Art Design Media Subject Centre

The Higher Education Academy PALATINE Dance, Drama and Music

Kingston University London
Faculty of Art, Design & Architecture

A Space for Assessment Symposium

Exploring assessment and feedback in practice and studio based learning environments

Programme

27 – 28 May 2010

Kingston University

Knights Park, Kingston upon Thames, KT1 2QJ

Day one: Thursday, 27 May 2010

Time	Session	Room
11.30	**Registration and coffee**	Staff Space Ground Floor
12.00	**Welcome and introduction** Dr Bernadette Blair, Carolyn Bew and Dr Paul Kleiman	Main Lecture Theatre 1st Floor
12.15	**Keynote** Professor Susan Orr Deputy Dean, Faculty of Arts, York St John University	
13.00	**Lunch**	Staff Space Ground Floor
14.00	**Parallel Session 1** Max Ackermann Design Subject Leader, Central Saint Martins College of Art & Design Jackie McManus Head of Widening Participation Programmes, University of the Arts London	KPTK-41 4th floor
	Parallel Session 2 Dr Shân Wareing Dean in Learning and Teaching Development, University of the Arts London Rebekka Kill Senior Lecturer in Creativity, Enterprise and Engagement, Leeds Metropolitan University	KPTK-51 5th Floor
	Parallel Session 3 Hilaire Graham Dean Learning and Teaching, University for the Creative Arts	KPTK-52 5th Floor
15.00	**Coffee**	Staff Space Ground Floor
15.30	**Feedback from Parallel Sessions**	Main Lecture Theatre 1st Floor
16.00	**Presentation** Dr Bernadette Blair Academic Director & Reader in Studio-Based L&T, Faculty of Art, Design & Architecture, Kingston University	
16.45	**Keynote** Dr Paul Kleiman Deputy Director, PALATINE (Higher Education Academy Subject Centre for Dance, Drama and Music)	
17.30	**Summary of Day One** Dr Simon Ofield-Kerr Dean, Faculty of Art, Design & Architecture, Kingston University	
17.45	**Tour of studios/workshops** (optional) **Drinks reception**	Staff Space Ground Floor
18.30	**Formal close of day one**	

Day two: Friday, 28 May 2010

Time	Session	Room
9.30	**Registration and coffee**	Staff Space Ground Floor
10.00	**Keynote** Professor David Vaughan NSS Report	Main Lecture Theatre 1st Floor
10.30	**Discussion Group: Issues arising from NSS Report** Chair: David Vaughan Facilitator: Bernadette Blair	KPTK-41 4th floor
	Discussion Group: External Examiners Chair: Ian Pirie Facilitator: Dr Shân Wareing	KPTK-51 5th Floor
	Discussion Group: Identification of Assessment Standards Chair: Susan Orr Facilitator: Hilaire Graham	KPTK-52 5th Floor
11.15	**Coffee**	Staff Space Ground Floor
11.45	**Feedback from Discussion Groups** Discussion Group Chairs	Main Lecture Theatre 1st Floor
12.15	**Keynote** Professor Ian Pirie Assistant Principal (Learning and Teaching), Edinburgh College of Art	
13.00	**Panel Discussion** Chair: Dr Paul Kleimen Dr Bernadette Blair Kit Friend; Chair Arts Group Professor Susan Orr Professor Ian Pirie David Vaughan	
13.30	**Lunch**	Staff Space Ground Floor
14.30	**Close**	

Keynotes, Presentations and Parallel Sessions

Thursday, 27 May 2010

12.15 – 13.00

Keynote Presentation
The role of professional judgement in assessment: a journey from accuracy to zing

Professor Susan Orr
Deputy Dean, Faculty of Arts, York St John University

Susan Orr holds a chair in the pedagogy of creative practice and she is deputy dean of the faculty of arts at York St John University. Susan's research focuses the assessment of creative practice; her doctoral thesis examined fine art assessment practices in higher education. Susan is on the editorial advisory board for the Journal of Writing in Creative Practice and the Journal of Art Design and Communication in Higher Education. Susan has presented papers at a number of conferences in the UK, Europe and the USA. In addition she has authored a range of articles, papers and chapters on assessment and creative practice.

