

SU SoTL Conference 2022 Keynote Panel

Tuesday 25 October 2022 at 9h00

Panellists

Panellist 1: Professor YANG Lan (Education University of Hong Kong)

Topic: Harnessing the power of feedback to enhance student learning: A perspective of students' feedback orientation

Panellist 2: Professor Francois Cilliers (University of Cape Town)

Topic: Assessment drives learning. What drives assessment?

Panellist 3: Professor Richard Stevens (Stellenbosch University)

Topic: Reflecting on the assessment component of the SU Faculty of Law LLB Programme Renewal

Panellist 1: Professor YANG Lan, The Education University of Hong Kong



Biography:

Prof Lan Yang (Joy) is an Assistant Professor at the Department of Curriculum and Instruction, the Education University of Hong Kong. She obtained her PhD from The University of Hong Kong and her doctoral dissertation on a longitudinal feedback intervention on promoting Chinese students' academic self-concept and academic achievement was awarded the "Highly Commended Dissertation Award" by the Global SELF Research Network (2013); selection panel was chaired by Prof. Herbert Marsh (Top 1% Highly Cited Researcher in the Social Sciences). She is also the Principal Investigator (PI)/co-PI/Co-I of over 20 research projects (including extremely competitive external funds like the Early Career Scheme fund, and General Research Funds awarded by the University Grants Committee, Hong Kong SAR. She has over 60 publications (including SSCI journal articles, chapters, and refereed conference papers) in the fields of educational psychology as well as inclusive education (ORCID: 0000-0002-3457-0330). Her recent research focuses on harnessing the power of formative assessment from the perspective of psychology including a wide range of influential psychological constructs (e.g., self-concept, achievement emotions, learning engagement etc.). Recently, the Psychology and Assessment SIG led by Dr. Yang has been established under the Key Research Area of the Education University of Hong Kong.





Topic:

Harnessing the power of feedback to enhance student learning: A perspective of students' feedback orientation

Blurb:

The power of feedback has been evident in a variety of studies and synthesized in Hattie's big data research. Based on over 1400 meta-analyses (with over 300 million students), Hattie (2017) found an average effect size of .70 for feedback. However, researchers also argued although feedback is powerful, it is also variable (meaning sometimes the effect of feedback is ineffective or even negative). In search of possible solutions to harness the power of feedback, an increasing number of studies have called for attention to students' role in perceiving and taking responsibility for using feedback. To explore this perspective, this study examined Chinese university students' feedback orientation (FO), a construct pertaining to students' perceptions of feedback including feedback accountability. The results showed the internal structure of the FO scale first, then displayed the relationship between students' FO and their academic abilities and interest in learning university courses. Implications for educators' understanding and consideration of FO in higher education feedback culture and practice to nurture students' positive FO for transforming teacher feedback to enhance positive learning experiences and outcomes will be discussed.

Panellist 2: Professor Francois Cilliers, University of Cape Town



Biography:

Francois Cilliers (MB,ChB, HonsBSc(MedSc), MPhil(Higher Education), PhD(Health Professions Education) [Maastricht]) joined the University of Cape Town (UCT) at the end of 2012 and attained the status of Full Professor in 2018. He served as Director of the Health Sciences Education Development Unit and went on to be a founder member of the Department of Health Sciences Education at UCT. He headed the department from 2017 - 2021. His research interests include the learning effects of assessment; faculty development; and educational research development.



Prof Cilliers has a longstanding interest in promoting health professions education and research in health professions education. He has presented multiple workshops and established, teaches and supervises on postgraduate programmes in health sciences education at diploma, Master's and doctoral level. After qualifying in medicine, he lectured for nine years before cutting his teeth in educational development in the then Faculty of Health Sciences of Stellenbosch University. His fascination with health professions education led him to undertake Master's (Stellenbosch University) and Doctoral (Maastricht University) studies in higher and health professions education. He completed a Fellowship with the Foundation for Advancement of International Medical Education and Research (FAIMER) and was nominated one of 20 inaugural Fellows internationally of the Association for Medical Education in Europe (AMEE).

