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Conference Programme - Concurrent Sessions

International Conference
Assessment for Learning in Higher Education 2015

Day 1	Concurrent Session I				14 May (Thu) 11:00-13:00
<p>Room 3.01 Session Chair: Ricky Lam</p> <p>Innovative Assessment Approaches / Other Issues in Assessment for Learning</p>	<p>Room 3.19 Session Chair: Alex Shum</p> <p>Students' Responses to Assessment</p>	<p>Room 3.20 Session Chair: Jessica To</p> <p>Assessment and Feedback</p>	<p>Room 3.21 Session Chair: Maggie Zhao</p> <p>Institutional Initiatives in Assessment / Assessing Professional Competencies</p>	<p>Room 3.22 Session Chair: Lillian Luk</p> <p>Institutional Initiatives in Assessment / Assessing Professional Competencies</p>	<p>Room 3.23 Session Chair: Tim Wotherspoon</p> <p>Institutional Initiatives in Assessment / Other Issues in Assessment for Learning</p>
<p>ID 78 - Assessment for learning; Enabling and impeding factors within the South African higher education context <i>Kobus Lombard</i></p>	<p>ID 28 - Dichotomies of feedback: Post-graduate and tutor perceptions <i>Helen Boulton, Alison Hramiak</i></p>	<p>ID 33 - Student and staff experiences of paperless feedback on first year writing <i>Karen Vered</i></p>	<p>ID 123 - Explicitly developing students' critical thinking skills through assessment <i>Theda Thomas</i></p>	<p>ID 86 - Assessing key competencies in the University of Macau's residential colleges <i>Robert Wessling, Jennifer Yim, Tony Chan, Ray Cheung</i></p>	<p>ID 17 - Assessment strategy: A missing link or elusive curriculum structure? <i>Desiree Scholtz</i></p>
<p>ID 25 - Aligning AfL with UDL: A principled approach <i>Jennifer Duke, Lenore Adie</i></p>	<p>ID 32 - Assessment for learning as a catalyst for changing teachers' beliefs: An experiential approach to learning and teaching in higher education <i>Eleanor Hawe, Helen Dixon</i></p>	<p>ID 35 - Using ABET performance indicator to develop assessment instrument for measuring foundational conceptual knowledge in programming classes <i>Duo (Helen) Wei</i></p>	<p>ID 29 - Renewing university assessment policy to promote and enable assessment for learning <i>Don Houston</i></p>	<p>ID 113 - Assessment for learning in engineering internship programmes in Hong Kong: How far are we? <i>Lillian Yun Yung Luk, Cecilia Ka Yuk Chan</i></p>	<p>ID 39 - Assessment dilemma in experiential learning <i>Samson Tse, Francesca Sin, Jessie Chow, Ken Yau, Elsa Lam</i></p>
<p>ID 36 - Innovative approaches to assessment in transnational education programs: Case study of the UOW-INTI experience <i>Sumitha Ganesharatnam, Jane Lim</i></p>	<p>ID 52 - DevalS Programme - Serious games for students' digital assessment literacy in higher education <i>Gregorio Rodríguez-Gómez, María Soledad Ibarra-Sáiz</i></p>	<p>ID 45 - Students' utilisation of feedback: A cyclical model <i>Edd Pitt</i></p>	<p>ID 179 - Nursing competence: Too elusive to be assessed? <i>Agnes Tiwari, Patrick Lai</i></p>	<p>ID 10 - Connected curriculum: A whole-institutional approach to embedding research-based education and assessment into undergraduate programmes of study <i>Dilly Fung</i></p>	<p>ID 82 - Investigating senior management views of the graduate profile: Are we assessing these attributes? <i>Makayla Grays, Gavin Brown</i></p>
<p>ID 37 - Assessment as learning: Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom <i>Ricky Lam</i></p>	<p>ID 72 - Students' perceptions of the use of debates in nursing courses <i>Peter Hartin, Melanie Birks, Marie Bodak</i></p>	<p>ID 66 - Exploring the potential of exemplar discussion in supporting feedback processes <i>Jessica To</i></p>	<p>ID 145 - Assessing teachers' sense of efficacy and teaching regulation: An initial study <i>Cathy K. W. Hoi, Mingming Zhou, Timothy Teo</i></p>		
