

Programme

Day 1 – Wednesday 1 September 2010

Time	Session			
12.00 - 14.00	Registration			
14.00 - 14.15	<p>Welcome and opening remarks</p> <p>Conference President: Liz McDowell</p> <p>Northumbria University: Professor Paul Croney, Acting Pro-Vice Chancellor (Learning & Teaching)</p> <p>EARLI: Eduardo Cascallar, EARLI SIG Co-ordinator</p> <p><i>Kielder I</i></p>			
14.15 - 15.30	<p>1: Keynote Royce Sadler</p> <p>Close-range assessment practices with high-yield prospects</p> <p>Chair: Liz McDowell</p> <p><i>Kielder I</i></p>			
15.30 - 16.00	<p>Break</p> <p><i>Kielder Foyer</i></p>			
16.00 - 18.00	<p>Parallel Papers: 4 x 4 papers</p>			
	<p><i>Kielder I</i></p> <p>2: Paper Teresa McConlogue: Not Just Grades but Learning from Feedback. What do Students Learn About Writing from Peer Assessors' Feedback</p> <p>3: Paper Jan-Willem Strijbos: Structural Validation of a Multidimensional (peer) Feedback Perceptions Questionnaire</p>	<p><i>Kielder II</i></p> <p>5: Paper Becca Westrup: Writing Narratives: Possibilities for Developing Students Autonomy and Academic Participation in Essay Writing</p> <p>6: Paper Mizutani Satomi: The Mechanism of Washback: the Role of Contextual Factors, and Teacher and Student Beliefs</p>	<p><i>Priestman</i></p> <p>9: Paper Bernadette Blair: The Perception, Interpretation and Impact of Formative Assessment on International Design Students in the UK</p> <p>10: Paper Chun-Ming Tai: Engaging Learning Through Student Involvement in Assessment</p>	<p><i>Baybridge</i></p> <p>13: Paper Rosalind Duhs: Improving learning through assessment: dreams and reality</p> <p>14: Paper Helen Day: Literary Reflections: Assessing Students' Reflections on Children's Literature</p>

	<p>4: Paper Van Zundert Marjo: Organizing Peer Assessment Instruction for Complex Tasks</p>	<p>7: Paper Roseanna Bourke: Using an Cultural Historical Activity Theory (CHAT) Framework to Document and Evaluate the Introduction of Narrative Assessment for Students with High Needs in Schools</p> <p>8: Paper Gill Davison: Resistance, Acquiescence and Ownership: Responses to the Potential Development of Learner Autonomy Through Authentic Learning Activities</p>	<p>11: Paper Kay Sambell: Crossing the Rubicon or Toeing the Line? Students' Experiences of a Social- Constructivist Approach Designed to Develop their Understanding of Assessment Processes in Higher Education</p> <p>12: Paper Chris Beaumont Feedback as a Guidance Process: Evaluating a Systemic Approach to Developing Self-Regulated Learning Skills in First Year Undergraduates</p>	<p>15: Paper Peter Rawlins: Students' perceptions of the formative potential of high- stakes secondary school assessment systems</p>
<p>18.00 - 18.45</p>	<p>Get-together for PhD students Facilitated by: Kay Sambell</p> <p><i>Baybridge</i></p>			
<p>19.30 - 22.00</p>	<p>Dinner (Residential Delegates only)</p> <p><i>Main restaurant</i></p>			

