

NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

www.teachingandlearning.ie

ASSESSMENT



LEARNING

**National Forum
Seminar Series
2016-2017**

National Seminar Series 2016-2017

Since the 1st of January 2016, the National Forum has focused on a new enhancement theme **Assessment OF, FOR and AS Learning**. This new enhancement theme is the core theme for our National Seminar Series 2016/17.

Calendar Schedule

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All seminar dates and titles were correct at time of going to print (November 2016). Please note that seminar dates may be subject to change. For up-to-date information on seminar dates/venues and details on how to book a seminar place, please consult our website at www.teachingandlearning.ie.

Seminar Programme

Seminar Title	Feedback: An Essential Element to the Assessment Process
Proposed Date	<i>01 December 2016</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Reflect on formative assessment and feedback strategies used in a particular module 2. Establish the various opportunities for feedback when using Learning Management Systems 3. Reflect on how findings could be applied to different teaching and learning contexts
Institution	University of Limerick
Contact	Padraig Hyland padraig.hyland@ul.ie

Seminar Title	Fresh Understandings of Using Peer Assessment and Feedback with Students
Proposed Date	<i>14 December 2016</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Encourage active reflection and questioning on peer assessment as a teaching, learning and assessment strategy for HE 2. Share our insights and theoretical model designed to support the development of the skills and dispositions needed for peer assessment 3. Share some practical strategies for incorporating peer assessment and feedback in HE teaching and learning 4. Encourage group debate and sharing of ideas, comments and advice on aspects of peer assessment and feedback
Institution	National College of Ireland
Contact	Laura Costelloe laura.costelloe@ncirl.ie

Seminar Title	GMIT Christmas Teaching & Learning Showcase - Student Centred Learning Tools
Proposed Date	<i>16 December 2016</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Know what worked and lessons learned 2. Establish a clear assessment purpose to meet information needs of all intended users 3. Set clear learning targets 4. Communicate summative and formative results effectively 5. Involve students in the assessment process and in using the results to further learning their development
Institution	Galway-Mayo Institute of Technology
Contact	Carina Ginty carina.ginty@gmit.ie

Seminar Title	Teaching and Promoting Innovative Assessment in Teacher Education
Proposed Date	<i>13 January 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Provide teacher educators with the opportunity to listen to other teacher educator colleagues on their current assessment practices 2. Provide support to those interested in considering and enacting innovative assessment practices within their teacher education programmes 3. Begin mapping and exploring the realities of engaging with innovative assessment practices in teacher education programmes 4. Agree efficient, effective and meaningful way of collecting and recording data related to the enactment of assessment by teacher educators
Institution	University of Limerick
Contact	Ann MacPhail Ann.MacPhail@ul.ie

Seminar Title	BIMPlay: Using Role Play and Games-Based Learning to Explore working in a Collaborative Building Information Modelling (BIM) Environment
Proposed Date	<i>Date to be confirmed</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Design and test an innovative BIM process charrette methodology to explore (with staff and students) the feasibility of embedding multidisciplinary collaborative exercises into the current curriculum 2. Explore (with staff and students) a series of alternative assessment strategies to complement the charrette methodology, which will be developed into a series of rubrics through the lens of assessment FOR, OF and AS learning 3. Identify opportunities for academic-industry collaboration in developing embedded collaborative BIM learning experiences within construction-related programmes and in industry settings i.e. using the charrette methodology as part of briefing phase on selected case study projects
Institution	Galway-Mayo Institute of Technology
Contact	Mark Kelly Mark.Kelly@gmit.ie

Seminar Title	Enabling Institutional Capability for Formative Assessment Strategies through the Learning Management System
Proposed Date	<i>09 February 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the value of a strategic approach to the design of both the curriculum and the learning environment 2. Consider the flexibility provided by online learning environments to facilitate formative assessment 3. Consider the opportunities to introduce reflective practices through the use of online learning tools from the case studies presented.
Institution	University of Limerick
Contact	Eamonn Fitzgerald eamonn.fitzgerald@ul.ie

