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Title: Rethinking programme and learning design post-pandemic within the mathematical sciences

Abstract:

There has been much discussion of late about “Assessment and Feedback Design” which has been undoubtedly amplified by the Covid-19 pandemic. Within the mathematical sciences, the necessary transition from the use of traditional on-campus examinations as the dominant assessment mechanism has perhaps attracted the greatest attention with one of the primary concerns being in relation to issues of academic integrity and fairness. Whilst the pandemic necessitated us modifying the mechanism by which we were assessing student learning, it did not afford the time or space to challenge ourselves as to why we are assessing student learning, and why we normally do so at a module rather than programme level. More significantly, it did not allow us to question the fundamental relationship that exists between student learning, assessment, and feedback and to ask whether this relationship has now changed from what we as mathematicians have previously understood it to be.

As we move back to more normal times in terms of how we deliver our programmes of study and support student learning, this forms an ideal time to question this relationship. This session will not only explore what we have learned about delivering teaching, administering assessment, and providing support during the pandemic, but it will explore the implications and opportunities for future programme delivery.