Susan will explore and share her assessment research journey. Over the years Susan's research interests have moved from a focus on transparency to a focus on the messiness of assessment practice as lived and experienced by its key actors, namely lecturers and students. Susan's research focuses on the non-documented, dialogue based, ephemera of assessment practice in art and design. Working from a socio-constructivist position Susan's research explores the tensions that exist between viewing assessment as concerned chiefly with carrying out of a range of valid and reliable processes with a view of assessment that is closer to the idea of connoisseurship (Orr 2007). Susan's research draws on Bourdieu to identify the ways that subjectivity and objectivity are enmeshed (Orr 2009). Through an exploration of the roles of subjectivity, objectivity and inter-subjectivity Susan will unpack and analyse the artful practice of assessment.

16.00 – 16.45

Presentation
Perception, interpretation and impact of formative assessment on students

Dr Bernadette Blair
Academic Director & Reader in Studio-Based L&T, Faculty of Art, Design & Architecture, Kingston University

Formative verbal feedback is an important and integral part of all practice-based disciplines. Within studio-based pedagogy, feedback is regarded as an ongoing developmental part of ipsative assessment and dialogue to assist students in developing self-critical evaluation skills and the ability to articulate their thoughts and concepts to an audience in preparation for the professional context of work. Traditionally, this feedback may be received by students both formally in seminars, tutorials and critiques and also informally through studio one-to-one discussions with tutors or in conversations between student peers. But how effective are these processes? This presentation evidences findings that this feedback can be both instrumental and detrimental in influencing students' interpretation of the information received.

16.45 – 17.30

Keynote Presentation
Chaos and crystals: negotiating assessment

Dr Paul Kleiman
Deputy Director, PALATINE

In the performing and visual arts the actual and relational spaces in which assessment occurs are often fluid, complex, and multi-faceted. In this presentation Paul Kleiman explores some of the challenges that confront those who learn, teach, assess and are assessed within those spaces. He argues that the supremacy of positivist, quantitative, determinist paradigms in higher education do not well serve the causes of creativity and deep learning in our subject areas and he explores some alternative approaches to assessment.

Thursday, 27 May 2010

Afternoon Parallel Sessions

14.00 – 15.00

Parallel Session 1

KPTK-41
4th floor

PlusPad: real-time, online, mobile & peer-based assessment

Max Ackermann
Design Subject Leader, Central Saint Martins College of Art & Design

Max Ackermann, lecturer and director of design/development studio Ludopoli, will demo PlusPad, an innovative learning/assessment/record-keeping tool, which blurs the boundaries between assessing and learning by utilising engaging, non-text-based feedback interfaces. Using multiple laptops/tablets/mobiles, assessment is transformed into a non-linear, real-time, peer-based activity – offering many new learning opportunities.

At PlusPad's core is a flexible group creation system, e.g. allowing for targeted announcements. Every student has a profile, complete with a portfolio space where staff and peers can give informal feedback and advice.

PlusPad is a 'living system', continuously developed, and its modular design can fit any course's specific requirements.

Art for a Few: Admissions Practices in Art and Design

Jackie McManus
Head of Widening Participation Programmes, University of the Arts London

This presentation draws on a research project on admissions practices across five higher education institutions. The research involved analysis of policy texts on admissions, interviews and observations. The framing context for the research is widening participation policy and practice, and more specifically policy debates about the development of fair and transparent admissions practices.

