Influence of Popular Films on Teaching and Learning <i>Marquis, Puri, Johnstone</i> | Short Paper, p. 307 Ups and downs for SoTL development in a collective project targeting feedback practice enhancement <i>Verpoorten, Detroz, Mohr, Duchâteau, Leduc</i> | Short Paper, p. 294 Exploring how students' reflections on their mistakes facilitates learning in a second year kinesiology class <i>Lysaght</i> | Short Paper, p. 298 Collaborative Teaching Assumes Collaborative Learning <i>Mitiste, Zagura</i> | Short Paper, p. 285 Working with context rich problems to teach problem solving <i>Freyhult, Fransson, Gregoric, Jacewicz, Klimentberg, Larfors, Silverforsen, Ziemann</i> | Workshop, p. 326 Construction as a tool for reflection – A LEGO workshop <i>Andersson, Andersson Chronholm</i> | Workshop, p. 328 Transforming and challenging the pedagogical space, knowledge and collegial collaboration: The case on gender, power and body in physical education <i>Fundberg</i> |
| 15.00-15.30 | Short Paper, p. 306 Peer teaching to Facilitate the Democratic Classroom <i>Steen</i> | Short Paper, p. 304 'Active Student Participation' – a conflict of interest as far as Teaching and Learning is concerned <i>Sjöberg</i> | Short Paper, p. 302 HumAn Learning: Transforming Patterns in the Cultures of College with Learning Analytics and SOTL <i>Robinson</i> | Short Paper, p. 288 RAISE-ing the Student Engagement agenda – an international network's impact <i>Ingham, Bryson, Lowe</i> | Short Paper, p. 300 Formative assessment and academic writing skills in theatre history course <i>Oruaas</i> | Short Paper, p. 301 Using student feedback to enhance teaching practices and policies <i>Ragupathi, Geertsema</i> | | |
| 14.35-15.00 | Coffee Break [V: Foyer] | | | | | | | |
| 15.00-15.30 | Long Paper, p. 239 An exploratory study of undergraduate law students' experience of online peer and self-grading: Towards an experiential perspective <i>Stenalt, Lassesen</i> | Long Paper, p. 66 Are learning outcomes affected by course intensity and workload? <i>Damsgård, Strømseng, Varpe</i> | Long Paper, p. 257 Academic Development Programme for Teaching Assistants: Its Influence on Teaching Mindset and Impact on Learning Experiences <i>Tan, Mendoza, Lim, Looker</i> | Long Paper, p. 232 Technology Acceptance Among Teachers: An SLR on TAM and Teachers <i>Sánchez-Prieto, Olmos-Migueláñez, García-Peñalvo</i> | Long Paper, p. 34 Humanities Research Methods in a Liberal Arts & Sciences program <i>Andeweg, Slob</i> | Long Paper, p. 177 How do Teaching Assistants Make Decisions in the Classroom? <i>Nair, Cheng, Marquis, Roxá, Martino</i> | Workshop, p. 332 Decoding Research-Oriented Teaching: Make Research Processes Explicit and Identify Research Competencies <i>Weiss, Riewerts</i> | Workshop, p. 330 Together for better learning. Transforming patterns of teaching and learning through work placement for students. Results from four case studies <i>Raaheim, Ulvik, Helleve, Brøske, Setre, Hole, Velle, Bærheim, Grimeland</i> |
| 15.40-16.00 | Short Paper, p. 291 An exploration of student engagement in co-created learning environment <i>Lassesen, Stenalt</i> | Short Paper, p. 276 Peer mentors' perception of group mentoring <i>Abrahamson, Duguid</i> | Short Paper, p. 280 Professional Development in Teaching and Soccer Refereeing: Parallels and Contrasts <i>Chaudhury</i> | Short Paper, p. 283 Developing a Teaching Philosophy: An Exercise in Futility or a Means to Transforming Teaching Practice? <i>Dørum, Sandvoll, Solberg</i> | Short Paper, p. 296 Transforming patterns through the scholarship of teaching and learning <i>McConnell, Marquis</i> | Short Paper, p. 303 Insights into doctoral teaching assistants' views of teaching: Conclusions from a systematic analysis of scholarly teaching projects <i>Scherrer, Brown</i> | | |
| 19.00- | Conference Dinner [Kårhuset: Gasque, Basement] | | | | | | | |

Addresses:

Kårhuset (the Student Union building): John Ericssons väg 3 (55.712236, 13.209283)
V (the V-building): John Ericssons väg 1 (55.712645, 13.210985)

