



**FREE ONE-DAY CONFERENCE FOR
TEACHERS**

The Science of Assessment and Feedback

This free one-day conference for the S7 College network will introduce delegates to cutting-edge scientific research on assessment, marking, and feedback practice. As well as a series of talks, the conference will include practical discussion sessions to give delegates the opportunity to explore how research findings might translate into their own practice.



LEVERHULME
TRUST

**Wates House
University of Surrey, Guildford
8th June 2018
9am - 4:45pm**

For more information, please
contact Dr Naomi Winstone
(n.winstone@surrey.ac.uk)

9:00-9:30	<u>Registration and Coffee</u>
9:30-9:40	<u>Welcome</u> Professor Jane Powell, Vice-Provost Education & Students, University of Surrey
9:40-10:30	<u>The Social Psychology of Receiving Feedback</u> Dr Rob Nash, Aston University
10:30-10:55	<u>Tea/Coffee Break</u>
10:55-11:45	<u>Memory for feedback information</u> Dr Samantha Gregory, Aston University
11:45-12:30	<u>Discussion Groups</u>
12:30-13:25	<u>Lunch</u>
13:25-14:15	<u>Developing students' engagement with feedback</u> Dr Naomi Winstone, University of Surrey Neil Winstone, Godalming College
14:15-15:00	<u>Discussion Groups</u>
15:00-15:20	<u>Tea/Coffee Break</u>
15:20- 16:10	<u>How do examiners mark?</u> Sarah Hack, University of Surrey
16:10-16:20	<u>Plenary</u>
16:20-16:45	<u>Informal Networking</u>
16:45	<u>Close</u>

SESSION OUTLINES

The Social Psychology of Receiving Feedback

We often notice that students are not very good at receiving feedback effectively. But in truth, who actually is? Receiving feedback is a big challenge, not only because it can require us to take difficult steps, but also because it affects the way we feel about ourselves and other people. Rejecting feedback can therefore be an easy solution, and can protect us from feeling bad about ourselves. In this talk, we will take a tour through various social psychological research on how people—not just students—react to feedback. Collectively, this research casts a spotlight on our defensive knee-jerk reactions; being aware of these may just help us to use feedback more effectively.



Dr Rob Nash is a senior lecturer in Psychology at Aston University in Birmingham, and completed his BSc and PhD degrees at the University of Warwick. Rob's main research topic is the psychology of memory, with particular focus on applications of behavioural memory research in legal and educational contexts. Rob is an editorial board member of the scientific journal "Psychology, Crime & Law", an editor of the recent book 'False and Distorted Memories', and a senior fellow of the Higher Education Academy.

Memory for feedback information

When giving performance feedback to students, we generally describe how well they achieved previously (evaluative feedback) and how they could improve in future (directive feedback). Students are reportedly more motivated by directive feedback than evaluative feedback, and theory from the psychology literature led us to predict that directive feedback should also be better remembered. In this talk, I will describe our ongoing experimental research in which we have tested this prediction. Our participants read feedback containing critical comments that—through small differences in wording—were either evaluative or directive. After a short delay, participants were given a surprise free recall test and we examined which of the comments they were able to retrieve.

Dr Samantha Gregory is a Postdoctoral Research Associate at Aston University working with Dr Robert Nash, Dr Naomi Winstone, and Dr Nathan Ridout, researching biases in students' memory for feedback information. She completed her PhD at the University of Aberdeen under the supervision of Dr Margaret Jackson, researching the influence of social and non-social cues on attention and working memory.



Developing students' engagement with feedback

Teachers spend a significant amount of time marking students' work and providing feedback that aims to help them improve for the future. However, students' engagement with this feedback is often limited, in part because they may not be aware of the steps they can take to put feedback into practice. In this session, we will discuss the skills that students need to develop in order to be able to use feedback effectively, and we will describe the 'Developing Engagement with Feedback Toolkit', which is a flexible set of resources designed to help students develop these skills. We will present case studies of the implementation of the toolkit in Higher Education and in a Sixth Form College.



Dr Naomi Winstone is a senior lecturer in higher education at the University of Surrey. She is a cognitive psychologist, specialising in learning behaviour and engagement with education. Naomi completed her BSc and PhD degrees at the University of Surrey, and her MSc at the University of Reading. Naomi's research focuses on the processing and implementation of feedback, educational transitions, and educational identities. Naomi is an Academic Consultant for the Higher Education and Associate Editor of the British Journal of Educational Psychology. Naomi is a Senior Fellow of the Higher Education Academy, and a National Teaching Fellow.



Neil Winstone is a Senior Tutor at Godalming College. He has worked in the Sixth Form sector for 13 years, and has taught A Level, Applied A Level, and BTEC Level 2 and 3 courses in PE, Sport, Hospitality, Leisure, Travel and Tourism. He is a qualified football and cricket coach. In 2017/18, Neil has been leading a teaching and learning project at Godalming College, using the Developing Engagement with Feedback Toolkit to implement Dedicated Improvement and Reflection Time across disciplines.

How do examiners mark?

Existing research on decision making in educational assessment has identified some key cognitive marking strategies used by examiners. These include matching, scanning, evaluating, scrutinising and no response. However, past research has focused predominantly on GCSE marking, and in subject areas where there is little scope for extended writing. Hence, the starting point for our research was to establish whether these key cognitive marking strategies are applicable to higher-level exam questions involving extended writing. In this talk I will present the results of two studies that have begun to address this issue and outline the future direction for the research.

Sarah Hack is the recipient of a CASE PhD studentship investigating decision making in educational assessment, funded by the ESRC SEDTC and AQA exam board. She is supervised by Dr Naomi Winstone and Dr Adrian Banks at the University of Surrey, and Dr Neil Stringer at AQA. Prior to starting the research in October 2016, Sarah was a teacher of A-level Psychology and had spent the previous 10 years at The Sixth Form College, Farnborough. Sarah has previously taught at Long Road Sixth Form College, Cambridge and worked as a Research Officer on the Ability Grouping in Schools project at the Institute of Education, University of London. Sarah has also been an examiner for various OCR A-level Psychology specifications.

