



CITY UNIVERSITY
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“Improving student learning through assessment and feedback in the new higher education landscape”

KEYNOTE ABSTRACT

The largest lever that teachers have to improve student learning is to change the way students are assessed. The NSS identifies assessment, and in particular feedback to students, as the greatest current problem, and two items in the data HEFCE provides to prospective students refer to feedback. I will explain the main ways that assessment affects student learning and illustrate changes to assessment that demonstrate these influences in action. A conceptual framework and empirical tools linked to this framework have revealed huge variations between degree programmes in both the ways assessment is conducted and the ways students respond, in their learning behaviour. This methodology is now being used 20+ universities to diagnose assessment problems, to inform changes at the level of whole programmes, and to evaluate the impact of these changes. This lecture will characterise failing, and successful, assessment regimes, and outline cases where previously undiagnosed problems have been revealed and addressed. These problems are sometimes caused by Quality Assurance regimes.

ABOUT PROFESSOR GRAHAM GIBBS

Graham Gibbs graduated from City University in 1971. He retired as Professor and Director of the Oxford Learning Institute, University of Oxford, in 2007. He has led national and international scale initiatives to improve university teaching and founded the International Improving Student Learning Symposium, the International Consortium for Educational Development in Higher Education, and an international network for developing teaching in research-intensive universities. He has been awarded Honorary Doctorates for his international leadership of efforts to develop university teaching, including by the University of Utrecht, and is a National Teaching Fellow. His current research concerns the way assessment can be changed to improve student learning. His report ‘Dimensions of Quality’ was cited in the 2011 Higher Education White Paper in the context of requiring degree programmes to inform prospective students about what educational provision, such as feedback on assignments, they will receive in return for their fees.