Day 2 – Thursday 2 September 2010

Time	Session														
07.00 - 09.00	Breakfast (Residential Delegates only) Main restaurant														
08.00 - 09.00	Registration (Day Delegates only)														
09.00 - 10.15	<p align="center">16: Keynote Liz McDowell Title: Assessment for learners : when practice and theory meet Chair: Eduardo Cascallar</p> <p align="center">Kielder I</p>														
10.20	Poster session and break														
11.30	<p align="center">Coffee "19th" Bar</p>	<p>Posters:</p> <p>17: Poster Monique Meier: Performance Assessment Regarding Students' Inquiry Competencies - Test Development and Implementation</p> <p>18: Poster Dai Hounsell: Enhancing Feedback: An Institutional Approach</p> <p>19: Poster Anne Kristin Ronsen: A Change in School Practice and Assessment Culture</p> <p>20: Poster Christian Spoden: Proximal and Distal Correlates of Person Fit in a Curriculum-based Mathematics Assessment</p> <p>21: Poster Anne Crook: Moving Forward Through Feedback: Can the Use of Video Enhance Feedback Provision?</p> <p>22: Poster Jayne Hey: Assess4success: Institutional Learning from Inclusive Approaches to Assessment</p> <p>23: Poster Tobias Diemer: External Standards-based Assessments and Internal School Development: Empirical Observations and Possible Perspectives</p> <p>24: Poster Christiane Kuhn: How to Assess Pedagogical Content Knowledge: Development of a Measurement Instrument in the Domain of Economics and Business Administration</p> <p align="center">Baybridge Suite and Annexe</p>													
11.30 - 13.00	<p align="center">Parallel symposia: 5 x 3 papers</p> <table border="1"> <thead> <tr> <th><i>Kielder I</i></th> <th><i>Kielder II</i></th> <th><i>Priestman</i></th> <th><i>Hunting Suite I</i></th> <th><i>Hunting Suite II</i></th> </tr> </thead> <tbody> <tr> <td> <p>25: Symposium Sonja Nonte: Symposium: Assessment of Learning Effects in Music Educational Contexts (individual level)</p> </td> <td> <p>26: Symposium Rebecca Strachan: Learning through Peer Assessment and Support – It's Good for You!</p> </td> <td> <p>27: Symposium Margaret Price: Manifestos, Declarations, Propositions and Position Papers: Attempting National Change, and Possibly Even More. An International Symposium Considering Three Examples</p> </td> <td> <p>28: Symposium Peter Hartley: Evaluating and Enhancing the Impact of Programme- based and Programme- level Assessment: Theory and Methodology</p> </td> <td> <p>29: JISC session Effective Assessment in a Digital Age: Redefining Assessment and Feedback in a Technology-rich Context</p> </td> </tr> </tbody> </table>					<i>Kielder I</i>	<i>Kielder II</i>	<i>Priestman</i>	<i>Hunting Suite I</i>	<i>Hunting Suite II</i>	<p>25: Symposium Sonja Nonte: Symposium: Assessment of Learning Effects in Music Educational Contexts (individual level)</p>	<p>26: Symposium Rebecca Strachan: Learning through Peer Assessment and Support – It's Good for You!</p>	<p>27: Symposium Margaret Price: Manifestos, Declarations, Propositions and Position Papers: Attempting National Change, and Possibly Even More. An International Symposium Considering Three Examples</p>	<p>28: Symposium Peter Hartley: Evaluating and Enhancing the Impact of Programme- based and Programme- level Assessment: Theory and Methodology</p>	<p>29: JISC session Effective Assessment in a Digital Age: Redefining Assessment and Feedback in a Technology-rich Context</p>
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13.00 - 14.00	Lunch														

Parallel papers: 6 x 3 papers						
14.00 - 15.30	<p>Kielder I</p> <p>30: Paper Chris Harrison: Do Unto Others... : An Exploration of Trainee Teachers' Perceptions of Assessment Practices</p> <p>31: Paper Harm Tillema: Assessment in the Practicum: Student Teacher and Mentor Perceptions of Good Mentoring Experiences</p> <p>32: Paper Knut Steinar Engelsen: Teachers Developing Criteria for Classroom Assessment</p>	<p>Kielder II</p> <p>33: Paper Catherine Montgomery: Assessment Transitions Across National Boundaries: Students' Success in Chinese-British Collaborative Programmes</p> <p>34: Paper Diane Sloan: It's all Foreign to me. Helping the International Student Understand the Language of Assessment</p> <p>35: Paper Than Nguyen: Assessing Student Learning in Selected Social Sciences and Humanities Undergraduate Programmes at Universities in the UK and Vietnam: A Comparative Case Study</p>	<p>Priestman</p> <p>36: Paper Antony Mellor: Exploring the Use of E-assessment Within an AfL Context: An Example from Geography</p> <p>37: Paper Shupikai Rinomhota: Assessment for Learning in Practice</p> <p>38: Paper Kristina-Rungano Masuwa-Morgan: eAssessment and eFeedback an Evidence Based Practice in the UK HE Sector</p>	<p>Hunting Suite I</p> <p>39: Paper Mary Richardson: Developing Assessment Competence For Mature Students In Higher Education</p> <p>40: Paper Jill Millar: Talking relationships: developing an understanding of staff-student relationships constructed through assessment feedback</p> <p>41: Paper Ron Pat-El: Teacher student (Mis)Matching Perceptions of Assessment for Learning Practices in Lower Vocational Education</p>	<p>Hunting Suite II</p> <p>42: Paper Sue Bloxham: Mark This Down! Investigating the Consequences for Students of the Gap Between Policy and Practice in Relation to Grading in Higher Education</p> <p>43: Paper Vidar Gynnlid: ECTS and Principles of Assessment: A Case Study</p> <p>44: Paper Godfrey Pell: Lessons from the Great Exhibition: The Role of Regression Towards the Mean in Criterion Based Assessment Standard Setting Implications for Borderline and Resit Students</p>	<p>Baybridge</p> <p>45: Paper Maria Lourdes Lira Gonzales: Formative Assessment Practices in an Oral Intermediate English Course at the Direction de L'enseigneme nt des Langues et Cultures</p> <p>46: Paper Mandy Asghar: Understandin g the Lived Experience of Formative Assessment in the Context of a Theoretical Framework</p> <p>47: Paper David Carless: Developing Sustainable Feedback</p>
15.30 - 16.00	<p>Break</p> <p>Kielder Foyer</p>					

