

Assessment and Feedback Superchargers Workshop – Facilitator Guide

1. Introduction

1.1 Background

A systematic literature review (Pitt & Quinlan, 2022), funded by Advance HE, detailed the impacts of different higher education assessment and feedback practices on students. The review highlighted evidence-based assessment and feedback policies and practices that have had a demonstrable impact on key student outcomes including performance, engagement, and satisfaction. Pitt and Quinlan (2022) offered a series of recommendations to assist higher education institutions, policymakers, and practitioners in implementing evidence-based changes to their current assessment and feedback policies and practices. Recommendations emphasised the role of practitioners in designing assessments and opportunities for students to enact feedback. Practitioners still need more assistance in translating the review's recommendations into their own practice. This resource is intended to help in translating research into practice.

1.2 Principles Underpinning the Workshop

This interactive half day workshop guides participants in using the evidence from the literature review to make practical changes in their own curricula and teaching. Early in the literature review, we introduced eight key principles that define high impact practices in higher education. These key principles are: high expectations, reflection and integration, working with diverse others, meaningful interactions, real world applications, feedback, sustained student effort and public display of competence (Kuh and O'Donnell, 2013). Based on the literature review evidence, we argue that applying these principles to assessment and feedback designs will “supercharge” those practices, creating higher impact on student learning. The focus on principles supports the integration of evidence from different parts of the literature review, rather than treating assessment and feedback as separate issues.

Each principle has its own numbered deck of 5 to 8 cards each. The first card in the deck (Card 0) describes the overarching principle and refers players to relevant sections of the literature review. Each subsequent card presents a specific, concrete example of how the principle can be put into practice. These examples often cite a particular study in the literature review that participants may wish to explore for greater detail on the practice. If there are no references on the card, key words from the card can be used to search for further detail in the literature review and related primary sources. Note that the ideas in a deck are typically arrayed in

increasing complexity. Lower numbers represent easier, quicker ideas to grasp and implement. Higher numbers in the deck are more complex, requiring more preparation on the part of teachers, more coordination across modules, and/or more support for students.

Three principles (decks of cards) are matched to each of four workshop scenarios. The four scenarios each address a different issue aligned to a particular stage in the student lifecycle. The scenarios reflect common questions and concerns raised by practitioners and addressed implicitly in existing literature. Workshop participants apply ideas from the aligned decks of cards to design a local solution to the generic scenario. In doing so, discussion focuses on “supercharging” assessment and feedback designs in their programme.

The Assessment and Feedback Superchargers Workshop

2.1 Workshop Outcomes

As a result of in the workshop, participants will have:

1. Applied evidence-based principles drawn from a review of assessment and feedback literature (Pitt and Quinlan, 2022) to propose changes to local practices.
2. Designed supercharged assessment and feedback practices that address a common challenge in higher education.
3. Collaborated with disciplinary/programme colleagues to consider within- and between-module changes across an entire year of a programme.
4. Experienced an assessment and feedback activity that incorporates key evidence-based principles.
5. Created a plan to apply and incorporate their learning from the assessment and feedback superchargers workshop into their curricula.

2.2 Contents of the Workshop

Each Workshop Box contains the following:

- A Game Board
- Four Scenario Cards
- One Facilitator Guide
- Four Participant Guides (one for each subgroup)
- Eight Decks of Cards
- Four Programme Level Action Plans (one for each subgroup)

2.3 Intended Workshop Participants

The workshop is designed for disciplinary programme teams who are embarking on a curriculum or assessment and feedback redesign process. The ideal number of participants is 16 – 24. The facilitator will split programme teams into four smaller sub-groups of 4-6 participants to work on specific scenarios that explore different issues with salience to different year groups. We encourage programme teams to involve students as partners in the discussion. It is vital that workshop participants include key educational leaders such as programme leaders, employability lead, assessment and feedback lead, and year group curriculum coordinators. Attendance by the Head/Chair of the Department is also important to signal the importance of the workshop and encourage strong attendance.

2.4 Intended Structure of the Workshop

Prior to the workshop, the facilitator will communicate with participants about the workshop aims, intended learning outcomes, and their pre-workshop preparation task of reading the executive summary and recommendations in the literature review. Invite them to bring a device, writing utensil and paper to the workshop.