Seminar Title	Assessment Mapping: The TESTA Methodology
Proposed Date	<i>09 February 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Understand the TESTA principles, methodology and process, including theoretical background, and research methodology 2. Understand the need to take a programme approach to assessment, to achieve a full range of assessments across a programme, and to balance assessment OF, FOR and AS, learning 3. Have examined data from 8 TESTA programmes and related this to their own programme experience 4. Understand how to analyse the data to create a narrative about the student experience on the whole programme
Institution	Trinity College Dublin
Contact	Ciara O'Farrell cofarre@tcd.ie

Seminar Title	Improving Student Learning Through Changing the Assessment Environment at Programme Level: A Practical Guide Based on the TESTA Project
Proposed Date	<i>10 February 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Understand the TESTA methodology and the principles of assessment design 2. Analyse and interpret programme-level assessment data as the starting point for changes to the assessment environment 3. Explore and debate the characteristics of programme-level assessment environments that improve student learning and relate these to one's own context
Institution	University College Dublin
Contact	Aine Galvin aine.galvin@ucd.ie

Seminar Title	Assessing Experiential Learning: Reflecting on Best Practice
Proposed Date	<i>10 February 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Consider how to assess and what to assess in experiential learning with a particular focus on the potential of reflection in various forms 2. Determine the importance of assessing the process of reflection rather than the content of the reflection 3. Recognise what is required to ensure reliability, validity and educational impact in using reflection as an assessment tool 4. Develop and evaluate a reflective assessment model for use in experiential learning
Institution	Letterkenny Institute of Technology
Contact	Siobhan Cullen Siobhan.cullen@lyit.ie Brónagh Heverin bronaghheverin@lyit.ie

Seminar Title	The Influence of Mindset on Assessment
Proposed Date	<i>23 February 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Have a deeper understanding of the difference between assessment FOR learning, assessment OF learning and assessment AS learning 2. Consider the mental models which shape their beliefs about assessment 3. Explore a range of assessment methodologies and examine how, at least, one of, these could be used in their own classroom 4. Examine and design assessment tools such as rubrics, anticipation sheets, KWLs which they can use in their classrooms
Institution	Waterford Institute of Technology
Contact	Corina Power cspower@wit.ie

Seminar Title	Challenging Assumptions of Effective Assessment
Proposed Date	<i>09 March 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Explore the existing assessment climate and the challenges that prevail 2. Encourage student engagement through a variety of assessment methods 3. Consider alternative approaches to feedback in order to improve effectiveness of assessment
Institution	University of Limerick
Contact	Mary Fitzpatrick Mary.Fitzpatrick@ul.ie

Seminar Title	Assessment in Teacher Education: Placement in Further Education
Proposed Date	<i>10 March 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Highlight the importance of, and tensions inherent, in achieving consistency and fairness in the interpretation and assessment of student teacher competences in the classroom 2. Identify and prioritise areas where placement assessment can be AS, FOR and OF learning. Ensuring that student teachers are empowered and engaged, rather than discouraged, during the challenging process of assessment of student teacher placement is a key objective 3. Enable teacher educators to reflect on and work towards enhancing their dialogue with student teachers 4. Work collaboratively and creatively towards maximising the teaching and learning benefits of placement assessment for both teacher educators and student teachers
Institution	Mary Immaculate College
Contact	Cathal de Paor cathal.depaor@mic.ul.ie

Seminar Title	Rethinking Assessment and Feedback in Higher Education: Opportunities and Challenges
Proposed Date	<i>10 March 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify and discuss dominant themes and discourses in the field of assessment AS learning 2. Examine pedagogical innovations in using feedback to support assessment FOR, AS and OF learning in Higher Education 3. Examine the benefits and explore the challenges of implementing effective feedback at institutional level in Higher Education 4. Provide opportunities for peer learning within the community of those teaching and researching assessment AS learning within Higher Education
Institution	Mary Immaculate College
Contact	Margaret O’Keeffe margaret.okeeffe@mic.ul.ie

Seminar Title	Educational Theories in the Teaching, Learning and Assessment of Mathematics in Higher Education
Proposed Date	<i>24 March 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Classify the origins and identify the characteristics of the main educational theories in mathematics education 2. Distinguish between the range of learning theories which most apply to the teaching, learning and assessment of mathematics in higher education 3. Evaluate the most appropriate educational theories to underpin particular approaches to assessment in mathematics 4. Discuss the discipline-specific challenges involved in assessment OF, FOR and AS learning in mathematics 5. Identify other colleagues interested in undertaking educational research in assessment in mathematics
Institution	Dublin City University
Contact	Eabhna Ní Fhloinn eabhnat.nifhloinn@dcu.ie

