

The First International Conference on
Enhancing Teaching and Learning through Assessment
13th to 15th June 2005

Feedback from Conference Delegates
(Some comments are highlighted)

Question 1 - How did you benefit from attending the presentation sessions?

- Experiencing common issues across countries and subject matter.
- Connecting with people with whom I want to develop research collaboration.
- Getting a sense of both the strengths and gaps in current understanding and practice of assessment.
- Getting new ideas and perspectives about how to continue my own research and work with faculty on assessment for learning.
- It was interesting to see that other delegates have similar problems with introducing innovations into teaching practices.
- Many ideas for developing my own teaching and assessing.
- Benefited from discourse with other like-minded academics.
- The three keynote sessions were inspiring.
- Parallel sessions I attended were engaging.
- Eye opening details of assessment design from those are more expert than I.
- Ideas for research/reflection of my assessment practices.
- Obtained many useful ideas for research and practice.
- Seeing how current assessment debates are being interpreted and acted upon.
- Stimulating ideas for follow up and more thought.
- Met interesting people, some of whom I should follow up for further discussion and exchange of ideas.
- New ideas for research projects within a sports context.
- Seeing new ways of challenging outdated practices (part of my role is to do this).
- Seeing where my ideas are aligned with contemporary debates and need further development.
- Getting some useful references.
- Confirmation of existing personal practices in assessing student outcomes.
- Learning new and creative ways of assessing student outcomes.
- Hearing about the work of others.
- Getting ideas (about assessment).
- Developing an international network.
- Share and exchange of ideas.
- Wide views on current trends in assessment.
- Great variability in usefulness of parallel sessions.
- Major benefit that in the real situation, major issues are a "universal struggle".
- Hearing great ideas.
- Hearing what works and what does not.
- Meeting like minded people.
- The exchange of innovation ideas.
- The discourse of teaching and learning practices.
- Great ideas, especially knowing others are struggling with the same issues, especially difficulties with institutions, government, and entrenched peers.
- The opportunity to network with international research workers.

- To hear what other universities are doing about learning in small groups, and be able to try new methods, create new ideas and/or modify existing ones.
- Having contact with other teachers.
- Sometimes more time would have been better for questions. It was difficult to go to different sessions, when you had to move to another building.
- **Lots of new ideas and interesting people.**
- Gained an appreciation of the state of play of assessment, particularly authentic assessment in universities in a range of countries.
- Learned new ways to assess group work.
- Obtained new ideas for portfolios.
- Obtained new ways to assess portfolios.
- Opportunities to network with others regarding assessment.
- Has confirmed my interest in continuing researching teaching and learning, and assessment.
- Has shown me how little I know about educational research.
- **I felt very stimulated and refreshed - we sometimes get jaded in our teaching and it is refreshing to hear things from a variety of different perspectives.**
- Has shown that I am on the same track as others when it comes to teaching and learning, and assessment.
- I have "learned" a lot - thank you.
- Feeling and comparing issues faced in a variety of professions.
- Diverse areas of the presentations.
- It was useful to learn about the range of assessment practices that are used to inform teaching and learning, especially from an international perspective.
- Good to meet new colleagues and exchange ideas.
- It was useful to get insights into what is happening in other parts of the world and to reflect on my own perspectives on the 'condition' of assessment conceptualisation and practice.
- **The excellent presentations.**
- Seeing the practical application of theory.
- Having my horizons expanded.
- Helped me develop my ideas further.
- Gave me courage to keep developing ideas to process to support student learning.
- From hearing about others' perspectives and experience.
- **It was interesting to hear about the different learning, teaching, and assessment approaches, Lots of new ideas to implement. Good benchmarking process when one tends to work in a fairly isolated environment in a development office.**
- Particularly e-learning initiatives. Also discussions regarding assessment of group work and the use of peer and self-assessment. Good to get so many assessment perspectives.
- Good to hear a range of ideas from so many different countries.
- New knowledge.
- Networking.
- Affirmation of beliefs.
- Motivation to keep fighting for change.
- Sharing ideas.
- **Hearing about many different ways that teachers from a variety of disciplines are looking to push assessment boundaries.**
- Through an insight into a larger range of assessment ideas and issues, ideas for collaboration and future research have been identified.
- Ideas on authentic, alternative assessment which is the area of study for my Ph.D. Furthermore, also ideas gathered from the conference that can be used in my classroom.
- Listening and discussing on a range of different issues. Also, having own one's practice validated by other's practice and research.