Roundtables and break: 8 tables, 3 x 3 papers					
16.00 - 17.30	<p>Kielder I</p> <p>48: Roundtable Marjolei Deunk: Using Performance Standards for Giving Effective Feedback</p> <p>49: Roundtable Diane Peacock: Assessment Culture as Performed Text</p> <p>50: Roundtable Susan Orr: On (not)Knowing the Student: Exploring the Role of Anonymous Marking in HE</p> <p>51: Roundtable Sally Jordan: Do We Know What We Mean by 'Quality' in E-Assessment?</p>	<p>Kielder II</p> <p>52: Roundtable Chris Trevitt: Understanding and Dealing with the Tensions Associated with Using Teaching Portfolios for Assessment</p> <p>53: Roundtable Alice Lau: Assessment for Learning: The reinvention of Formative (and Summative Assessment)?</p> <p>54: Roundtable Liane Purnell: Accessing Assessment Criteria to Enhance Students' Understanding and Achievement</p> <p>55: Roundtable Seerp De Blauw: Assessment and Lifelong Learning in Educational Amsterdam</p>	<p>Priestman</p> <p>56: Paper Jenna Tudor: Giving Targeted Feedback- a Student Guided Initiative</p> <p>57: Paper Denise Whitelock: Back to the Future: Reappraising Feedback from Past Case Studies</p> <p>58: Paper John Dermo: e-Assessment for Learning: Feedback or Feedforward?</p>	<p>Hunting Suite I</p> <p>59: Paper Johannes Naumann: ELVES-J: A Measure for the Efficiency of Basic Reading Processes in Adolescents Taking into Account Response Speed and Accuracy</p> <p>60: Paper Diana Arya: Using a Meaningfulness-based Measurement Approach to Assess Scientific Understanding</p> <p>61: Paper Maria Araceli Ruiz-Primo: An Approach for Developing and Evaluating Instructionally Sensitive Assessments</p>	<p>Hunting Suite II</p> <p>62: Paper Rita Headington: 'Clear in Advance': A Case Study of First Year Undergraduate Students' Engagement with Assessment Criteria</p> <p>63: Paper Min Li: Video Analysis of Teacher's Formative Assessment Skills in the Science Classrooms</p> <p>64: Paper Judith Gulikers: Where Assessment Meets Instruction: the Formative Assessment Rubric</p>
17.30 - 18.00	<p>Eduardo Cascallar, EARLI Assessment SIG Coordinator & Members of AEA-E: Activities and Goals of the Association for Educational Assessment - Europe (AEA-E): Linking our work in Educational Assessment</p> <p>Priestman</p>				
19.15	<p>Drinks Reception</p> <p>Bar & Terrace</p> <p>Music: King Cole (Northumbria Traditional Music), composing of Ruth Ball, Paul Knox and Kerin Lee</p>				
20.00	<p>BBQ</p> <p>Main Restaurant/Outside</p>				

Day 3 – Friday 3 September 2010

Time	Session			
07.00 - 09.00	Breakfast <i>Main Restaurant</i>			
09.15 - 10.45	Parallel symposia: 4 x 3			
	<p><i>Kielder I</i></p> <p>65: Symposium Eduardo Cascallar: The Predictive Classification of Academic Performance: Impact in the Classroom with Assessments Without Testing</p>	<p><i>Kielder II</i></p> <p>66: Symposium Anders Jonsson: Students as Active Agents in the Feedback Process</p>	<p><i>Priestman</i></p> <p>67: Symposium Carol Morris: Towards an Assessment Strategy for a New Faculty</p>	<p><i>Baybridge</i></p> <p>68: Symposium Janet Dyke: The Discourse of Assessment and its Relationship With Student Attitudes Towards Learning and Assessment</p>
10.45 - 11.15	Break <i>Kielder Foyer</i>			
11.15 - 12.30	<p style="text-align: center;">69: Keynote Gordon Stobart Assessment-fit-for-learning</p> <p style="text-align: center;">Chair: Kay Sambell</p> <p style="text-align: center;"><i>Kielder I</i></p>			
12.30 - 13.00	Concluding remarks <i>Kielder II</i>			
13.00 - 14.00	Lunch (packed lunch available) <i>Main Restaurant</i>			