				<p>ID 34 - The benefits of an assessment scholars network for supporting assessment for learning across an institution <i>Graham Hendry, Parisa Aslani, Elise Baker</i></p>	

Day 1	Concurrent Session II				14 May (Thu) 15:00-16:00
<p>Room 3.01 Session Chair: Jingli Cheng</p> <p>Innovative Assessment Approaches</p>	<p>Room 3.19 Session Chair: Alexandra Chong</p> <p>Students' Responses to Assessment</p>	<p>Room 3.20 Session Chair: Ivy Lai</p> <p>Assessment and Feedback</p>	<p>Room 3.21 Session Chair: Nicky Ng</p> <p>Institutional Initiatives in Assessment</p>	<p>Room 3.22 Session Chair: Jane Lee</p> <p>Institutional Initiatives in Assessment / Assessing Professional Competencies</p>	
<p>ID 43 - Transforming exams into e-Exams <i>Mathew Hillier, Andrew Fluck</i></p> <p>ID 44 - ePortfolios: Towards lifelong learning <i>Steve Roberts</i></p>	<p>ID 84 - Reflecting on AD (Associate Degree) students' assessment experiences in Hong Kong: Their dispositions, attitudes and responses <i>Vicky Lee, Yun Chung Chu, Sam Lau</i></p> <p>ID 90 - Can students attitude towards formative assessment develop their academic self-regulation and grit? <i>Jose Carlos Ocampo, Carlo Magno, Roxanne Gian Resurreccion</i></p>	<p>ID 93 - Perception of the teaching-learning environment and learning approaches on the academic results of senior-year admitted (SYA) students <i>Kin Cheung, Patrick Lai, Kit-lun Yick, Eric SW Chan</i></p> <p>ID 107 - Feelings about feedback: What student and academic perceptions reveal about the functions of emotions in student learning <i>Anna Rowe</i></p>	<p>ID 118 - We know what we should be doing, so why aren't we doing it? A whole of degree approach to assessment <i>Romy Lawson, Chris Rust, Eeva Leinonen, Marcus O'donnell & Margaret Wallace</i></p> <p>ID 61 - Student assessment in a Confucian culture: A case study in Vietnam <i>Gam Luong</i></p>	<p>ID 213 - Experience sharing - Whole Person Education Assessment@HKBU <i>Eva Wong, Vivien Chan, Ricky Wong</i></p> <p>ID 163 - Assessment strategies for work-integrated learning (WIL): Possibilities and dilemmas <i>Theresa Winchester-Seeto, Anna Rowe</i></p>	

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Day 1	Concurrent Session III				14 May (Thu) 16:30-18:00
<p>Room 3.01 Session Chair: Edmond Yeung</p> <p>Innovative Assessment Approaches</p>	<p>Room 3.19 Session Chair: Edward Li</p> <p>Students' Responses to Assessment</p>	<p>Room 3.20 Session Chair: Yongyan Li</p> <p>Assessment and Feedback / Other Issues in Assessment for Learning</p>	<p>Room 3.21 Session Chair: Steve Roberts</p> <p>Innovative Assessment Approaches / Institutional Initiatives in Assessment</p>	<p>Room 3.22 Session Chair: Theresa Kwong</p> <p>Assessment and Feedback / Assessing Professional Competencies</p>	<p>Room 3.23 Session Chair: Liz Jackson</p> <p>Other Issues in Assessment for Learning</p>
<p>ID 49 - Formative assessment: Flipping from answers to questions <i>Lilian Kwan, Paula Hodgson</i></p> <p>ID 51 - DINNO: A technological resource for implementing assessment as learning and empowerment in higher education <i>María Soledad Ibarra-Sáiz, Gregorio Rodríguez-Gómez</i></p> <p>ID 56 - Customising a capstone experience around assessment for learning: A case study from paramedic education <i>James Thompson, Hugh Grantham, Don Houston</i></p>	<p>ID 91 - Investigating the washback effect of a post-admission language assessment <i>Edward Li</i></p> <p>ID 102 - Macro and micro-cultural effects on Hong Kong and mainland Chinese university student conceptions of assessment <i>Gavin Brown, Zhenlin Wang</i></p> <p>ID 105 - The effect of interactive online modules on students' perception and attitude towards assessment of quantitative skills in a microbiology unit <i>Julie Markham, Vilma Simbag, Shaun Belward, Giovanna Di Trapani</i></p>	<p>ID 133 - Written assignments and feedback for Master of Education students: How 'dual motives' are being played out <i>Yongyan Li, Fiona Hyland</i></p> <p>ID 134 - Identifying and addressing critical learning gaps in design education <i>Lucia Miceli, Lynette Zeeng</i></p> <p>ID 115 - Perceptions of assessment standards and student learning <i>Michael Prosser</i></p>	<p>ID 77 - Feasibility and challenges of assessment for learning in large classes: Case studies of three Chinese university EFL instructors' experiences <i>Yueting Xu</i></p> <p>ID 192 - Effective use of peer assessment FOR learning in large-scale online courses: Empirical evidence and recommendations for design <i>Jingli Cheng, Steve Roberts</i></p> <p>ID 87 - A cross institutional initiative in digital assessment <i>Anne-Marie Chase, Diane Robbie, Ekaterina Pechenkina, Bella Ross</i></p>	<p>ID 174 - Embedding employability in a research intensive discipline setting: Following the assessment trail <i>Lynne Mayne, Yvonne Hodgson, Nikki Rickard</i></p> <p>ID 138 - Does shifting the structuring degree of the peer assessment process influence students' peer feedback content? <i>Mario Gielen, Bram De Wever</i></p> <p>ID 193 - Assessing the effectiveness of problem based learning across disciplines <i>Siu Yin Cheung, Kevin Yue, Peter Lau, Theresa Kwong</i></p>	<p>ID 89 - The role of assessment in developing a professional disposition <i>Neela Griffiths, Kerry Hunter</i></p> <p>ID 106 - Exploring the connections between teacher's assessment practice and students' metacognitive knowledge <i>Jing Wang</i></p> <p>ID 48 - Identifying core sustainability knowledge in higher education: Possibilities and challenges <i>Liz Jackson</i></p>

Day 2	Concurrent Session IV				15 May (Fri) 10:30-12:30
<p>Room 3.01 Session Chair: Alfred Lee</p> <p>Innovative Assessment Approaches</p>	<p>Room 3.19 Session Chair: Phil Smyth</p> <p>Students' Responses to Assessment / Other Issues in Assessment for Learning</p>	<p>Room 3.20 Session Chair: Suki Ekaratne</p> <p>Assessment and Feedback / Institutional Initiatives in Assessment</p>	<p>Room 3.21 Session Chair: Peter Lau</p> <p>Institutional Initiatives in Assessment</p>	<p>Room 3.22 Session Chair: Paula Hodgson</p> <p>Innovative Assessment Approaches / Institutional Initiatives in Assessment</p>	<p>Room 3.23 Session Chair: Jingli Cheng</p> <p>Other Issues in Assessment for Learning</p>
<p>ID 60 - Learning futures: Introducing authentic assessment to enable practice-oriented learning in science <i>Jurgen Schulte, Neela Griffiths</i></p>	<p>ID 127 - Students' responses to peer assessment in an English-in-the-discipline course <i>Kevin Yung, Natalie Fong</i></p>	<p>ID 144 - Assessment driving the learning, technology supporting the process: A decade in review <i>Bob Fox</i></p>	<p>ID 50 - Not for the fainthearted: Changing assessment practices in a mega university <i>Peter Havenga</i></p>	<p>ID 114 - Involving lay people as assessors in communication skills: Legal education as a case study <i>Wilson Wai Shun Chow, Michael Hoi Kit Ng</i></p>	<p>ID 148 - Bridging over summative assessments with assessments for learning: An application of cognitive diagnosis models to English grammar tests <i>Yuyang Cai</i></p>
<p>ID 68 - Transforming disengaged computing students to active learners by peer-evaluated case study <i>Laura Jing Zhou, Hennie Yip, Joey Wu</i></p>	<p>ID 129 - How assessment, motivation and beliefs about learning shape students' learning approaches <i>Tak Ha, Vinee Kapoor</i></p>	<p>ID 152 - A novel use of feedback in assessment to facilitate self regulated learner development <i>Shrinika Weerakoon, Suki Ekaratne</i></p>	<p>ID 128 - Moderation of assessment: Processes, practices and challenges in one Australian university <i>Denise Beutel, Lenore Adie, Iwona Czaplinski, Bouchra Senadji</i></p>	<p>ID 150 - Seeing eportfolios: An empirical study into students conceptions of technology and assessment <i>Christopher Deneen, Gavin Brown</i></p>	<p>ID 160 - The how and when of student satisfaction assessment <i>Peter Carter</i></p>
