UCL Education Conference,

Wednesday 6th April 2022

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|  | | |  | | | | | | | | Where | | | | | |
| 9:00 | | | Registration, tea/coffee & pastries | | | | | | | | Jeffery Hall Foyer | | | | | |
| 9:30 | | | Conference Open | | | | | | | | Logan Hall | | | | | |
| 09:50 | | | Welcome by UCL President & Provost Dr Michael Spence | | | | | | | | Logan Hall | | | | | |
| 10:15 – 11:15 | | | Keynote: Professor David Boud in conversation with Professor Mary Richardson | | | | | | | | Logan Hall | | | | | |
| 11:15 – 11:30 | | | Tea/Coffee | | | | | | | | Room 790 | | | | | |
| 11.30 – 12:25 | Parallel Sessions 1 | Room 728 | Room 731 | Room 736 | | Room 739 | | Room 777 | | Room 780 | Room 802 | Room 804 | | Room 822 | | |
|  | 7th & 8th Floor | **Case Studies/Individual Presentations**  Using The Student Voice to Transform Medical Student Portfolios, **Charlotte Hammerton & Carys Phillips, UCL Medical School**  Synergies between Research-Based Assessment and Co-Curricular Writing Experience, **Francesco Cannone & Ananya Ashta, Department of Political Science**  Variety of assessment and feedback, **Evi Katsapi, IOE** | **WORKSHOP**  Designing Authentic Assessments  **Richard Osborne, Maths and Physical Sciences & Marieke Guy, Digital Education** | **WORKSHOP**  Embedding Education for Sustainable Development (ESD) into UCL programmes and assessments  **Hannah Biggs, Sustainable UCL, Tristan McCowan, IOE,**  **Adesh Sundaresan, Medical School,**  **Andrea Sella, Life Sciences,**  **Onya McCausland, SLADE & Kate Roach, Engineering** | | **WORKSHOP**  Intercultural awareness and assessment  **Silvia Colaiacomo, UCL Education and Student Experience, Lina Kamenova, Student Support and Wellbeing, Amy Lourenco, UCL Careers Services, Zsofia Varga, PALs Maise Giraldez, SELCS & Weili Zhai, PALS** | | **WORKSHOP**  Beyond traditional assessment: designing eportfolio-based assessment activities  **Aurelie Soulier,**  **Digital Education** | | **Case Studies/Individual Presentations**  Better learning outcomes, better assessment, **Clive Young & Simon Walker, UCL Education and Student Experience**  Inclusivity: reflections from Queen Square, **Caroline Selai &**  **Tahmina Uddin, Brain Sciences**  A staff-student collaboration to develop a study-skills service to promote academic success, **Emma Kelley, Carys Phillips & Katie Wardle, Life Sciences** | **Case Studies/Individual Presentations**  Making Community Based learning happen – an interview study of key stakeholders in UCL  **Anne Preston,**  **Rehan Shah, Erin John, Elika Sinha & Viktoria Makai, UCL East**  Assessment Without Grades in Research-Based Teaching: Co-Authoring with Students,  **Cathy Elliott, Social and Historical Sciences**  Transforming Face to Face Clinical Assessments to a Virtual Platform, **Eleanor Tillett, Courtney Kipps**  **& Amal Hassan, Medical Sciences** | **Case Studies/Individual Presentations**  An innovative approach to formative assessment of eLearning: a treasure hunt, **Harriet Shannon,** **Population Health Sciences**  ‘Double-Marking Plus’ in Collaborative Assessments,  **Jon Chandler & Margot Finn, Social and Historical Sciences**  Assessing Intercultural Communicative Competence through Telecollaboration: Preliminary Findings from an Online Peer Feedback Exchange between British Students and Chinese Students, **Jie Liu & Nathan Thomas, IOE** | | **Case Studies/Individual Presentations**  Meaningful programme-level assessment: 1st year capstone at UCL, **Abbie King & Jesper Hansen, UCL Education and Student Experience**  COVID-19: Online not distant – MSc students’ feedback on an alternative approach to teaching ‘Research Methods and Introduction to Statistics’ at UCL Queen Square Institute of Neurology, **Afm Saiful Islam,**  **Alexandra Cozzi-lepri, Mifuyu Akasaki, Rosamund Greiner, Masuda Khanom, David Blundred, Shah-jalal Sarker & Yasna Palmeiro Silva, Brain Sciences**  Clinical Reasoning Education Beyond Medical School: Adapting the electronic Clinical Reasoning Educational Simulation Tool (eCREST),  **Aneeza Pervez, IOE &**  **Emily Parker, University of Leeds** | | |
| 12:30 – 13:45 | | | Lunch and Market Place | | | | | | | | Jeffery Hall | | | | |
| 14.00 | | | Professor Kathy Armour, Vice-Provost (Education and Student Experience) | | | | | | | | Logan Hall | | | | |
| 14:30 | | | Professor Kathy Armour, Vice-Provost (Education and Student Experience) and Ayman Benmati, SU Education Officer announce shortlist for Student Choice Awards and Faculty Education Awards | | | | | | | | Logan Hall | | | | |
| 14:45 | | | Tea/Coffee | | | | | | | | Room 790, 7th Floor | | | | |
| 15:00 - 15:55 | Parallel Sessions 2 | Room 728 | Room 731 | | Room 736 | | Room 739 | | Room 780 | | Room 802 | | Room 804 | | Room 822 |
