

Poster

Title: **Feedback as a dialogue: engaging students and staff as partners in a Faculty-wide assessment and feedback initiative**

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Session Learning Outcomes

By reading this poster delegates will be able to: understand the thinking and practice of the HaSSessment and Feedback project at Newcastle University in bringing staff and students together as partners to address issues around feedback, and apply this to their own practice.

Session Outline

The HaSSessment and Feedback project was designed to support staff and students from academic units in HaSS Faculty (Humanities and Social Sciences) to explore issues relating to assessment and feedback. This poster will show:

- how the co-management of the project (by Undergraduate Dean, Students' Union Representation and Democracy Officer, and quality enhancement Development Officer) was both integral to the delivery of the project and strengthened links between the three units involved
- how the aims and objectives of this project were communicated to staff, to secure their engagement
- details of the different elements of the project (liaison with Faculty Learning, Teaching and Student Experience Committee; co-management of a student intern; the intern's research project and findings; the event), and how these fitted as parts of a larger whole both in this project and with the larger assessment and feedback agenda
- the structure of the event, with details of discussion activities designed to support students and staff to discuss feedback issues freely and as equals.

This project was distinctive in its context because it brought together a number of small initiatives in one project in order to maximise their impact across the Faculty. The systematic bringing together of staff and students as equal partners in discussing shared topics is important, and this project explored ways to facilitate their participation as equals.

References

Becher, T., and Trowler, P.R. (2001). *Academic tribes and territories: Intellectual enquiry and the cultures of disciplines*. 2nd edn. Open University Press/SRHE, Buckingham.

Black, P. and William, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Nelson, London.