<p>ID 76 - (Re)-envisioning a socio-cognitive paradigm within the assessment for learning framework <i>Alfred Lee, Juliana Chau</i></p>	<p>ID 212 - Exemplars research: Where are we now and where might we go? <i>Phil Smyth, David Carless</i></p>	<p>ID 175 - A whole of institution approach to supporting learning, teaching and assessment <i>Michelle Lasen, Fiona Navin, Hill Angela</i></p>	<p>ID 156 - Are problems with citation too trivial to discuss? <i>Theresa Kwong, Peter Lau, Eva Wong</i></p>	<p>ID 170 - Employing Wikipedia for good not evil: Innovative approaches to assessment at the University of Sydney <i>Rebecca Johnke, Frances di Lauro</i></p>	<p>ID 178 - Understanding the critical role of reflective practice in a postgraduate diploma in higher education <i>Laura Dison</i></p>
<p>ID 79 - Promoting active learning through a novel assessment method in a plant stress physiology honours course <i>Kershree Padayachee</i></p>	<p>ID 169 - Student engagement driven by assessment for learning in an Australian law school <i>Deborah Ankor, Lucy Evans</i></p>	<p>ID 167 - Assessment of student learning achievement in a marine biology class: Comparison between traditional and constructivist instruction <i>Richard M. Magsino</i></p>	<p>ID 143 - An institutional transformation of assessment: Leading centrally and implementing change locally <i>Carmen Tomas, Rachel Scudamore, Wyn Morgan</i></p>	<p>ID 30 - Programme outcomes assessment: Direct and indirect evidences of student learning <i>Paula Hodgson</i></p>	<p>ID 188 - Aligning learning spaces with learning and assessment activity, for enhanced student engagement and participation: An approach to flipped classroom in a large first year university unit <i>Shannon Johnston, Wade Jarvis</i></p>

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Day 2	Concurrent Session V				15 May (Fri) 14:30-16:00
Room 3.01 Session Chair: Julian A. Tanner Innovative Assessment Approaches	Room 3.19 Session Chair: Tracy Zou Innovative Assessment Approaches / Assessing Professional Competencies	Room 3.20 Session Chair: Ada Lee Assessment and Feedback	Room 3.21 Session Chair: Lily Zeng Institutional Initiatives in Assessment / Assessing Professional Competencies	Room 3.22 Session Chair: Hin Wang Kevin Chan Students' Responses to Assessment	Room 3.23 Session Chair: King Chong Institutional Initiatives in Assessment / Other Issues in Assessment for Learning
ID 92 - Engagement with electronic portfolios: Promising practices and lessons learnt from a pilot <i>Ronnie Shroff, Tushar Chaudhuri, Warren Linger</i>	ID 176 - Seeing the wood and the trees: Across-subject, coordinated, industry-relevant assessment <i>Leonie Tickle</i>	ID 171 - Overcoming constraints to giving supportive real-time feedback on authentic tasks in a HE teaching improvement course <i>Alex Shum, Ada Lee, Suki Ekaratne</i>	ID 196 - How are professors assessed?: A comparison of the academic performance review practices in Hong Kong, Mainland China, and New Zealand <i>Lily Zeng</i>	ID 187 - The relationship between the assessment preferences of the instructional designer candidates and their academic achievements <i>Oguzhan Ozdemir</i>	ID 215 - Enhancing assessment effectiveness: An institution's assessment pilgrimage and lessons' learned <i>Faye Zhu, Robert Flemining</i>
