



# Invitation:Expert Seminar

'Enhancing assessment and feedback in higher education: principles and practice'

**Wednesday 9 February 4.30- 6pm**  
Light refreshments will be provided

**Venue:** Training Room 1, Academic Enhancement Unit, 5<sup>th</sup> Floor, Kingsway House, Hatton Garden

To book a place: Please email Liz Menzie  
[e.n.menzie@ljmu.ac.uk](mailto:e.n.menzie@ljmu.ac.uk)

## Professor David Nicol

Professor of Higher Education,  
University of Strathclyde



You are cordially invited to attend this Expert Seminar hosted by the Academic Enhancement Unit. The event is being held as part of strategic cross –university development work on enhancing assessment and feedback.

## Biography

David Nicol is Professor of Higher Education at the University of Strathclyde. He was previously Deputy Director of the Centre for Academic Practice and Learning Enhancement at Strathclyde and Director of the Re-engineering Assessment Practices (REAP) project ([www.reap.ac.uk](http://www.reap.ac.uk)), a £1m project examining how new technologies could support improved assessment and feedback practices. David is currently employed by the QAA Scotland as Assessment and Feedback facilitator for the Scottish higher education sector and is leading a project on student peer review and feedback funded by JISC. He is also collaborating with partners in Spain, Australia and the UK on assessment and feedback projects. David's research publications are in assessment and feedback, e-learning developments and change management in HE. David's thinking and output on assessment and feedback can be seen at [www.reap.ac.uk](http://www.reap.ac.uk)

## Overview

Students are generally more dissatisfied with assessment and feedback than with any other aspect of their courses [UK National Student Survey]. Teachers are, however, concerned that increasing the provision of high quality feedback, particularly in large classes, will inevitably lead to increased workload. In this presentation it will be argued that in mass higher education, written feedback which is essentially a monologue is now trying to carry the full burden of dialogue between the teacher and student. This

is distorting feedback mechanisms, increasing staff workload and pushing students towards a passive approach to learning. To address this situation it is argued that we must reintroduce dialogue in learning by rethinking the sources, form and timing of feedback and the role of the student in these processes. New technologies have the power to support an enhanced feedback model where feedback is dialogical, shared, varied and ongoing.

In this presentation principles of effective feedback will be proposed and examples of technology-supported practices outlined. The presentation will draw on the findings of the Re-engineering Assessment Practices (REAP) project, funded by the Scottish Funding Council under its e-Learning Transformation initiative (see [www.reap.ac.uk](http://www.reap.ac.uk)) and on other strategic initiatives based on work at the University of Strathclyde. REAP showed that learning gains could be delivered without increases in staff time.

## Selected assessment publications

Nicol, D (2010), The foundation of graduate attributes: developing self-regulation through self and peer assessment. Published by QAA for Higher Education and available at:

[http://www.enhancementthemes.ac.uk/documents/G21C/Assessment\\_150910.pdf](http://www.enhancementthemes.ac.uk/documents/G21C/Assessment_150910.pdf)

Nicol, D (2010) From monologue to dialogue: improving written feedback in mass higher education, *Assessment and Evaluation in Higher Education*, 35(5), 501-517.

Nicol, D (2010), Four recent papers on assessment and feedback with significant implications for practice, QAA Scotland Enhancement Themes: Graduates for the 21<sup>st</sup> Century, available at [www.reap.ac.uk/resources](http://www.reap.ac.uk/resources)

Nicol, D and Draper, S (2009) A blueprint for transformational organisational change in higher education: REAP as a case study. In: Mayes, T; Morrison, D; Meller, H; Bullen, P and Oliver, M (eds) *Education through technology-enhanced learning*. Higher Education Academy. ISBN 978-1-907207-11-2. Available at [www.reap.ac.uk/resources](http://www.reap.ac.uk/resources)

Nicol, D (2009), Transforming assessment and feedback: Enhancing Integration and Empowerment in the first year, Published by Quality Assurance Agency, Scotland. Available at [www.reap.ac.uk/resources](http://www.reap.ac.uk/resources) and [http://www.enhancementthemes.ac.uk/documents/firstyear/First\\_Year\\_Transforming\\_Assess.pdf](http://www.enhancementthemes.ac.uk/documents/firstyear/First_Year_Transforming_Assess.pdf)

Nicol, D, (2009), Assessment for Learner Self-regulation: Enhancing achievement in the first year using learning technologies, *Assessment and Evaluation in Higher Education*, 34(3), 335-352

Nicol, D (2007) E-assessment by design: using multiple-choice tests to good effect, *Journal of Further and Higher Education*, 31(1), 53-64.

Nicol, D, J. & Macfarlane-Dick (2006), Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education*, 31(2), 199-218.

Nicol, D. J. & Milligan, C. (2006), Rethinking technology-supported assessment in terms of the seven principles of good feedback practice. In C. Bryan and K. Clegg (Eds), *Innovative Assessment in Higher Education*, Taylor and Francis Group Ltd., London.