HERDSA and OLT proudly present

Professor David Boud

Two events at Curtin University on Friday 18 October 2013

David Boud is Professor of Adult Education in the Faculty of Arts and Social Sciences at the University of Technology Sydney. He has published extensively on teaching, learning and assessment in higher and professional education in the international literature. He has held the positions of Dean of the University Graduate School, Head of the School of Adult and Language Education and Associate Dean (Research and Development) in the Faculty of Education. In the area of assessment in higher education he has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in student self-assessment (Enhancing Learning through Self Assessment, Routledge 1995) and building assessment skills for long-term learning (Rethinking Assessment in Higher Education: Learning for the Longer Term, Routledge, 2007). His new book with Liz Molloy and others, Feedback in Higher and Professional Education (Routledge) was published earlier this year. He is an Australian Learning and Teaching Council Senior Fellow and focused on 'Student assessment for learning in and after courses', which led to Assessment 2020: Seven Propositions for Assessment Reform in Higher Education. See www.assessmentfutures.com

WORKSHOP  Friday 18 October  9.00am – 12.00pm  Building 400, Room 303, Curtin University

Feedback: why have we got it so wrong? Ensuring feedback processes lead to learning.

There is an almost universal consensus in university student surveys in Australia as well as other countries, that feedback is a major problem. Considerable effort by many different institutions has led to little change in students’ views. This leads to the suspicion that the solution may not simply be doing better what we presently think of feedback (being more timely, having more informative comments, etc.), but rethinking what we mean by feedback and how it fits in our courses. The premise of this workshop is that feedback needs to have a discernible influence on student learning, otherwise why make the effort? It will draw on the considerable body of very recent research on feedback in higher education to focus on what most makes a difference. It will also focus on some conventional activities commonly called feedback that we can usefully stop doing because they are not a good use of our time. The workshop is aimed at all those who make comments about students’ work who wonder if they could be spending their time more effectively. It is not suited for those employed to mark student work who have no control over what they do.

Register at https://davidboudworkshop.eventbrite.com/

FORUM  Friday 18 October  2.00pm – 4.00pm  Building 300 Room 220, Curtin University

How can we avoid assessment destroying the very learning we are trying to promote?

This event is an open discussion around the theme of having assessment contribute more effectively to student learning. It is premised on the assumption that the assessment of learning is not the same as assessment for learning. It will commence with a short provocation to focus the issues followed by an opportunity for participants to offer examples, raise questions, and explore issues.

Register at https://davidboudforum.eventbrite.com/

Registration is free. Please register for one or both events. Places are limited by venue capacity.

See map for venue and parking http://properties.curtin.edu.au/maps/