He was also a founder member of what is now the Southern African Association of Health Educationalists (SAAHE) and in 2004 established what have gone on to become the organisation's annual conferences. Prof Cilliers is serving a second term as elected president of SAAHE and leads the Assessment Special Interest Group; serves as faculty and co-chaired the Curriculum Revision Committee for the International FAIMER Institute and previously as faculty with the sub-Saharan Africa FAIMER Regional Institute; and serves on the AMEE ASPIRE Faculty Development Committee and AMEE ASPIRE Board. He previously served on the AMEE Research Committee; and as Associate Editor with the African Journal of Health Professions Education and Perspectives on Medical Education. He reviews for leading journals in the field of health professions education. Clinically, he has worked in the field of HIV since 1992 and on clinical trials in HIV since 1997.

Topic:

Assessment drives learning. What drives assessment?

Blurb:

Few things can be accorded the status of a "law of education". One, though, must be that any envisioned curriculum change – transformative or otherwise – is doomed to fail if assessment does not change too. Lecturers ultimately channel, or don't, an institution's vision into curriculum change and that, in turn, into practice. Within curricula, assessment is a powerful conduit through which we communicate to students what we value, whether by acts of commission or omission. Assessment – especially formative assessment – is also credited with almost mystical powers to positively influence learning.

Transforming assessment practice can be construed as breaking two sets of shackles: the shackles in the minds of assessors and the shackles imposed by the conceptual and cultural constraints of the environment. Recent developments in our understanding of conceptions of assessment and of assessment design will be explored with a view to raising two questions for consideration: 1) do conceptions of assessment shackle or enable transformed assessment practice? 2) can a model of assessment known as programmatic assessment leapfrog us beyond how we currently think about and practice assessment?





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Panellist 3: Professor Richard Stevens, Stellenbosch University



Biography:

Prof Richard Stevens is an Associate Professor in Mercantile Law and the Vice Dean of the Faculty. Prof Stevens has been involved at the faculty, initially lecturing Insolvency Law, from 1999 and then Company Law since 2004. He has presented in the area of Company Law at international conferences in Scotland, the Netherlands and Australia. His focus has been on liability within company groups and has published predominantly in this area of Company Law. His focus is furthermore on the position of directors and their fiduciary duties. He is an admitted attorney and served as candidate attorney at Webber Wentzel where he also remained as admitted attorney before joining the faculty. He completed his Master of Laws degree at the University of Tübingen, Germany and his doctoral degree at the Stellenbosch University. He is also an accredited commercial mediator as well as a director at Cluver Markotter Inc in the Commercial and Labour Law department on a part-time basis. He was appointed as vice-dean: Teaching and Learning in 2018 and is currently serving a second term until 2024.

Topic:

Reflecting on the assessment component of the SU Faculty of Law LLB Programme Renewal

Blurb:

The Council for Higher Education and Training (CHE) launched a national review of all LLB programmes in the country in 2016. The CHE made several recommendations in respect of the Stellenbosch University Faculty of Law LLB programme which provided the ideal opportunity for the Faculty to go through a programme renewal process. It was realized early on after the implementation of the renewed programme that programme renewal without reflecting on the assessment component thereof would be an incomplete programme renewal process. The Faculty of Law has the philosophy that it does not (only) train practitioners, but that it trains jurists who would include a broader church of graduates including researchers/academics (Stellenbosch Law Faculty Self-





evaluation Report May 2016). If this is the case, focusing only on the professional side of our students would not be the ideal focus of reconsidering the manner in which we assess.

In my contribution to the keynote panel, I will therefore reflect on:

- The Faculty's consideration of assessment as part of the broader programme renewal process;
- The impact of the Faculty's perception of the ideal graduates on the manner we assess;
- The impact of the Law discipline in general on our assessment strategies;
- The context specific nature of assessment practices following discussions with peers at some German and Dutch law faculties;
- Further research to be done.