- To know more about how other institutions in other countries are doing. Experience from other institutions may shed light in our own institution.
- Immensely. They were very focused, structured and informative. They addressed directly the aspects that I am interested in.
- By comparing my own experience with assessment and portfolios to the others experiences of my colleagues. Very interesting presentations and great organisation. Thank you!
- Obtaining a good experience of activities in my area of interest from around the world.
- Particularly enjoyed round table discussions.
- The opportunity to meet and share with many colleagues.
- Hearing about how other institutions are tackling the challenges of assessment.
- A good range of assessment topics, gained a greater understanding of issues of commonality in the successes and challenges of assessment development.
- Benefited from hearing about the experience of others and recognising the common problems that we all face.
- The interesting part is the different ways that colleagues deal with their problems during the various sessions.
- Some new ideas and adaptations of knowledge.
- Sharing international experience.
- The keynote sessions were very good.
- I picked up some assessment ideas that can be used in my class.
- I met academics, and was able to exchange ideas on teaching and learning.
- I could share my teaching practice with others from around the world.
- Some good ideas. Some confirmation of benefits and problems that appear to be universal.
- Learning how others have thought through similar or related questions.
- I experienced my first international conference and carried out my first presentation, so by attending the sessions I was able to see what was expected of me and gauge what worked well and what didn't.
- Well structured and managed sessions.
- I was able to pick up some good ideas and get an indication of how my university programme was preferred with regard to assessment.
- Stimulated by ideas about assessment.
- Felt comfortable and stimulated by the discussions.
- Hearing that others have similar problems, guiding access to some of our problems, I also put on 10kgs (the food! or so it feels like).
- Networking.
- Meeting people and making links.
- Hearing what others are doing.
- I learnt some things that I can use in my classes and to take back to the rest of the department. It was interesting to learn of different countries perspective.
- Perhaps would have benefited more by some sessions being more interactive.
- Enabled me to get feedback on the research in which I am currently engaged upon.
- Networking.
- Hear others' perspectives on assessment issues and innovations.
- It was good to see a range of applications across contexts - fields of study, institutions, countries and all that this richness creates.
- Access to literature that is outside my regular journals, etc.
- Ideas that I might be able to adapt or use etc.
- Found a new interest in authentic assessment, and will use the website introduced in the welcome session (the ARC) and enjoyed finding out about others experiences.
- Considering changing several of our assessment schemes.
- New ideas from other teaching areas that I can apply in my own classes.

- Variety of ideas and "solutions".
- A lot of commonalities exist; across disciplines; across institutions; across nationalities and cultures.
- The realisation of the magnitude of broad scale assessment reform.
- It was a wonderful opportunity to have "time out" from the daily routine, to reflect and practice what we preach.
- Reflecting on the ideas of others generates pathways in our own minds seeking solutions (and finding them having issues peculiar to our own set of circumstances).
- Obtained a broader view on "assessment" and understood how it can improve the teaching and learning.
- Obtained many ideas about assessment and got to know people from different countries.
- Heard experiences of educators from various countries especially some more innovative assessment, and related practices.
- Interest in teaching and learning was further enhanced.
- The opportunity to disseminate teaching practices and obtain feedback from peers.
- To get to know different perspectives of assessment from a wide range of subject/ content/ areas in the teaching profession.
- The breadth of research of taking place in the realm of assessment is very stimulating! It inspires me to see the variety of work that's being done.
- Sharing good practices from colleagues from different institutions.
- Revisited more important issues. Some interesting discussions.
- Scope of assessment areas, issues and their interrelated facets.
- Data from different cultures, geographies, subject areas and teaching backgrounds.
- Shared challenges and diverse approaches to these challenges in my subject area.
- Interaction with fellow professionals.

