

Assesment and Feedback Symposium 4 November 2025					
08:55 - 09:00	Registration			5 mins	
09:00 - 09:05	Welcome and introduction Zoom 1			5 mins	
	Vic Stephenson, Senior consultant, Educational Excellence, Advance HE				
09:05 - 09:50	Keynote:			45 mins	
	The Flexibility Revolution: reimagining Assessment for a changing sector Dr Miriam Firth, Academic Lead for Flexible Assessment , The University of Manchester				
09:50 - 09:55	Transition period			5 mins	
09:55 - 10:55	Parallel Session 1 - Oral Presentations				
	Zoom 1 Engaging students with feedback 1.1a	Zoom 2 Creating authentic assessments for an AI-enabled world 1.2a	Zoom 3 Inclusive assessment and feedback design 1.3a	Zoom 4 Creating authentic assessments for an AI-enabled world 1.4a	
	Advanced large language model GPT for student feedback Professor Samar Ahmed, Rabdan Academy	Sonic scholarship: Rethinking assessment through AI and audio essays Stuart Jones, University of South Wales	The feedback quest: A gamified model for inclusive and scalable growth Rihan Mustapha, ELI-PNU	Human-centred design approach for authentic assessment in an AI-driven learning environment Dr Nina Hansopaheluwan Edward, Wai Hoe Yan and Yizhi Wu University of Sydney	
	1.1b	1.2b	1.3b	1.4b	
	When social constructivism meets transformational learning theory: Strengthening the learning community, student self-reflection and agency Dr Laura Burrill, Dr Sally Fields, Beth Mozzic Staunton, Kellie Tune and Claire Kenny, Bond University	Who's doing the thinking? Cognitive offloading, epistemic agency, AI, and assessment design Dr Chahna Gonsalves, King's College London	Lights, camera, education: Enhancing focus with a video-based question in timed macroeconomics exams Dr Noushin Pouraghaei, King's College London	Flawed by design: Embedding AI to drive authentic assessment and integrity Rania Shibl and Dr Judy Watson, University of the Sunshine Coast	
	1.1c	1.2c	1.3c	1.4c	
	Engaging students with feedback provided by third space practitioners Dr Steve Briggs, University of Bedfordshire	Transforming assessment in the digital age: AI-driven simulations for real world skills Adam Nicholls, University of Exeter	Why don't they just do it? Reimagining formative assessment through student co-creation Dr Emily Finch, University of Surrey and Filipa Tavares Moreira, Royal Holloway University.	Designing sustainable and workload-aware assessment practices Wendy Paola Yanez Pazmino, University of Birmingham	
	Break				
	Parallel Session 2 - Oral Presentations				
	Zoom 1 Engaging students with feedback 2.1a	Zoom 2 Creating authentic assessments for an AI-enabled world 2.2a	Zoom 3 Inclusive assessment and feedback design 2.3a	Zoom 4 Inclusive assessment and feedback design 2.4a	
	Enhancing learning: The added value of dialogue alongside structured self-assessment Helen Middleton, James Higginson, Sarah Willis and Matthew Shaw, University of Manchester	Dialogic assessment in the age of AI: Reclaiming authenticity through professional discussion Blessing Maregere, Leeds Trinity University	Using project-based learning to build autonomy and inclusivity Dr Laura Todd, University of Nottingham	Is all feedback received in the same manner? Developing a new feedback format based on dyslexic students' recommendations Dr Hossein Sadeghi-Movahed, Oxford Brookes University	
	2.1b	2.2b	2.3b	2.4b	
Beyond the red pen: An inclusive design for engaging students with feedback Dr Shelan Jeawak, University of the West of England	Learning beyond grades: A dialogic approach to ungraded assessment in higher education Dr Claire Fitzpatrick, Dr Kelly Choong, James Hall and Matthew Stott, Edith Cowan University	SHARP in group assessments: Student-educator co-creation Dr Zeenat Scobedar de Villeneuve, King's College London	Glass half full: Dyslexia and the function of assessment in Art and Higher Education Skye William Eade, London Metropolitan University		
2.1c	2.2c	2.3c	2.4c		
Adapting shut up and write writing circles to improve students' confidence and anxiety around assessments by maximising feedback and support: A mixed methods study Dr Ana Campos, Linzi Robertson, Megan Brenik and Lisa Adjei, University of Greater Manchester	Prompting authenticity: Co-creating with AI to grow digital and critical thinking skills Kev Bradshaw and Dr Emma Winter, University of Portsmouth	TBC	Making assessment work for everyone: Co-creating clarity in assessment criteria Dr Lucy Noble and Rhiamon Edwards, University of Bath		
10:55 - 11:10	Lunch			15 mins	
11:10 - 12:10	Parallel Session 3 - Poster presentation Zoom 1				
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	Lunch				
	Parallel Session 3 - Poster presentation Zoom 1				