Facilitators will assign members of the programme team to sub-groups of 4 to 6 people. To widen exploration and consideration of the curriculum, the sub-groups should include a mixture of experience levels and colleagues from different sub-disciplines. Appropriate programme leadership roles should be allocated to aligned scenarios. For example, if the programme has a first-year curriculum coordinator, that individual should be assigned to Scenario 1. A master's degree programme leader would be assigned to Scenario 4.

The workshop takes place over half a day (4 hours). It is envisaged that sub groups will work on one scenario, initially concentrating on 3 decks of cards. Facilitators should distribute the scenarios to the subgroups and direct them to initially focus on the 3 sets of cards designated as most relevant to that scenario. This design will ensure that, as a collective, the programme team discusses all scenarios and cards during the workshop.

The role of the facilitator is to ensure the workshop flows, participants understand what is expected and are supported to openly discuss and reflect on their practice, as well as to create action plans for enhancements at year-level and programme level.

2.5 Facilitator Instructions for Workshop

Before the workshop:

1. If you work outside the department, such as in an educational or staff development unit, discuss the workshop aims and structure with the programme liaison (department chair or programme leader) to ensure it meets the needs of the department and to manage expectations and find an appropriate time and date. Emphasise the importance of key educational leaders attending. It is important that a leader in the department endorses the workshop by issuing the invitation.
2. Book a room that can accommodate up to 25 people, has 4 movable tables with space for 4-6 chairs at each, and a digital display.
3. Two weeks before the workshop, contact all participants and send them the pre-workshop instructions (see participant guide).
4. Set up a Padlet with a space for priority actions to address each of scenarios 1-4 and an integrated programme level plan.
5. Arrive early to set up the room and greet participants as they arrive. On each table, lay out the game board and place the cards in numerical order in the allocated space. If it is a large department in which people may not know each other, name tags may be helpful.

During the workshop:

6. Spend 10 minutes introducing the purpose of the workshop, the intended outcomes and how the materials support the workshop aims, as described in steps 7-10.
7. Assign participants to subgroups (4 - 6 participants in each), ensuring relevant roles are assigned to the appropriate scenario (e.g., First Year Coordinator with Scenario 1, Employability Lead with Scenario 3). NOTE: It may be helpful to have a list of participants, their roles, and years of experience ahead of the workshop to create subgroups.
8. Present guidelines for respectful conversation:
 - respect the diversity of experiences and identities in the room
 - pay attention to each other, welcome feedback, and think about the impact of what we say
 - reflect on our own learning, connections to the material, and how our ideas and opinions are formed
 - consider the needs of others in terms of access to materials and discussions
 - stay curious
9. Hand out the assigned scenario (see section 2.7 below) and hand out the Programme Level Action Plan to each subgroup and explain that each scenario corresponds with a common challenge that may be particularly relevant to one of the years of the programme. Each scenario has 3 pertinent decks of cards.

10. Each group needs a dealer and a notetaker. Instruct each group to make notes of their discussions, highlighting priority actions for the programme as they go along. Note: it is not necessary to implement ALL the practices suggested on the cards, and some of the practices may already be in place. Subgroups will be responsible for identifying their top three actions.
11. Explain how the cards work:
 - a) The top card for each deck (Card 0) explains the theme of the deck.
 - b) Each subsequent numbered card (Cards 1 through up to 8) contains examples of practices that implement the theme.
 - c) Practices typically become successively more complex when going through the numbered deck. Subgroups may want to allow more time for more complex cards.

Gameplay guidance

The indicated timing for each round means groups will need to move swiftly through the playing of the cards, concentrating on cards that are most relevant to their context. If a card is played that group thinks is not relevant, useful or feasible, the group can move quickly on to the next played card.

Groups will need to keep a record of which cards they have used in the game on the Programme Level Action Plan. They also need to make notes of their discussion, highlighting priority actions for their programme. NOTE: It is not necessary (or desirable!) to implement all the practices suggested on the cards. The cards offer inspiration for how they can implement each key evidence-based principle. Feel free to encourage them to combine practices to best engage their students.

Part A: The Gameplay

12. Round 1 (45 minutes)
 - a) The nominated dealer reads out each Card 0 for the 3 pertinent decks of cards for the scenario. Card 0 explains the evidence-based principle that is the theme of each deck.
 - b) The round begins with the nominated dealer randomly dealing out cards from the 3 pertinent decks for the scenario to all the game players. Each player will have 4 to 6 different cards (from the three decks) in their hand that contain examples of practices that implement the principle for that deck. Players take a few minutes to read these cards and decide which one they want to play in this round. Players are encouraged to choose a card with the most interesting, important and/or feasible approach for their programme to implement – one they think the group will benefit most from discussing.
 - c) The first player plays their chosen card, by reading it aloud and laying it in the centre of the game board.