Question 2 - What is the most inspiring idea that you had during the Conference?

- The need to conceptualise intelligent assessment, that is adaptive to both student characteristics and future task requirements.
- Of working with a lecturer at another university and from a disparate discipline.
- That the case and passion and thought I put into my teaching and curriculum design and students' achievement are worthwhile.
- Ideas from many people, e.g. journals, reviews, scenarios, online. All practical ways to implement authentic, criterion based, engaging, outcome-based assessment, so more learning will occur.
- That assessment can be measured and can be defined.
- I really like the before or after model of formative assessment at Alverno, and I am thinking about ways to adopt this.
- Peer assessment of online tasks has not happened in my courses, which are large. It was great to hear that others have using this method with success.
- Mapping graduate attributes across the curriculum.
- To involve students in development of their own assessment.
- Online assessment.
- New ideas regarding assessment.
- That assessment is about learning.
- Great venue and atmosphere.
- Alistair Campbell's Rubric assessment tool.
- That assessment is worthwhile when it is integrated into teaching and learning.
- I must work harder at my research!

- There is a fertile field in good quality research into assessment.
- Assessment is complex.
- In order for assessment to work, faculty must have some feeling of ownership.
- I was also inspired by the enthusiasm and commitment of many of the presenters and delegates.
- New ways to use peer assessment.
- There were many, I cannot specify all of them.
- The common directions for improving learning in all fields.
- Seeing examples of SOLO taxonomy (I was exposed to this more than 20 years ago, but it had no impact in North America). Also, Lewis Elton's Address.
- Some sessions on journal writing and reflective logs were especially useful to me.
- The value of student self-assessment as a counterpart to life-long learning.
- To encourage my university to use ARC website on assessment instead of designing their own.
- That the cycle of "Learning, Teaching, and Assessing" is the activity that is at the core of what each lecturer, student, and assessor must embrace.
- Opportunities for collaboration with colleagues in other institutions and countries on online peer-assessment system and processes.
- Ideas for new research back home or even with other colleagues in Hong Kong.
- Collecting real data from students on how they perceive time spent on assessment versus value to grade versus value to learning. It seems an excellent premise in which to base aligned assessment.
- The need to do research to support learning, teaching and assessment strategies – I was encouraged to do this.
- Too many to list.
- Learner choice.
- International public learning object repository.
- Students receiving marks for responding to markers' comments.
- To initiate IT assessment solutions in an existing unit.
- Ideas presented by Prof. John Biggs.
- That issues relating to assessment problems are universal.
- Assessment should be student based.
- That the triad: teaching, learning, and assessment is indeed alive and well in the minds of a large number of professionals.
- Linking affective, cognitive, and operative criteria together for better reflective assessment.
- The move towards learning-outcome orientated programmes is a global phenomenon.
- Particularly interested in the way that Prof. Georgine Loacker used video clips to enable students to evaluate their development.
- Use of video portfolio, whereby students access their performance by reflecting the development of their progress throughout a programme.
- Electronic diaries commenting on the students experience of different types of assessment method across their whole programmes.
- The use of Biggs SOLO taxonomy and electronic feedback to students identifying whether response was prestructural, etc. to student.
- From the keynote presentations - Constructive Alignment and Alverno's embedding of graduate capabilities.
- Stimulated my thinking about dimensions of assessment.
- Marking the student profile is changing globally, in similar ways.
- The impact of technology on the teaching and learning environment.
- Possible new ways of online assessment not previously identified.
- Constructive Alignment and its uses.
- Collaboration Assessment.
- Excellent closing speaker.
- Concepts of assessment for the process of learning.