	3.1a - Repurposing telegram as a lightweight LMS for inclusive formative feedback in ESL, Kyan Mortazavi, Griffith University 3.1b - Lessons from an AI in business module, Liam Newton, University of South Wales 3.1c - Making thinking visible: AI-generated process mapping to enhance feedback processes in simulation-based learning, Dr Suzanne Estaphan, The Australian National University,Marcos Rojas, Stanford University, Gerard Corrigan, Charles Stuart University and Amanda K Edgar, Deakin University 3.1d - Adding value to assessment and feedback, Dr Elly Vesty, Harper & Keele Veterinary School 3.1e - Enhancing academic writing support through AI-enabled tutoring: Reducing student anxiety and optimising faculty time allocation, Andrew Stephem and Mohammed Mustafa, Leana MSc 3.2b - When the threat becomes a tool: Using AI to create authentic assessments for final year Life Sciences students, Dr Emma Reid, University of Glasgow 3.2d - Insights from developing the university of chester's guide to authentic assessment, Dr Michelle Cordingley, University of Chester				
	12:10 - 12:55	Lunch			45 mins
	12:55 - 13:35	Parallel Session 3 - Poster presentation Zoom 1			
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13:35 - 13:40	Transition period			5 mins	
13:40 - 14:40	Parallel Session 4 - Oral Presentations				
	Zoom 1 Creating authentic assessments for an AI-enabled world 4.1a	Zoom 2 Inclusive assessment and feedback design 4.2a	Zoom 3 Inclusive assessment and feedback design, Designing sustainable and workload-aware assessment practices and Engaging students with feedback 4.3a		
	Rethinking software design assessment for the AI era Dr Sara Hassan, Rehan Bhama and Ensi Smajli, Birmingham City University	Alternative summative assessment pilot to enhance inclusivity and student agency Dr Jovana Radulovic, Mary Watkins and Ale Amellini, University of Portsmouth	Against the rubric: Postmodern principles for inclusive assessment Paul Jones, Aston Business School		
	4.1b	4.2b	4.3b		
	Can artificial intelligence humanise assessment? Dr Jeffrey Vemon, Imperial College London	Practicalities of optionality in chemical engineering assessment Dr Emily Cooksey, University of Manchester	Experiential live project adjustment for different student cohort needs – a story of geographical and generational variations Dr David Gordon, De Montfort University		
	4.1c	4.2c	4.3c		
	Preparing Students for Honours Research: Process-Focused Redesign of the Literature Review Assessment in a GenAI-Enabled World Dr Denise Hough, Barbara Mable and Victoria Paterson, University of Glasgow	Student voice toolkit: A co-created resource containing tips and techniques for engaging and incorporating diverse student voices in feedback for large teaching classes Dr Heather Yorston, Daisy Bao and professor Fiona McNeill, University of Edinburgh	Co-creating change: Partnering with students to enhance programme assessments Dr Grazyna Grace Lipowska-Bhalla, Yasmin Yamak, Kieron Allinson and Karina Lear, University of Manchester		
	Break				
	Parallel Session 5 - Oral Presentations				
	Zoom 1 Engaging students with feedback 5.1a	Zoom 2 Creating authentic assessments for an AI-enabled world 5.2a	Zoom 3 Inclusive assessment and feedback design 5.3a	Zoom 4 Designing sustainable and workload-aware assessment practices 5.4a	
	Scaffolding assignments using self- and peer feedback Dr Rebecca Stratling, Durham University	Designing authentic and collaborative assessments: Insights and lessons learned Dr Celeste McLaughlin, University of Edinburgh	Tailoring assessment support through transparent communication, co-creation and self-directed learning Dr Christina Magkouloupoulou, Coventry University and Dr Anna Law and Dr Laurie Walden, University of West of Scotland, and Dr Lucie Ingram, University of West London	Sustainable peer assessment in virtual classrooms: A community of inquiry approach Barbara Nicolls, Buckinghamshire New University	
	5.1b	5.2b	5.3b	5.4b	
Transforming feedback: A multi-faceted strategy for better outcomes Dr Nicola Brooks and Karina Lear, De Montfort University	Authentic assessment through AI-enabled stakeholder simulations Dr Kennedy Ofori, University of Sheffield	Embedding a culture of compassionate practice: Action research through staff-led innovation in assessment Jacqui Browne and Victoria Wilson-Crane, Kaplan International Pathways	Sustainable peer assessment in virtual classrooms: A community of inquiry approach Professor Bonnie Latimer, Professor Kate Borthwick and Daniel Hobson, University of Southampton		
5.1c	5.2c	5.3c	5.4c		
Transforming the university learning experience and enhancing student success through authentic assessment and feedback Frantzeska Kolyda, University of Westminster	Ctrl + Alt + Crit: Comprehensive strategies and considerations for AI utilisation in assessment and feedback within higher education's art, design and creative disciplines Louise OBoyle, Ulster University	Final year students as co-creators of inclusive practical assessments and feedback in the life sciences Dr Peter Moutl and Hanne Krogsaeter, University of Glasgow	Sustainable peer assessment in student-led virtual classrooms: A community of inquiry approach Barbara Nicolls, Buckinghamshire New University		
15:55 - 16:00	Transition period			5 mins	
16:00 - 16:10	Closing remarks			10 mins	
	Vic Stephenson, Senior consultant, Educational Excellence, Advance HE				