- d) The group discusses the card and completes the activities outlined (about 5-7 minutes per card – the dealer should keep time, ensuring all players can play a card in round 1). The game continues in this round with each player playing their chosen card.

- e) Once all players have played 1 card, they move to round 2.

13. Round 2 (45 minutes)

- Players may either play another card from their originally dealt hand or pick a 'random card' from any of the other five decks on the game board. But they must be careful, the first card they choose must be played and discussed (at least briefly!) with the group. The game continues in this round with each player playing a card from their original allocation or their 'random' chosen card. Once all players have played 1 card, they move to round three.

14. Round 3 (30 minutes)

- All previously dealt, un-played cards are returned to the decks on the game board and the dealer shuffles each deck. Players draw a maximum of 3 cards from the 8 decks. Players can draw from the yet-un-played cards from the 3 most pertinent decks or any of the other 5 decks that interest them. Players should take a few minutes to look through their new three cards and decide which card they want to play in this round. The first player plays their chosen card, the group will then discuss the card and complete the activities outlined. The game continues in this round with each player playing their chosen card.
15. Call a 10-minute break after subgroups have spent 120 minutes playing the Superchargers game.

Part B: SubGroup Reflection (15 minutes)

16. Following the break and give the participants 15 minutes to complete the following:
- The subgroups discuss their action plan to address the scenario.
 - They will be expected to explain their top three actions with the rest of the group in the group presentation section.

Part C: Group Presentations (35 minutes)

17. Each group will have 5 minutes to summarise their scenario and present their priority actions to the rest of the workshop participants. Allow 3 minutes for clarifying questions after each presentation.

Part D: Subgroup reflection 2 and revision of plan (10 minutes)

18. Following the group presentations, the subgroups reconvene and have 10 minutes to discuss what they might change, considering what other subgroups have presented, and to record their priority actions in a padlet.

Part E: Whole Group Discussion and Programme Level Action Plan (35 minutes)

19. Draw out the most important lessons from the subgroups in response to the scenarios and cards. The facilitator might ask: Thinking about the cards you've reviewed, which ideas were most powerful in addressing your scenario? Compare and contrast across different subgroups, with questions such as: Did that idea feature in other subgroups' scenarios? Why or why not?
20. As a whole group, develop a group implementation plan that considers the whole programme. A padlet or flip chart may be helpful for this purpose.

After the workshop:

21. If you have recorded the Programme Level Action Plan, extract that from the Padlet or type up notes from a whiteboard and send it to the programme liaison, encouraging further development of the plan.
22. Provide a link to the online resources where participants can read the contents of all the cards.
23. Where substantial changes are proposed, such as a new group project or high impact practice, peer review of revised materials will help ensure quality and avoid teething problems.
24. You may wish to offer to facilitate a follow-up workshop in which further details of the action can be shared by those assigned to develop them and feedback given. This approach also ensures that a deadline is set for agreed actions and continues to model peer feedback processes emphasised in the review itself.
25. Programmes should also be advised to gather student input on significantly revised practices so they can be continuously improved from one year to the next.

The specific timings for the workshop are as follows:

- Introduction (10 minutes)
- Part A: Playing the Card Game (120 minutes)
- Break 1 (10 minutes)
- Part B: Subgroup reflection 1 (15 minutes)
- Part C: Group presentations (35 minutes)
- Part D: Subgroup reflection 2 and revision of plan (10 minutes)
- Part E: Whole group discussion and Programme Level Action Plan (35 minutes)

Total time = 4 Hours

2.6 The Role of the Facilitator

The facilitator sets up the physical and immediate social conditions for the success of the workshop by:

- 1) ensuring the right people attend and are assigned to appropriate scenarios.
- 2) equipping the room.
- 3) guiding the participants through the workshop, keeping to time, keeping them focused on the task, encouraging respectful cooperation, and answering procedural questions.
- 4) helping participants draw out the action plan based on their discussions. The facilitator may need to rely more heavily on the programme leader to ensure that the good ideas presented in the workshop will be actioned after the workshop.