- I was really inspired by the online programme demonstrated for practicing placements - especially for rural situations, which is my area of responsibility. I was also inspired by some work done with poster presentations involving peer and self assessments. All of the presentations had aspects that I could relate to my university work.
- The self-assessment tools developed by Geoffery Munns and Helen Woodward (University of Western Sydney). Fantastic stuff!
- That students need to be involved in the assessment process. This was pointed out for assessment to be successful, in numerous ways.
- Taxonomy of the dimensions of self assessment (from a paper presentation on 15th June Wednesday by Munns and Woodward: see session code F1).
- Some references for my doctoral studies.
- E-portfolios.
- To work on a publication with a colleague in another university.
- Peer Assessment and Portfolios.
- The "it can be done" idea championed by the three keynotes speakers.
- The overall theme of enhancing Learning and Teaching through Assessment and the various papers presented, were most valuable.
- Idea of flexible or student designed constructive alignment – gave me ideas during first keynote.
- Student Centred Assessment.
- The innovative ideas and practices in teaching and learning, and assessment.
- Common concerns and struggles confirmed across countries, educational levels and disciplines.
- Constructive Alignment, which is new to this field of practice.
- Prof. Elton's inspiring lecture enlightens me very much about the relationship between learning and assessment.
- John Biggs and Georgine Loacker's keynote addresses.
- Various issues.
- Peer Assessment, and Self Assessment.
- Using the Assessment Experience questionnaire.
- My own conclusion is the confirmation that :Teaching is a paradox; or teaching and learning are paradoxical; that teachers should adopt student-centered teaching; as a result student will evaluate their teachers at the end of term etc.; therefore, we keep our profession just because we personally enjoy it.
- Lewis Elton's inspirational speech.
- The idea of working with students in the process of learning/ teaching, including assessment.
- Meaningful research need not be lengthy, IT-intensive, or involve huge samples. Pilot and small-scale project can be equally valuable in terms of informing the institution.

Question 3 - What ideas can you use in your teaching, or your institution from attending this conference?

- Networking with other delegates was useful and will follow up the contacts I made.
- Much reflection required here.
- Many ideas for implementation within my own subjects, in teaching, learning, and assessment activities.
- Portfolio Assessment and Constructive Alignment in the faculty.
- Many ideas to share with colleagues on curriculum design and teaching practices.
- To have many smaller assessments during the semester.
- The value of open-book examinations.
- Not being afraid to let others see me teach.

- Many, as I have a role on my University's Learning and Teaching Committee, and at Faculty level, in debates about matters such as graduate attributes, constructive alignment, catering for disciplinary differences, etc. I will be summarising what I have gleaned to disseminate and foster needed changes.
- **Assess what you value.**
- Formative Assessment.
- Peer Evaluations.
- Developmental portfolios.
- Disciplinary - based graduate attributes.
- Online Assessment.
- Different approaches in assessment.
- It confirmed my work is oriented in a progressive way.
- **Many great ideas, especially innovation practice of enabling students to be involved in setting assessment.**
- I am going to implement several new ideas and think about others: Electronic Assessment; Peer Assessment; Rubrics; Graduate attributes; Support studies with essays; Less focus on marking.
- Be more innovative than the institution allows and keep banging your head against the infrastructure that purports to support innovative teaching but doesn't.
- To reintroduce self assessment and peer assessment for use as formative assessment.
- To continue to talk more among staff and between staff and students.
- Development and embedding of graduate attributes in assessment.
- Promotion of Authentic Assessment.
- To have a stronger push on aligning the curriculum.
- **Importance of self-reflection in assessment.**
- New ways to use Peer-assessment in group work.
- Peer review for assessment.
- Strongly considering the use of portfolios as part of assessment.
- Being more explicit about what results of learning "look like" in practice.
- Consulting and sharing through the new website.
- Many new references to scholarship for use in my own research and writing.
- A range of conceptual models and an indicative language for presenting or discussing good practice in assessment.
- **To use self-reflection as part of Portfolio Assessment.**
- E-portfolios.
- Peer assessment processes.
- Graduate attribute descriptions and integration into course learning outcomes.
- Assessing the assessors.
- The use of contacts more than ideas.
- Ideas for further research.
- Variations on constructing programs for professional development of new instructors.
- Group work - ideas related to grading and the potential of e-learning and development in this area
- More directly – but I'm rejuvenated to push my own boundaries.
- Many ideas, though will have to be introduced carefully.
- **Enforced the importance of Constructive Alignment.**
- Improve the criteria of portfolio assessment.
- IT Assessment Forms.
- Varying methods of student self assessment.
- Constructive Alignment.
- The use of Authentic Assessment as an alternative in the teaching of unity and other skills.
- Using the main theme of authentic assessment to help academics to open ideas to changing their assessment processes.