Seminar Title	Mapping Language Assessments to the Common European Framework of Reference (CEFR) for Languages: Experiences from the UniLang Certification Scheme in the UK
Proposed Date	<i>24 March 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Be aware of the UniLang certification scheme and its potential application at Irish HE institutions 2. Understand the challenges and opportunities associated with using the CEFR in degree and IWLPs 3. Be able to evaluate their language assessment procedures and the potential for integration with the CEFR
Institution	University College Cork
Contact	Emma Riordan emma.riordan@ucc.ie Sylvie Campion s.campion@ucc.ie

Seminar Title	Student As Partner: Enhancing Student Engagement Through a Focus on Assessment As Learning in Digital Spaces
Proposed Date	<i>03 April 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Acquire knowledge of the concepts and methodologies of Student as Producer and Domain of One's Own, and how they relate to assessment practices 2. Reflect on their experience of assessing students, differentiating between assessment OF, FOR and AS learning 3. Discuss the role that partnership with students in assessment can have in enhancing student learning 4. Explore with colleagues ways of embedding creative assessments into their programmes
Institution	National University of Ireland Galway
Contact	Catherine Cronin catherine.cronin@nuigalway.ie Simon Warren simon.warren@nuigalway.ie

Seminar Title	Utilising Simulation as a Form of Learning and Assessment: Lecturers' and Students' Reflections
Proposed Date	<i>06 April 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Understand the purpose and application of simulation summative assessment to the learning needs of diverse student groups 2. Critically appreciate the array of pedagogic considerations at play in designing and delivering a creative, performative and experiential teaching and learning strategy 3. Be equipped to consider the introduction of simulation activities into their own repertoire of pedagogic practice 4. Consider the unique and dynamic interplay of lecturer as teacher and lecturer as student learning group coach 5. Reflect on the myriad of learner insights on the challenges inherent in undertaking performative experiential group assessment
Institution	Sligo Institute of Technology
Contact	Martha Doyle Doyle.martha@itsligo.ie

Seminar Title	Enhancing Learning in Lab-based Science Education Through Redesigning Assessment Practices
Proposed Date	<i>12 April 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Acquire knowledge of the scholarship of lab-based education and the key issues this raises 2. Become familiar with current research looking at technology enhanced assessment methods to support student learning 3. Discuss the role that assessment FOR and AS learning can play in enhancing conceptual development 4. Reflect on their current assessment practices and generate possible alternative actions
Institution	National University of Ireland Galway
Contact	<p>Simon Warren simon.warren@nuigalway.ie Michelle Tooher michelle.tooher@nuigalway.ie Gary Gillanders gary.gillanders@nuigalway.ie Declan McKernan declan.mckernan@nuigalway.ie Peter McKeown Peter.McKeown@nuigalway.ie</p>

Seminar Title	The Supervision and Assessment of Research at Postgraduate Level
Proposed Date	<i>21 April 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Improve our understanding of the ways TLA can enhance the learner experience 2. Enhance the evaluation of learner achievement 3. Explore the variety of formative and summative assessment approaches being used in our Business Schools.
Institution	Irish Academy of Management
Contact	Simon Stephens simon.stephens@lyit.ie

Seminar Title	Redesigning Programme Assessment
Proposed Date	<i>25 April 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Identify the problems with current practice 2. Design programme-focussed assessment 3. Justify simple grading 4. Incorporate ways of developing student assessment literacy 5. Improve the effectiveness of assessment feedback by adopting a programme approach
Institution	Athlone Institute of Technology
Contact	Nuala Harding nharding@ait.ie

Seminar Title	To Let Learn: Enhancing Authentic Assessment for Student Learning Within the Disciplines through the Teaching for Understanding Framework
Proposed Date	<i>27 April 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Document and reflect on how TfU has been applied throughout the disciplines to enhance student-centred assessment FOR and AS learning 2. Document and reflect on designing assessment that explicitly integrates knowing, doing and being, requiring students to interrogate what they know and are able to do, in a manner that enables them to seek possibilities for their ways of being in the world 3. Contribute to the conversation on how the curriculum and the learning environment can be designed to enhance assessment (with particular reference to the transformation of assessment from being OF learning to FOR and AS learning)
Institution	University College Cork
Contact	Daniel Blackshields d.blackshields@ucc.ie