As there are many cards to review related to the scenario, you will need to encourage groups to keep moving through them, especially as some of the more complex ideas are in the higher numbered cards. A group may determine that a practice is not relevant to their context or that they already engage in the described practice. If so, they can skip over that card quickly, allowing them to spend more time developing new ideas. If participants do not understand a card, the facilitator may be able to explain it. Sometimes examples need translating from one discipline to another. Facilitators can prompt them to consider the parallel activity in their discipline. If it is still confusing, encourage the group to move on to another card that may be clearer to them.

With experience, a facilitator might choose to run a workshop around just one scenario, with multiple programme teams represented in the same room. In this case, each subgroup might represent a different programme team and would be working in parallel on the same scenario. Whole group discussion allows sharing across programme teams at the same university, facilitating a deeper understanding of the most pertinent principles to that scenario. This approach may be appropriate if there is an institution-wide strategy or mandate to focus on elements related to one of the scenarios (e.g., first year transition or employability).

2.7 The Scenarios

The following four scenarios detail key challenges that the programme teams might be thinking about as they embark upon this process. The scenarios cover four areas: first year transition to HE, improving students' evaluation of assessment and feedback, preparing for employability, and integrating international master's degree students.

2.7.1 Scenario One:

Transition to understanding A&F at university and developing feedback literacy:

First year students.

Step 1 – Read the scenario below

Setting the Scene

Your university has found that most attrition happens in the first year. Students either drop out during the year, fail to meet the academic requirements or don't return for the second year. Enrolling in a university course is understandably daunting for first year students as they worry about whether they will make friends and adjust to a more independent learning environment. Orientating to new expectations and building social networks with new people from different backgrounds are difficult for many students. Understanding university assessment and feedback is often cited as one of the hardest things for students to adjust to in higher education. In their previous schooling, most will have experienced detailed instructions and templates for success and close teacher-student interactions. In contrast, university is much more challenging, instructions are more open-ended and require more interpretation. Assessment criteria can seem obscure, and many students struggle to understand the feedback they receive on their work. As a result of these challenges, many students feel demotivated, overwhelmed and unsure how to improve their work to succeed. Your challenge here is to think about how your curricula can effectively help students to transition to university to address the issues first year students often face.

Step 2 – 8 Decks of cards

In front of you are 8 decks of different coloured cards. These represent and illustrate key principles we will use to create an action plan for addressing the challenges your department is facing.

Before dealing the cards, discuss for 5 minutes and agree on the following:

- What are the biggest challenges your students face when they start their first year?

The following cards will be used in round one and two in this scenario

- High Expectations
- Sustained Student Effort
- Working with Diverse Others

2.7.2 Scenario Two:

Improving student evaluation of assessment and feedback scores: Redesigning year 2 of an undergraduate degree programme

Step 1 – Read the scenario below

Setting the Scene

You are in a department which has, in the last few years, seen student satisfaction with their assessment and feedback experience slowly decline. There is much pressure at your University to do well on student satisfaction surveys, as it is one of the metrics that feeds into various league tables. The department has tried various interventions to highlight to students the assessment and feedback opportunities that are available to them, to ensure availability of marking criteria in advance of assessment deadlines, and make sure staff meet strict turnaround times for marking. However, despite these efforts, the satisfaction scores the department receives have not improved.

This year the department is thinking about things differently, so we are going to look broadly at the curriculum as a vehicle for improving assessment and feedback related satisfaction scores. We will start with the 2nd year undergraduate course. The goal is to change the narrative and culture surrounding assessment and feedback in your department.

Step 2 – 8 Decks of cards

In front of you are 8 decks of different coloured cards. These represent and illustrate key principles that we are going to use to create an action plan for addressing the challenges your department is facing.

Before dealing the cards, please discuss for 5 minutes and agree on the following:

- What are you trying to achieve in the 2nd year of the undergraduate programme/course?
- What are the key learning outcomes students will have addressed by the end of the undergraduate programme/course?

The following cards will be used in round one and two in this scenario

- Feedback
- Real World application
- Meaningful Interactions

2.7.3 Scenario Three:

Preparing for Employability – with Final year students

Step 1 – Read the scenario below

Setting the Scene

The head of your department has observed that some of your students are struggling to find graduate employment after graduation. They have suggested that the department needs to refresh how employability skills are taught and assessed within the curricula. The University is very concerned about graduate employability and often stresses the importance of ensuring that graduates have the skills and knowledge needed to succeed in the workforce. The challenge for you is how to embed employability skills within the curricula and assessments so that students are developing and becoming aware of these skills.