- Many, but they will all be about functionalising: feedback; self-assessment; peer assessment, in my teaching situation.
- **Too many to mention!**
- Using a better distinction between assessing knowledge and reflexivity.
- Comprising prior professional experiences with new professional practices after training.
- To try different ways of using software to assess students.
- Good examples of peer assessment approaches.
- Use of video and e-learning.
- Portfolio approaches.
- Suggestions on formative assessment and evaluating the quality of assessment.
- The move towards criteria-referenced assessment (but this is an institution decision).
- There is a need for evidenced-based research into the practice of learning-outcome driven models - I would be interested in investigating this further and will look for opportunities to do so with my own institution.
- **All sessions attended were valuable and many aspects of good practice presented.**
- Online assessment ideas.
- Constructive Alignment of quality and LTA (learning and teaching activities) processes.
- Promotion of good teaching and learning practice.
- Online peer assessment.
- Ideas about assessing the process of learning and not always summative assessment.
- Aspects about peer assessment and self assessment that came up could be modified in the units I teach. Ideas for developing online assessment for students or practices in rural / distant areas could be utilised in my course. The quantity of feedback has also led me to reassess my practices.
- Open-ended questions – there are no "right" answers.
- Constructive Alignment. References: assessment experience questionnaire.
- Giving feedback and the value of feedback.
- Innovative assessment strategies.
- Improve online assessment opportunities.
- Electronic portfolios.
- **Group work and ways for peer and self assessment.**
- Portfolio assessment.
- Strengthening Constructive Alignment practice even more through the ideas presented at the conference.
- The Assessment Evaluation Questionnaire (two responses).
- Other ways to using WebCT in Blertet Learning, I learned about the assessment experience questionnaire.
- Probably more online assessment.
- **The list is endless. However, the ideas generated in the area of group work and the assessment of group work was particularly relevant. I will suggest the continued use of peer assessment but in both formative and summative stages.**
- I will be re-designing some of our Mathematics courses to included some peer assessment for students.
- We may implement peer assessment among teachers.
- Alignment, using assessment and reforming teaching.
- Assessment of group reports to be weighted evenly on an analytical basis and on the holistic view of whether the outcome(s) of completing the report were achieved.
- To think about assessment with a new perspective and formulate better assessment schemes.
- **Student reflection on feedback of assignments.**
- Web-based self and peer assessment software.
- To deal with the scope of assessment from a broader sense.
- Constructive Alignment.

- I am implementing most of the ideas.
- Not many new ideas in the sessions I attended.
- Procedures on peer assessment in PBL.
- Portfolio evaluation in a practical way.
- Just keep on doing what I am doing because it is being supported and shared by many other educators.
- **Many.**
- We need to put more efforts into academic staff development. The presenters have represented a good start to an agenda for my institutions.

Question 4 - Any further comments or suggestions about the conference?