ID 95 - Creative and collaborative assessment strategies sustain deep student learning: Evidence from a large introductory biochemistry class <i>Samantha J. Bevan, Cecilia W. L. Chan, Julian A. Tanner</i>	ID 147 - Do students really possess the competencies? Assessing generic skills through scenarios <i>Tracy Zou, Tim, K. T. Woo, Winnie, S. M. Yuen, Eric, L. T. Ho</i>	ID 186 - Feedback survivorship in a resource constrained reconfiguring higher education landscape <i>Pauline Ross</i>	ID 154 - Innovations in assessment and feedback to improve the cognition and empowerment in higher education <i>Ramakrishnan Chinnasamy, Priyadarshini Vijayabhanu</i>	ID 194 - Test efficiency of computer-based testing for summative assessment - A quasi-experimental evaluation <i>Hin Wang Kevin Chan, Tze Hin Kelvin Wan, On Chu George Cheung, Yue Wai Oscar Ng, Ian Brown, Wai To Green Luk, Chun Sang Dick Chan</i>	ID 146 - Assessing the effectiveness of the faculty communities of practice (CoPs) at the Hong Kong Baptist University <i>King Chong, Dimple Thadani, Wing Leung Wong, Theresa Kwong, Eva Wong</i>
ID 100 - Staff-student partnership in assessment <i>Susan Deeley</i>	ID 205 - Assessment of interactive e-books designed by computer science teacher candidates: A fuzzy logic implementation <i>Yalin Turel, Seda Ozer</i>	ID 189 - Creating the zing for deep learning: The role of the feedback spiral <i>Fleur Fallon</i>	ID 142 - Implementation of institution wide early learning insight survey <i>Sok Mui Lim, Yong Lim Foo, Han Tong Loh</i>	ID 153 - Unexpected learning outcomes from using online assessment <i>Helen K. W. Law, Josephine Csete</i>	ID 177 - Peer generated MCQs to assess and support for learning in a problem based learning programme <i>Michael Botelho, Otto Lam, Rory Watt, Vera Yip, Daisy Shum, Mary Lung</i>

Conference Programme - Concurrent Sessions

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Day 2	Concurrent Session VI					15 May (Fri) 16:30-17:30
Room 3.01 Session Chair: Edmond Yeung Innovative Assessment Approaches	Room 3.19 Session Chair: Yvonne Chan Innovative Assessment Approaches	Room 3.20 Session Chair: Maggie Zhao Innovative Assessment Approaches / Assessment and Feedback	Room 3.21 Session Chair: Jenny Huen Assessment and Feedback	Room 3.22 Session Chair: Lavina Luk Assessment and Feedback / Institutional Initiatives in Assessment	Room 3.23 Session Chair: Tracy Zou Institutional Initiatives in Assessment / Other Issues in Assessment for Learning	
ID 103 - Moving beyond 'Marx is boring' through authentic assessment tasks and a novel approach to tutorial management <i>Deborah Nixon</i>	ID 211 - Predicting the success and struggles of community college students <i>Frank Yunker</i>	ID 216 - Structuring assessment of and by pre-service teachers in a CL approach <i>Kate Ferguson-Patrick</i>	ID 195 - Direct assessment of student learning outcomes in a co-curricular programme <i>Peter Lau, Theresa Kwong, Eva Wong</i>	ID 168 - Designing, implementing and maintaining assessment policies and practices in support of an institution-wide initiative in service-learning <i>Grace Ngai, Stephen C. F. Chan, Kam Por Kwan, Josephine Csete</i>	ID 204 - Formative assessment in teacher education programs in Chinese context <i>Qing Yuan, Xuefeng Wang</i>	
ID 104 - Trust and personal development: A new approach to assess for learning <i>Frank van den Berg, Martin van der Hoef, Pascal Wilhelm, Wessel Wits</i>	ID 214 - Leveraging self-regulated learning to foster innovation in assessment outcomes <i>Avnita Lakhani</i>	ID 190 - Feedback literacy: A practice <i>Mark Middleton, Grace McCarthy, Lynne Keevers</i>	ID 207 - The barriers perceived by university teachers in the use of different feedback channels in online learning environments <i>Teresa Guasch, Anna Espasa, Rosa M Mayordomo, Montserrat Martínez Melo</i>	ID 166 - Feedback loops in curriculum design: Facilitating student learning by actioning feedback <i>Beverley Webster</i>	ID 80 - Assessment for social justice: Possibilities, policies and practices in higher education <i>Jan McArthur</i>	