You are now tasked with working collaboratively to identify areas within your courses/programme where employability skills can be developed and assessed, with a particular focus on the final year.

Step 2 – 8 Decks of cards

In front of you are 8 decks of different coloured cards. These represent and illustrate key principles we will use to create an action plan for addressing the challenges your department is facing.

Before dealing the cards, please discuss for 5 minutes and agree on the following:

- How does your programme/course currently develop students' employability skills?
- What are the key employability skills students will have addressed by the end of the undergraduate programme/course?

The following cards will be used in round one and two in this scenario

- Real World Application
- Public Display of Competence
- Reflection and Integration

2.7.4 Scenario Four:

International students new to UK Higher Education - with Masters' students

Step 1 – Read the scenario below

Setting the Scene

In recent years your school has recruited many international students onto your thriving master's programme. Many of these international students are fluent in English but when they arrive find it hard to understand some of the regional accents and colloquialisms used by fellow students and lecturers. They are not always keen to mix with home students and many feel uncomfortable with the UK's more liberal attitudes and culture. Many of your international students also struggle with the academic expectations in the UK. They find that the teaching styles used, and the assessments and the feedback lecturers generate are very different from what they are used to. Thus, they find it difficult to know how to prepare effectively. You and your colleagues are tasked with identifying ways to help your international students transition to the UK so they can make the most of their one-year programme. As there have also been attainment gaps between home and international students on this programme, the head of school has specifically asked you to consider how assessment and feedback may be leveraged to support international students' cultural transition, enhance their experience, and create more equitable outcomes.

Step 2 – 8 Decks of cards

In front of you are 8 decks of different coloured cards. These represent and illustrate key principles that we will use to create an action plan for addressing the challenges your department is facing.

Before dealing the cards, please discuss and agree on the following:

- What are you trying to achieve in the master's programme/course?
- What are the key learning outcomes students will have addressed by the end of the masters programme/course?

The following cards will be used in round one and two in this scenario

- Working with Diverse Others
- High Expectations
- Meaningful Interactions

2.8 The Superchargers Cards

There are eight decks of cards which have a mixture of discussion-based tasks and reflective moments for participants to consider in their small groups:

1. **High Expectations**
2. **Reflection and Integration**
3. ***Working With Diverse Others***
4. ***Meaningful Interactions***
5. ***Real World Application***
6. ***Feedback***
7. ***Sustained Student Effort***
8. ***Public Display Of Competence***

Explanation of the cards

2.8.1 Real World Application

Students value and benefit from seeing how what they are learning connects to the real world. These connections may be explicitly career-related or personal, linking to students' personal, social, or family life, or related to larger social issues.

The cards in this deck explore how real-world application can be integrated into participants' programme of study.

Your discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit pp. 15 – 26 within the Literature review.

2.8.2 Sustained Student Effort

Sustained student effort in assessment refers to a student's commitment and persistence in engaging with a task or assignment over an extended period. This type of effort is often associated with deep learning and can result in improved academic performance and a greater sense of achievement.

The cards in this deck explore how sustained student effort in assessment and feedback can be promoted in participants programme of study.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 14 -18, 20, 32 – 33, 40 – 41, 54, 58 – 60 & 66-67.

2.8.3 Public Display of Competence

Assessments that require students to publicly display their competence can be beneficial for promoting deeper learning, building confidence, and developing essential skills such as communication, critical thinking, and creativity.

The cards in this deck explore how participants assessments can be designed to include public displays of competence.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 14-18.

2.8.4 Feedback

Feedback in higher education plays a crucial role in enhancing student learning and development. It involves information from many different sources, that may be derived from assessments, interactions between students and object within the curriculum. Effective feedback is specific, timely, and actionable, focusing on strengths and areas for improvement. Feedback empowers students to become active participants in their learning process and supports their continuous improvement.

The cards in this deck will explore the role that feedback plays within your programme of study.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 47 -65.

