

Transcript of profile video for Kay Sambell, Professor of Higher Education Pedagogy, Department of Learning and Teaching Enhancement

<http://staff.napier.ac.uk/services/dlte/meettheteam/Pages/sambell.aspx>

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My name's Kay Sambell, and I'm Professor of Higher Education Pedagogy here in the Department of Teaching and Learning Enhancement, where I'm Theme Lead for Assessment and Feedback in the PgCert Programme [[Postgraduate Certificate in Learning, Teaching and Assessment Practice in Higher Education](#)] and the departmental link to the School of Computing.

Across the University, I've been leading on the further development of Assessment for Learning which is all about designing assessment and feedback processes so that they promote student learning as well as measuring and quality assuring it. Edinburgh Napier has a long standing reputation for pioneering individuals in this area – so to a large extent, the challenge now is to scale up and embed what works right across the piece.

To support this, we've produced several initiatives, for instance, we've organised a series of University-wide workshops with a focus on feedback, and we've launched and are further developing a series of bite-sized, practical quick guides on assessment and feedback. These are targeted specifically at busy practitioners who are looking for time-efficient, manageable ideas they and their teams can put in to practice. We've also produced activity sheets which are designed to act as a springboard for wider conversations across programme teams around assessment and feedback or in-training for new staff. All these resources can be found in PDF format under a creative commons licence in the Enhance area of the DLTE website [<http://staff.napier.ac.uk/services/dlte/ENhance/Pages/ENhance.aspx>]. We're adding to them all the time ... so please watch this space!

We've also produced a lengthier practice guide to Assessment and Feedback Design Principles drawing on best practice across the sector.

<http://staff.napier.ac.uk/services/dlte/resources/Pages/assessment.aspx>

On another tack, we've also been working to enhance the University's pedagogic research environment to help ensure that pedagogically inflected research, innovation and scholarship thrive and further develop. If you are interested in this area of practice, and/or you are keen to develop outputs in this domain you might want to watch out for the continued series of ARISE Lectures [<http://staff.napier.ac.uk/services/dlte/ARISE/Pages/ARISE-Academy-Research,-Innovation-and-Scholarship-in-Education.aspx>] These bring eminent external speakers to share

their research and expertise with us, and address some important themes such as supporting international students, developing learning communities and student engagement.

We also organise a series of monthly departmental lunchtime seminars which usually run on the first Monday of each month. So you might want to look out for those and make a contribution.

We're also attracting a range of international visitors for ideas exchanges around learning and teaching issues. For instance, we're looking forward to welcoming visitors from a scheme on educational leadership at Utrecht University and guest speakers from the University of Padua in Italy.

Beyond the University, I'm regularly invited to speak at a range of other universities on my research interests in assessment for learning and I'm a Visiting Professor at the University of Cumbria where I play a lead role in running the very popular bi-annual Assessment in Higher Education Conference which attracts delegates from around the globe. In intervening years, we also run a one-day event and this year, that's going to be focusing on feedback.

I'm currently co-editing a special issue of Practitioner Research in Higher Education. And I serve on a number of pedagogically-related committees and journals including ones on student engagement and first-year experience, so please get in touch if you are interested in developing your profile in these kinds of areas of practice.

My own research builds on my long standing interest in assessment and feedback which goes back as far as the mid-1990s. For example, I'm currently working on a research project with colleagues at the University of Durham and the Liverpool John Moores University, which is exploring everyday practitioners' views of the term 'feedforward'.

I'm working with practitioners at Northumbria on the use of exemplars to promote students awareness of sustainable feedback and I'm working with colleagues at Edinburgh Napier on pioneering work led by Richard Firth and Ruth Cochran to explore dialogic feedback in studio-based programmes of study.

I've got lots of experience in examining and supervising doctoral level research in pedagogic related topics and I'm always keen to hear from anyone who is interested in undertaking studies in these kinds of areas – so please get in touch!