**Learning and Teaching Conference 2017 – Keynote Exercise – Phil Race**

**Making assessment and feedback work more effectively and efficiently for myself and my students would be much better if only I…**

* Planned and scheduled well in advanced
* Didn’t have to continually answer questions about word count
* Get the students involved in the process
* Could get co-design with students
* Could provide feedback quickly using social media
* Planned better
* Could predict how they would answer before I constructed my mark scheme
* Had a more consistent approach to the way I provide feedback
* Included those students in providing feedback
* Didn’t have to mark it
* Linked materials more consistently to the assessment
* Had more time for formative work similar to assessment
* Had more time to work with students before the academic cycle starts again
* Had better practical facilities
* Had the time to meet with individuals to discuss their feedback
* Can communicate the requirements of the task clearly to the learner
* Had the time to spend engaging with the students
* New what they were thinking
* Used the technology available better
* Had more time to prepare the assessment and fewer students in the class
* Magically converted all of them into leaners that were inspired by knowledge and completed the assessment to challenge themselves beyond getting a mark
* Could let them know what the assessment entails fro, the start of the programme
* Make the assessment brief clear.
* Had more time to spend on it
* Understand the prospect of my students and take it into account
* Considered it more carefully and thought like a student…..putting myself in the students shoes
* Capture students experience more holistically
* More time access to create assessment group
* I remembered to spend a little time reflecting on previous experiences before I started
* Made fewer assumptions about what students already know
* Could get them to read all my lovely comments, rather than just to grade
* Had flexible assessment options
* Could follow up/follow through a course of study
* Had more time to research and implement improved practice
* Involve my students
* Actually knew and had a relationship with who had been assessed
* More experience
* Organised my time better
* Could help students understand how feedback translates to other modules
* didn’t have to spend so much time marking and writing feedback, also found a way of assessing that cut out plagiarism
* had support from an IT Services department that listens and engages with staff such as myself
* try out something new and different
* had more time to sit down and work on it
* knew that the students ad I had the same expectations
* could chat to each individual student about their learning
* had the time to develop the assessment and the feedback so it is clear
* had more time
* had the time to develop and discuss with colleagues
* could design better assessment plans
* had sufficient time
* engaged students prior to making any changes
* could be sure that the students really understand what was required at them and my feedback made sense to them, so they knew it into effect how to
* had more time
* more support was provided to do this
* was able to give feedback to whole classes in debate form, not just in writing/text
* could help understand the assessment criteria
* did less of it
* could persuade students to take responsibility for their own learning
* had more confidence in my ability to provide useful/effective feedback
* engaged the opinion of the students
* didn’t have to worry about word count
* knew what worked best for each individual – and could actually do bespoke assessments
* could be cloned
* could make technology work for me, including design of assessment
* could write the brief more concisely
* didn’t have to jump through so many regulations about getting feedback back
* knew they understood key messages
* had more time to convert more of them into an online format
* We didn’t have to put pen to paper or type on a laptop/pc etc.
* Knew the answers
* Had an ipad pro
* Could persuade RGU’s IT to work better for MACs
* Understand the range of assessments acceptable to the SQA
* Knew more about best practice in assessment and feedback, and took the time to apply it
* Was a lecture and I had some students
* Took time to ask them for their opinion
* Wrote in a straight forward manner
* Would be much better if only I had more time to develop ways of doing this
* Could be flexible to each cohort, not having to write the assessment six months before the course begins