Seminar Title	Innovations in Entrepreneurship Assessment
Proposed Date	<i>10 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Provide a summary of the key findings from the NEAR (National Entrepreneurship Assessment Review) research carried out by CEEN (Campus Entrepreneurship Enterprise Network) and funded by the National Forum 2. Provide an overview of the range of assessment practice in entrepreneurship education across the higher education sector in Ireland 3. Understand the student perspective on the student perspective on assessment practice in entrepreneurship education 4. Describe a typology of the different forms of entrepreneurship education, identifying the different assessment options and entrepreneurial outcomes that may derive from each form 5. Facilitate entrepreneurship educators to share experience and discuss issues relevant to practice with national and international entrepreneurship educators and researchers attending the 3e ECSB conference
Institution	Cork Institute of Technology
Contact	Breda Kenny breda.kenny@cit.ie

Seminar Title	What Works? Student Retention & Success
Proposed Date	<i>11 May 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Understand key objectives and outcomes of the What Works? Programme 2. Recognize the role of assessment in student retention 3. Create links between academic staff and colleagues in the Student Life and Learning Unit to work on student retention 4. Reflect on current assessment practice 5. Implement innovations in assessment practice
Institution	Waterford Institute of Technology
Contact	Fionnuala Brennan fbrennan@wit.ie Laura Keane lkeane@wit.ie

Seminar Title	Developing Assessment Literacy
Proposed Date	<i>16 May 2017</i>
Learning Outcomes	By the end of the session, participants should be able to: <ol style="list-style-type: none"> 1. Discuss the nature of assessment literacy and why it is important 2. Apply techniques to develop assessment literacy within modules 3. Develop assessment literacy across programmes 4. Develop a new perspective on supporting student learning
Institution	Cork Institute of Technology
Contact	Tom O'Mahony tom.omahony@cit.ie

Seminar Title	Trinity College Assessment Showcase
Proposed Date	<i>17 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Highlight the good practice in assessment practices in Trinity 2. Define ways of implementing Trinity's assessment framework within the disciplines 3. Discuss with colleagues and students ways to improve the experience of assessment 4. Inform and progress the Trinity Education Project 5. Move from assessment OF learning to assessment FOR and AS learning
Institution	Trinity College Dublin
Contact	Ciara O'Farrell cofarre@tcd.ie

Seminar Title	Assessment in Problem and Project Based Learning: Sharing Our Practice with One Another
Proposed Date	<i>19 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Gain an overview of best practice in Assessment in Problem and Project-Based Learning 2. Learn from a selection of effective and innovative assessment methodologies used in Problem and Project-Based Learning across a range of disciplines 3. Explore best-practice guidelines for the alignment and integration of assessments with learning outcomes and problems/projects in enquiry and problem-based learning curricula 4. Share approaches to designing engaging and challenging assessments that promote graduate attributes 5. Consider a selection of objective metrics to monitor the impact of these learning interventions
Institution	Maynooth University
Contact	Bob Lawlor bob.lawlor@nuim.ie

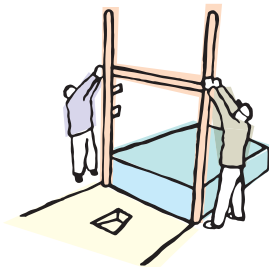
Seminar Title	Examination Feedback: Assessing the Outcomes
Proposed Date	<i>25 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Appreciate a range of policies and practice regarding examination feedback 2. Consider approaches to providing examination feedback 3. Enable staff to give examination feedback to students' that generates assessment AS learning and enhances students ability to improve their level of performance in summative assessments 4. Assess the impact on staff workload and student performance
Institution	Limerick Institute of Technology
Contact	Martin Fitzgerald martin.fitzgerald@lit.ie

