

Research and Projects related to the visual mode

ASKe project

www.business.brookes.ac.uk/aske.html

ASKe is a CETL at Oxford Brookes University Business School. The work focuses on the recognition of good practice based on pedagogic research in aspects of assessment. The project has identified and is promoting good practice in pre-assessment interventions as well as cultivating a community of good practice.

ASSHE Inventory

<http://www.heacademy.ac.uk/asshe/>

Changing assessment practices in Scottish Higher education – a myriad of examples of innovative approaches including visual approaches.

British Sociological Association.

The visual sociology study group.

<http://www.visualsociology.org.uk>

CEPA research projects: Creativity, Performance and Use in a Digital Visual Learning Culture

http://www.dmu.ac.uk/faculties/humanities/cepa/research/2006_07/huxley_creativity.jsp

This is a CETL at the University of Leicester. The research aims to engage students in a consideration of their own use in performance and choreography. A combination of small group work in existing module seminars with additional 'drop-in' sessions for volunteer groups are used with digital visual approaches.

Economics Subject Centre; Presentations

<http://www.economicsnetwork.ac.uk/handbook/assessment/24.htm>

Presentations are a well-established method of assessment. They help to develop skills required in the workplace, as well as student confidence, oral skills and the use of relevant software. However, it is true that use of presentations in HE is often felt to be inadequate. Top Tips 6 contains a couple of useful tips to improve the efficacy of presentations.

GWAMP - group working assessment in media production

www.cemp.ac.uk/research/teaching/gwamp.html Report of the 2000-2003 a national project funded by Higher Education Funding Council for England (HEFCE), involving three other universities and the LTSN Subject Centre for Art, Design and Communication Group Working Assessment in Media Production.

InQbate

<http://www.sussex.ac.uk/cetl/1-3-2-2.html> The Centre of Excellence in Teaching and Learning in Creativity at the University of Sussex website has a number of case studies. The Football for Peace is about the development of multimedia modules and hypermedia research methods in a visual evaluation.

Learning Through Peer Dialogue and Critical Observation of Use in Performance

http://www.dmu.ac.uk/faculties/humanities/cepa/research/2005_06/research_huxley_leach_peerlearning.jsp This CETL research project at the

University of Leicester aims to investigate peer learning in a movement-based student situation through the development of autonomous critical observation in a structured way. Also includes work on techniques of reflection and reflection-in-action.

Questioning techniques

<http://www.ltscotland.org.uk/assess/sharingpractice/for/highqualityinteractions/index.asp> A number of case studies from Scottish primary sector sharing teacher views on improving questioning technique by asking more higher-order questions and allowing time for pupils to think the answer through and make judgments on their learning.

SPACE Staff – student Partnership for Assessment Change and Evaluation

<http://www.plymouth.ac.uk/pages/view.asp?page=10494>

This three year HEFCE funded project based at the University of Plymouth looked at developing and promoting alternative forms of assessment as a way of facilitating a more inclusive approach to assessment. Includes a useful matrix of factors that impact on the inclusive nature of assessment.

<http://www.plymouth.ac.uk/files/extranet/docs/SWA/6.%20Considerations%20for%20making%20assessments%20inclusive.pdf>

SCIPS Observational Skills

http://www.scips.worc.ac.uk/key_skills/observation.html/view?searchterm = For many disciplines, particularly those with a practical or healthcare element, the ability to develop skills of observation and visual, aural and spatial awareness is core to the discipline. This web site contains details of the project and specific pages with information and advice on how to cope with visual difficulties in practical assessed areas.

http://www.scips.worc.ac.uk/subjects_and_challenges/hlst/hlst_visual.html/view?searchterm=