Programme, EuroSoTL 2017, June 8-9, Lund University

Friday, June 9 2017

| Keynote speaker: Planting SoTL in a country – a living story, <i>Mart Noorma, University of Tartu</i> [Kärhuset: Aulan] | | The Joanna Renc-Roc Award 2017, presented by <i>Torgny Roxå, Lund University</i> [Kärhuset: Aulan] | | Coffee Break [V: Foyer] | | | | |
|--|--|---|--|---|---|--|---|---|
| | [V:N1, 1st floor] | [V:N2, 1st floor] | [V:O1, 1st floor] | [V:O2, 1st floor] | [V:P1, 1st floor] | [V:P2, 1st floor] | [V:R2, 2nd floor] | [V:S2, 2nd floor] |
| 09.00-10.00 | Long Paper, p. 114 Students' perspectives on assessment tasks in Higher Education <i>Ibarra-Sáiz, Rodríguez Gómez</i> | Long Paper, p. 28 Improving student retention through scholarly development <i>Andersson, Andersson Chronholm</i> | Long Paper, p. 197 Disrupting the calendar: Measuring the impacts of a week-long fall break on stress and academic success in undergraduate students <i>Poole, Khan, Agnew, Ghilic, Smith</i> | Long Paper, p. 251 "It has been a real voyage of discovery": Staff as students in an online course – what have we learned? <i>Supple, McCarthy, O'Mahony</i> | Long Paper, p. 39 Do policies transform patterns? Effects of the implementation of written assessment criteria at an entire faculty <i>Bergqvist Rydén, Mårtensson, Roxå</i> | Short Paper, p. 275 Thinking unlimited: changing learning cultures in Tallinn University <i>Aava, Karu</i> | Short Paper, p. 290 Methods used by university teachers to support meaningful discussion in the classroom <i>Karm, Sarv, Voolaid, Miliste</i> | Short Paper, p. 287 Race talk in the university classroom: Lessons from Norway for educational developers on race discourse <i>Harlap, Riise</i> |
| 10.00-10.15 | | | | | | | | |
| 10.15-10.45 | | | | | | | | |
| 10.45-11.15 | | | | | | | | |
| 11.25-11.55 | Long Paper, p. 157 Innovative forms of professional learning: supportive partners in teaching <i>Kovács</i> | Long Paper, p. 23 Peer observation of Teaching as motivation for educational development – From teaching as private enterprise to a collective approach <i>Allern, Sundset, Sandvoll</i> | Long Paper, p. 49 Lessons learned – towards a framework for integration of theory and practice at student, teacher and institutional level in academic development <i>Bolander Laksov</i> | Long Paper, p. 44 Testing the impact of active learning in first year undergraduate natural science courses <i>Bjune, Grung, Holst, Olsen</i> | Long Paper, p. 129 Documenting the parameters of effective SoTL counselling <i>Jérôme, Detroz, Verpoorten</i> | Short Paper, p. 286 Leading Strategic Academic Development: Challenges and Milestones <i>Geertsema</i> | Short Paper, p. 299 Metaphor to inquiry as SoTL tool <i>Morón-García, Kensington-Miller</i> | Short Paper, p. 284 Academic development: a multi-faceted endeavour <i>Englund</i> |
| 12.00-13.00 | Lunch [V: Foyer] | | | | | | | |
| 12.45-13.30 | Poster, p. 311 Does teaching about metacognition improve metacognition? <i>Cameron, Duffly</i> | Poster, p. 314 Using SOTL to Drive Curriculum Change: the Variables and Experiences of the MRU Athletic Therapy Program <i>M.Lafave, Yeo</i> | Poster, p. 315 Exploring the effect of mapping student learning in the assessment process, in a kinesiology class, using the Teaching for Understanding framework <i>Lysoght, McCarthy</i> | Poster, p. 316 Designing an E-learning Course: Immunisation Training for Healthcare Professionals <i>Oona, Haar, Heidmeits, Hütt, Kesküla, Pihu, Talumäe</i> | Poster, p. 317 Is it possible to educate professionalism with the help of a learning portfolio? <i>Sarv, Volmer</i> | Poster, p. 318 The role of the Qualified Dental Nurse in the development of Student Nurses in clinical training <i>Scannell, McCarthy</i> | Poster, p. 319 Exploring Metacognition as a Support for Learning Transfer <i>Scharff, Draeger, Verpoorten, Devlin, Dvoraková, Lodge, Smith</i> | Poster, p. 320 Exploring and transforming the supervisory practice of staff working with students undertaking a PhD by Published Work programme <i>Smith</i> |
| | Poster, p. 312 Community Engaged Education: Combining Academic Learning with Public Benefit <i>Khan, Tortora, McNicholas</i> | | | | | | | Poster, p. 321 The PDF-Concept – Triangulation and Analysis of Mathematical Tasks <i>Stank, Zaepernick-Rothe</i> |
| | Poster, p. 313 Does concept mapping enhance learning outcomes for teaching evidence-based practice theory? <i>L.Lafave, Yeo, M.Lafave</i> | | | | | | | Poster, p. 322 An Ant, Russian Dolls, Even a Cow Can Help: Understanding Mathematics by Visualizing Structures <i>Stank</i> |