|  | 7th & 8th Floor | **Case Studies/Individual Presentations**  Feeding back and feeding forward: Fostering Reflective and Critical Writing Practices in an International Context: Co-creating a Report of Recommendations, **Kate Boldry & Sophie Kerslake, IOE**  Easy in-session assessment and feedback using automatic grading scripts,  **Monika Szumilo, Maths and Physical Sciences**  Guiding non-technical medical students on simulated surgery procedures. Abstracting, creating, critiquing and improving research level work to prepare students for the future,  **Peter Snow, Medical Sciences** | **Case Studies/Individual Presentations**  Sex differences in oral assessment presentations for research progress at undergraduate and graduate levels, **Madi Davies, Medical Sciences**  Can 'ungrading' change the way students engage with feedback and learning?,  **Martin Compton UCL Education and Student Experience & Eva Mol, Institute of Archaeology**  UCL East shared interdisciplinary modules as ways to transform assessment, **Anne Preston, UCL East** | | **Case Studies/Individual Presentations**  ChangeMaker Project on Optimisation of Short Answer Question Assessments,  **Qu Ukai, Kaja Posnik & Yuvraj Jadeja, Life Sciences**  Exploring the Lived Experiences of Learning and Teaching during the Year of Pandemic. **LingShan Hung, Kay Shi & Alen Jude, UCL Cancer Institute** | | **Case Studies/Individual Presentations**  Open book tests – closing the door to plagiarism and collusion,  **Amanda Cain, Suzanne Ruddy, Adam Phillips & Janice Kiugu, Life Sciences**  How can we sustainably assess essays to ever larger student cohorts?,  **Lawrence Bellamy, Life Sciences**  From 50 to 150: growing in numbers while improving in quality,  **Anastasis Georgoulas & David Pérez-Suárez, Advanced Research Computing** | | **Case Studies/Individual Presentations**  The TEACHWELL Study: The role of mental health, support and assessments in trainee teachers’ placement experiences, **Isidora Castillo Rabanal, IOE**  An institutional approach to align assessment and learning design, **Clive Young & Simon Walker, UCL Education and Student Experience**  "It's great to feel your work has real-world value": authentic dissertation assessments through master's student partnership working with external organisations,  **Anne Laybourne, Students' Union UCL** | | **Case Studies/Individual Presentations**  A case study of engaged education assessments: Health & Wellbeing in Cities,  **Gemma Moore, Bartlett (Built environment)**  The UCL/PLA Virtual Hydrographic Field Course, **Elizabeth Jones, Rob Howard, Remy Duviella & Philippa Cowles, Engineering**  Representational models of amino acid chemistry: The delivery medium as the message  **Sepehr Ehsani, Arts & Humanities** | | **Case Studies/Individual Presentations**  Exploring Awarding Gaps in Postgraduate Taught Programmes, **Miranda Kronfli, Medical Sciences**  Online assessment in mathematics, **Ruth Reynolds, Maths and Physical Sciences**  Examining learners’ engagement and barriers to interaction during synchronous teaching,  **Lau Zi Jian &**  **Marine-Oceane Verdez-Scholler, Medical Sciences** | | **Case Studies/Individual Presentations**  Providing a range of engagement options to support student abilities: a single module case study,  **Jennifer McGowan, Brain Sciences**  Teaching R using Google Colaboratory,  **Toryn Poolman & Amanda Cain, Medical Sciences**  IDEAS (Inspirations for Digital Engagement Activities) to support feedback and assessment literacy, **Silvia Colaiacomo,**  **Leo Havemann & Nidal Al Haj Sleiman, UCL Education and Student Experience** |
| 16:00 -16.45 | Parallel Sessions 3 | Room 728 | Room 731 | | Room 736 | | Room 739 | | Room 780 | | Room 802 | | Room 804 | | Room 822 |
|  | 7th & 8th Floor | **Roundtable Discussion**  Authentic assessment - a holy grail or just a fad?  **Simon Walker, UCL Education and Student Experience, Caroline Garaway, Social & Historical Sciences, Karen Barnard, UCL Careers Service, Anisa Patel & Aurelie Soulier, Digital Assessment Advisors** | **Roundtable Discussion**  A collaborative model of assessment review at faculty level - IOE Grading Task and Finish Group  **Silvia Colaiacomo, UCL Education and Student Experience, Joanne Fraser-Pearce & Noreem Kassem, IOE** | | **Case Studies/Individual Presentations**  Providing opportunities for student soft skills development - a case study,  **Jennifer McGowan, Brain Sciences**  Working with students in partnership for assessment topics in postgraduate education, **Harriet Shannon, Population Health Sciences** | | **Roundtable Discussion**  Enhancing and Streamlining Assessment and Feedback Practice  **Jane Simmonds, Mike Rowson, Anne Peasey, Population Health Sciences & Rebecca Lindner, UCL Education and Student Experience** | | **Roundtable Discussion**  Programme-wide coordination of assessment: supporting staff and students  **Jennifer Griffiths, UCL Education and Student Experience** | | **Roundtable Discussions**  Using The Student Voice to Transform Medical Student Portfolios    **Charlotte**  **Hammerton,**  **Carys Phillips & Taylor Bennie, Medical Sciences** | | **Roundtable Discussion**  Helping Students to Understand and Use Feedback - Developing and Structuring Learning Activities in a Master’s Level Course  **Sumanjit Gil,** **Brain Sciences** | | **Case Studies/Individual Presentations**  On lecturers' experiences designing automated assessment for university mathematics, **Ben Davies, Maths and Physical Sciences**  An authentic assessment framework for non-specialist statistics students, **Thomas Honnor, Maths and Physical Sciences** |
| 17:00 - 19:00 | | | **Drinks Reception** | | | | | | | **Jeffery Hall** | | | | | |