- I hope this become a regular event, perhaps every other year, and keeps its international character.
- When the venues for the presentation were changed on the first day, a handout showing the new venues should have been given to the delegates.
- More internet access for delegates as you had to wait to access email.
- **Congratulations on pulling off a very good and timely conference.**
- There were too many parallel sessions that diluted the audience and restricted the number of sessions you can attend.
- The audio/microphone system was unreliable and was a hindrance.
- The timing of the sessions was not controlled and enforced which made moving from one presentation to another difficult.
- **Congratulations on a well organised and presented conference, well done.**
- No time to move between sessions to another.
- Probably not your fault, but rooms closer to a hub, signposts between rooms, a map showing walking routes to hotels, some identification of streams or categories? However, for me it has been a wonderful experience. Thank you!
- Expand round-table discussions to allow more interaction and sharing of practices, challenges and opportunities.
- Marvelous catering throughout.
- Very organised, and time oriented.
- **Wonderful organisation and support - Congratulations and thanks to all involved.**
- Lots of volunteers to help and answer questions anywhere you were.
- Good social events.
- To encourage presenters to do something other than a standard lecture and PowerPoint presentations.
- It was extremely well organised.
- I would have liked to see some structures to support networking (and reflective processing of ideas!), e.g., a list of delegates - even with scanned photos and brief biographical details for later reference (could be on-line), and a "Process" session.
- **Exceptionally well-organised conference.**
- I felt rather lost and isolated as a newcomer without networks, and it is a burden to continually accost new people in breaks. Shared reflections are a great way to move forward just a little further - and to access papers that one was not able to attend.
- Five minutes between individual sessions to allow for changeover.
- Some comfortable seats in a quiet location near the presentation rooms (i.e. not on the 11th floor of another building) would have been nice - makes it possible to rest and meet others more easily.
- Some time to freshen-up after a long day and before the evening meals would be good.

- The conference dinner is usually an opportunity to mix and network, however, with 12 courses, we had no time to move around and talk to colleagues at other tables. The emphasis need not be so much on eating as on socialising.
- **Hong Kong is beautiful, thank you for a great conference.**
- Have more time for delegates to move between presentations.
- Commence presentations at designated times rather than continuously.
- Well done.
- Was extremely well organised, very polite assistants, too much food at meals, kept to time, too many options but roundtables were not well attended, need break between end of each day and social activity.
- Submit abstracts or presentation files via uploaded to website is better than emailing.
- More variety of foods (not just Chinese).
- Definitely look forward to the Second conference.
- Perhaps papers could have been "themed" more. Difficult to identify what the presentation was about from the abstract only (perhaps full paper would help). Who will host the next, Second International Conference? It was so great, international and interdisciplinary and inspiring.
- **Thank you so much, an excellent conference. Extremely well organised, friendly student helpers, well done. Fabulous social activities, loved the keynote speakers, clear, simple (without being simplistic) and motivating.**
- Delegates were very well taken care of, great meals, and activities.
- Roundtable discussions should have only three presenters with more time (15 – 20 minutes) for presentation and longer time for discussion.
- Excellent organisation.
- Very good programme.
- Too many parallel sessions.
- Have shorter presentations (10mins + 5 minutes discussion) and half as many in parallel (or less). Also, more poster sessions.
- Timetable should give reference to page numbers of abstracts.
- Excellent food.
- **Student ambassadors very helpful.**
- Would be good to have some younger keynote speakers - maybe some new ideas? (Although they were very good).
- Could do with better sound system in some rooms.
- Very well run conference, exceptionally friendly staff and students.
- Good range of papers.
- Good use of roundtables.
- Would be very interested in attending a Second conference.
- Plan the Second international conference on assessment for summer 2006 in Hong Kong.
- **Thank you to all for an excellent conference - not only was it enjoyable and educational, it was instructive and provoked many ideas about teaching, learning and assessment.**
- I hope there will be a follow on conference after this one.
- Same place, same time of the year is fine.
- The food was fabulous.
- Hope you do this conference again.
- As a "progress" report from many of the ideas introduced here.
- **An excellent and well organised conference. I particularly enjoyed the variety of presentations.**
- Perhaps better to reduce the number of parallel sessions, a choice of seven is too many. Very long days. Sometimes hard to find water between lectures.
- Pleasantly surprised at paper session groupings - every session I attended was informative and coherent.
- Conference staff very helpful.