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Friday, June 9 2017, cont.

| | [V:N1, 1st floor] | [V:N2, 1st floor] | [V:O1, 1st floor] | [V:O2, 1st floor] | [V:P1, 1st floor] | [V:P2, 1st floor] | [V:R2, 2nd floor] | [V:S2, 2nd floor] |
|-------------|--|--|---|---|---|--|---|-------------------|
| 13.30-14.00 | Long Paper, p. 221 Helping students conceptualize definition <i>Rieglar</i> | Long Paper, p. 121 Graduate Voice – the missing link in forming modern HE policy <i>Ingham</i> | Long Paper, p. 17 Informing course development practice through scholarly exploration <i>Alexandersson, Svensson, Andersson</i> | Long Paper, p. 77 The value of Scholarship of Teaching and Learning in recruitment and promotion of academic scholars <i>Elmgren, Forsberg, Levander</i> | Long Paper, p. 136 Exams as learning arena: A criterion-based system for justified marking, student feedback, and enhanced constructive alignment <i>Jørgensen, Goksøyr, Hjelle, Linge</i> | Long Paper, p. 151 The context of scholarship of teaching and learning: identification and understanding of different microcultures <i>Kjær, Troelsen, Mårtensson, Roxå</i> | [V:R2, 2nd floor] | [V:S2, 2nd floor] |
| 14.10-14.30 | Short Paper, p. 277 Exploiting feedback features in Turnitin to enhance academic literacy <i>Abrahamson, Mann</i> | Short Paper, p. 281 How do teachers reflect upon their teaching in teaching portfolios? – Analysis of applications to excellent teacher at the University of Gothenburg <i>Dafgård, Saalman</i> | Short Paper, p. 293 From the administration into a discipline: Hazards in the institutional re-classification of a SoTL-community of academic developers. Building an academic field of professional inquiry? <i>Lindberg-Sand</i> | Short Paper, p. 308 Pedagogical Change across Four Courses: SoTL as a Bridge <i>Yeo, Hewitt, Bouma</i> | Short Paper, p. 289 Triggering Empathic Unsettlement: A Valid Classroom Practice? <i>Karlsson</i> | Short Paper, p. 279 Institutional Transformation through SoTL: Initial Steps at South Alabama <i>Chaudhury, Mattson</i> | Short Paper, p. 305 Understanding academic microcultures within a department in a research-intensive university: An exploratory study <i>Soong, Devi</i> | |
| 14.30-15.00 | Coffee Break [V: Foyer] | | | | | | | |
| 15.00-15.30 | Long Paper, p. 83 Proceedings Portfolio or project? – Involving university teachers in the research of their disciplinary teaching to enhance transfer <i>Feixas, Bachmann, Bühler, Engler, Honegger, Zellweger, Zimmermann</i> | Long Paper, p. 203 Interpreting the concept of students as partners in a large distance-learning institution. <i>Prescott</i> | Long Paper, p. 88 Student's views on attendance <i>Freyhult</i> | Long Paper, p. 95 Understanding Academics' Conceptions About Teaching Practice: The Role of Professional Learning Conversations <i>Gan, Liew</i> | Long Paper, p. 226 Raising Theoretical Concept Understanding In Courses With Journalist Students <i>Ringjord, Severson</i> | Long Paper, p. 268 Measuring Transformational Learning in Faculty Development Programs <i>Weiss, Bach, Riewerts, Connors</i> | [V:R2, 2nd floor] | [V:S2, 2nd floor] |
| 15.40-16.00 | Closing Session: Katarina Mårtensson and Torgny Roxå, Lund University [V:A, Foyer] | | | | | | | |

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