Thursday, 27 May 2010

Afternoon Parallel Sessions

14.00 – 15.00

Parallel Session 2

KPTK-51
5th Floor

In praise of reification – institutional change and the other side of Wenger's social learning equation

Dr Shân Wareing
Dean in Learning and Teaching Development, University of the Arts London

Like many providers of art and design higher education, UAL has been concerned about student comments suggesting that assessment is sometimes perceived by students to be biased, subjective and not sufficiently developmental. We are also aware of the logistical burden that marking and providing adequate feedback can place on staff. UAL has been engaged in a three-year change programme to develop and implement marking criteria and feedback forms across the University for all undergraduate and taught postgraduate courses. Whereas current scholarship around assessment focuses on accentuating the tacit, socially and locally constructed understanding of criteria, UAL has attempted to make marking criteria both more explicit and more general, with interesting results.

Practice, Research, Language

Rebekka Kill
Senior Lecturer in Creativity, Enterprise and Engagement, Leeds Metropolitan University

This session is premised upon the notion that being a creative practitioner is different. The creative practitioner functions differently and thinks differently in the context of the university and in the context of research.

Very much like the debate around curriculum in Art and Design disciplines[1] the issue of the relationship between writing and making in practice PhDs is fore fronted. The rationale for the need to support practice as research with a written text, and the purpose of this text, is particularly complex within the university. The discussions on equivalence and protocols have been raging at the level of discipline for almost two decades.

It seems almost impossible that PhDs in practice get completed and that academics make practice, but they do. How?

Thursday, 27 May 2010

Afternoon Parallel Sessions

14.00 – 15.00

Parallel Session 3

KPTK-52
5th Floor

Assessment in the studio

Hilaire Graham
Dean Learning and Teaching, University for the Creative Arts

This session looks at how we frame assessment in the studio - and the implicit judgements that we make. It introduces the concept of 'initial assessment' and suggests that assessment in the studio begins on the first day of a studio unit and ends with the summative assessment task. It suggest that assessment in the studio is a continuous process that is not always made evident to the students; and requires staff to be more explicit about making assessment more transparent - that is, establishing when the assessment criteria do actually kick in!!!!!!

Hilaire is currently Dean Learning and Teaching at the University for the Creative Arts; she has taught in architecture programmes in Australia and the UK and leads a PGC Learning and Teaching in the Creative Arts. Hilaire works with colleagues to enhance teaching and learning practice through scholarly research; Hilaire's own research focuses on learning and spaces for learning.

Friday, 28 May 2010

10.00 – 10.30

Keynote Presentation
"I can't believe it's not better": The Paradox of NSS scores for Art & Design
Report by David Vaughan and Mantz Yorke.

Professor David Vaughan

This is a presentation about the report, which, although focussing on the NSS and art and design identifies findings that are equally applicable to other subject areas across the creative arts. Many of the institutions surveyed deliver courses in art and design, media and multi-media, digital media and the performing arts, so the information gathered and analysis of the NSS scores covers a spectrum of creative arts subjects, providing a range of relevant food for thought.
The main findings of the report will be highlighted with possible questions for further consideration. There will be an opportunity for delegates to explore these and add others of their own through a workshop session.
A copy of the full report is available on the HEA-ADM website:
http://www.adm.heacademy.ac.uk/projects/adm-hea-projects/national-student-survey-nss-project

12.15 – 13.00

Keynote Presentation
Edinburgh College of Art Assessment Scheme

Professor Ian Pirie
Assistant Principal, Edinburgh College of Art

In 2006 Edinburgh College of Art embarked upon the journey to completely re-design and implement a constructively aligned assessment scheme. The scheme is now fully implemented across the Schools of Architecture, Art and Design and students now receive letter-based grade profiles directly aligned to learning outcomes. Four years on a bespoke designed online learning environment will 'go live' in September 2010 to directly support the assessment regime and will move all project briefs, learning resources, crits, tutorial reports, self-evaluation, formative and summative assessment online. The keynote will explore the journey so far and highlight the approaches taken to development and implementation.