2.8.5 High Expectations

Student learning is promoted when educators set high expectations and support students in reaching them. Just as physical scaffolding helps construction workers function at heights they could not without it, educational scaffolding helps students work at higher levels. Scaffolding may involve separating out parts of a larger whole to focus on, successively building up larger sequences of now-familiar sub-tasks, and/or providing templates that guide students through sub-tasks or tasks. (See “Sustaining student effort” cards for more ideas on scaffolding.)

The cards in this deck explore how participants can set and scaffold high expectations within their programme of study.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 32, 33, 45 & 54 – 57.

2.8.6 Meaningful Interactions

Meaningful interactions in higher education refer to the positive and impactful exchanges that take place between individuals and technology within the academic community. These interactions can occur between students, peers, educators, and objects involved in the educational process.

The cards in this deck explore how participants can create opportunities for meaningful interactions within their programme of study.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 26 – 29, 40 – 41, 44 - 46, 52 – 56 & 69.

2.8.7 Working with Diverse Others

Students benefit from working with others who come from different backgrounds and cultures or have different experiences, beliefs, strengths, or ways of working. They learn how to work collaboratively, build cultural competencies, and can see the content, themselves, and the world from new perspectives. Carefully designed assessments can offer opportunities for working with diverse others.

The cards in this deck explore how participants can create opportunities within their programme of study for students to work with diverse others.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 27 -31.

2.8.8 Reflection and Integration

Too often, learning is fragmented and modularised so that students learn for a particular assessment, but do not reflect on their own goals, processes, progress, or plans for improvement. Likewise, they may not reflect on the connections between different skills and units to be able to appreciate how they are developing over time. Assessment and feedback can be designed to promote reflection and integration of learning.

The cards in this deck explore how participants can promote reflection on and integration of learning across their programme of study.

The discussions with colleagues will help to inform the future directions and action plan they will complete at the end of the session.

For more details on this please visit the following pages within the Literature review: pp. 14 – 18, 20 – 22, 29 - 32, 45, 48, 54 – 56 & 66 – 67.

2.9 Online Access to Electronic Resources

Assessment and Feedback Superchargers is available as a hard copy game (for Advance HE and University of Kent) or a downloadable online resource. The downloadable resource is designed to enable facilitators to print the documents and re-create the game by cutting and assembling the cards and game board. Instructions are included.

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Digital access to the downloadable resource is available through Advance HE Member Benefits.

3. References

Pitt, E. and Quinlan, K. M. (2022) Impacts of higher education assessment and feedback policy and practice on students: A review of the literature 2016-2021. Advance HE. Available at: <https://www.advance-he.ac.uk/knowledge-hub/impacts-higher-education-assessment-and-feedback-policy-and-practice-students-review>.

4. About the Authors

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Edd is the Programme Director for the Post Graduate Certificate in Higher Education and Reader in Higher Education and Academic Practice in the Centre for the Study of Higher Education at the University of Kent, UK. Edd is also an Honorary Associate Professor at The Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University, Melbourne, Australia.

Edd has recently been collaborating with academics in the UK, Ireland, Australia and Hong Kong. His principal research field is assessment and feedback with a particular focus upon students' use of feedback. His current research agenda explores signature feedback practices and the development of both teacher and student feedback literacy. His most recent publication was a systematic literature review of assessment and feedback articles between 2016 - 2021 commissioned by Advance HE.



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Kathleen is Professor of Higher Education and Director of the Centre for the Study of Higher Education at the University of Kent, UK. She has authored more than 50 peer-reviewed journal articles, 10 book chapters, and two books, including *How Higher Education Feels: Commentaries on Poems that Illuminate Emotion in Learning and Teaching* (Sense, 2016). Her research is broadly in the areas of learning, teaching, assessment, and student engagement in higher education. She specialises in research on students' holistic development, including the ways in which curriculum and instruction can support students' interest.



In 2023, she was awarded a Society for Research into Higher Education Accolade for Contribution to the Field and was short-listed for the Jonathan Nichols Memorial Essay Prize for an essay on programmatic assessment. She has been principal investigator on grants from the Centre for Transforming Access and Student Outcomes, NERUPI, the

Royal Academy of Engineering HE STEM Programme, and the Leadership Foundation for Higher Education, as well as co-investigator on projects funded by Advance HE and the Higher Education Careers Services Unit.

Student Design Assistants

Stefano Rivera and Saga El Banna, undergraduate students on the BA Graphic Design at the University of Kent, designed the Superchargers logo, the graphics for the cards, the gameboard, and box for the contents.