Seminar Title	Reflection as Learning and Assessment
Proposed Date	<i>25 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Provide an understanding of reflective learning and assessment to academics in the Arts and Humanities who may have never utilised this very beneficial method in their classes before 2. Provide first hand accounts to other academics on the benefits and challenges of seeing reflective learning as both a learning mechanism and an assessment tool from different perspectives 3. Trace how reflective learning helps students to engage with the material/issues on their own terms 4. Explore how reflective learning and assessment can lead to more engaged students 5. Provide academics with the resources to feel comfortable in allowing students to be responsible for their own learning through reflective practices in the classroom
Institution	University of Limerick
Contact	Norah Burns norah.burns@ul.ie

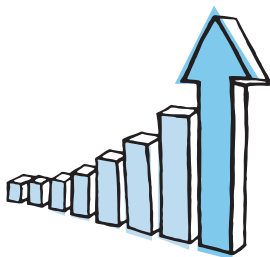
Seminar Title	Using Dialogic Feedback Approaches to Promote Writing Transfer as Part of Assessment for Learning
Proposed Date	<i>30 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Outline what dialogic approaches to feedback are and why they are effective as part of assessment for learning 2. Connect principles around promoting writing transfer with dialogic approaches to feedback 3. Suggest why feedback is crucial to helping student writers to develop good processes and appropriate written outputs 4. Articulate the most appropriate forms of feedback and writing transfer affordances towards assessment for learning 5. Plan how knowledge of dialogic approaches to feedback and writing transfer could be exploited as part of curriculum planning and in-class pedagogy in order to facilitate assessment for learning
Institution	Dublin Institute of Technology
Contact	Maria-Jose Gonzalez maria-jose.gonzalez@dit.ie Claire McAvinia claire.mcavinia@dit.ie

Seminar Title	Assessment FOR Learning – Connecting the Professional Experience of Peer Review with In-class Peer Review Towards Writing Transfer
Proposed Date	<i>31 May 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none">1. Describe various approaches to in-class peer review of student writing, as part of peer assessment for learning, towards writing transfer2. Place their experience of scholarly peer review in context through the sharing of professional experiences of peer review of academic writing3. Make useful connections, aligned with the principles of writing transfer, that help staff to apply learning from scholarly peer review to their teaching (as part of research-informed practice) and to approaches to student peer review4. Consider the value of the social context and learning community, as it contributes to assessment and writing transfer, in peer review5. Suggest ways in which the ongoing experience of scholarly peer review could be captured and shared, and could continue to enhance approaches to in-class student peer review processes
Institution	University of Limerick
Contact	Íde O'Sullivan Ide.osullivan@ul.ie

Seminar Title	Exploring Higher Education Assessment Practices: Supporting Successful Transitions and Student Retention
Proposed Date	<i>09 June 2017</i>
Learning Outcomes	<p>By the end of the session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Examine international and national approaches to approaches to assessment OF, FOR and AS learning in higher education and in the transition to higher education 2. Explore and quality indicators and criteria in approaches to assessment OF, FOR and AS learning 3. Develop insights and skill development in assessment methodologies (for technologies for assessment, approaches to collaborative assessment, peer assessment, self-assessment, assessment FOR and AS learning) 4. Identify the factors which facilitate successful transitions and which impact retention rates
Institution	Mary Immaculate College
Contact	Aisling Leavy Aisling.Leavy@mic.ul.ie



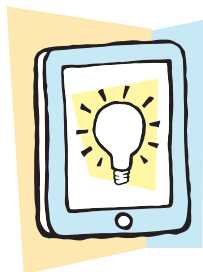
STANDARD SETTING



IMPROVING



INNOVATING



DIGITAL LEARNING



FORUM



TRANSITIONS



National Forum for the Enhancement of Teaching and Learning
in Higher Education

c/o 19 Dawson Street, Dublin 2

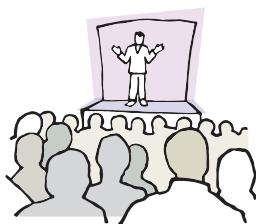
T: +353 1 6090648

info@teachingandlearning.ie

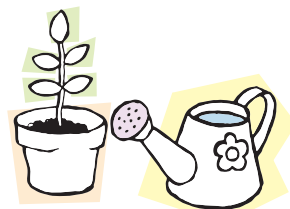
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VALUING



INFORMING



DEVELOPING