- It might be good to provide an hour of hotel time between the end of each day and the social activities although logistically I can see how that might be difficult.
- The student ambassadors were outstanding - models of helpfulness.
- Provide coffee after every meal - this is very western thinking I know, but would be nice.
- **Student ambassadors to be awarded an A+!**
- I enjoyed the conference. Thank you.
- Two observations:
Some presentations seemed correlated to the broad theme and diverted the focus from enhancing teaching and learning through assessment. Perhaps these could have been referred to a more appropriate conference.
It was a conference of "believers". It could have been useful to have a protagonist as a keynote speaker - someone who would challenge participants in a fundamental way.
- **I appreciated and enjoyed every session, every question, every comment, every handout, every PowerPoint, every interaction, every discussion. I took a chance coming - it paid off a bang, I have a list of ideas a mile long, further reading and action lists. Congratulations to the organisers, more please!**
- Poster session needed to be in an area that we walked through.
- Excellent organisation (of the conference) and its venue.
- More "hands on" sessions and less formal paper presentations next time.
- Great design of the framework. There was plenty of time for discussion on an informal basis. I would happily mimic this format if I were programme chair.
- **Yes, I was particularly impressed with the great organisation. Congratulations to all those on the organising committee. This was really well done particularly enjoyed the roundtable sessions which were run very efficiently and which were very stimulating. The discussion was rich and stimulating.**
- Perhaps too many presentations of varying quantity - otherwise an excellent conference. I thought the overall organisation was brilliant - the student guides were extremely helpful and courteous - they made guiding your way from A to B really easy. Congratulations, a really useful conference - I look forward to accessing the Assessment Resource Centre.
- No, really well organised and great value for money.
- Very well organised and good social event - trip to Lamma island was most enjoyable.
- Student ambassadors were extremely helpful.
- Have another one.
- Very well organised. Excellent social activities which promoted collegial discussion.
- **I'd like to make a special mention of the extreme helpfulness of the student ambassadors. They were very thoughtful and extremely attentive to detail. Food was good too!**
- One suggestion might be to incorporate workshops as well as roundtable and presentations. This will encourage a more interactive alternative.
- Overall, this is a good and beneficial conference. You have a nice university with fantastic facilities.
- I would prefer the conference to be held in a hotel where all the rooms for paper presentations, posters, and keynotes speaker. It would be in one place, which would be easier in terms of transport, and accommodation.
- Congratulations!!! To all involved in organising this conference.
- Closer collaboration with Harbor Plaza Metro Hotel would ease problems with payment to booking. Enjoyed the conference.
- **Tiffany (the MC) was fantastic and should be commended for her efforts.**
- Food is over supplied in all the meals which is really a waste.
- Lower the temperature in all the lecture rooms during presentations to save more energy.
- A very well organised conference.

- Although the venues of the different sessions were quite close to each other, it was difficult to switch from one preferred presentation without arriving late at the next one (or leaving one early to be on time for the next one).
- Best conference I've ever attended and excellently organised. A minor suggestion! Provide a full delegates list with e-mail, common in the UK for useful reference.
- Many presentations were out of synchronization because presenters (and the chairperson) let it go over the time. The rest - an EXCELLENT conference, Congratulations!
- Great experience for my first time in Asia. Thank you for the professional organisation.
- Perhaps provide less refreshment before evening meals.
- An extremely enjoyable conference.
- Staff supportive and friendly.
- Thank you! A wonderful conference.
- The roundtable discussions were very good and offered the opportunity to "open up" issues and debates. The nature of the participants in a learning and teaching conference being those who like groupwork and debates, these roundtables proved very popular, whereas the very "traditional" lectures afforded less discursive opportunities. Future approaches would include more roundtables or workshop style methods.
- The use of technology was quite intrusive in the conference. It would be good to know what all the photos, videos and audio are going to be used for.
- A very well organised and valuable conference with an interesting academic and social programme. In the most part, enthusiastic speakers and presenters who were willing to share these ideas during presentations and in more informal settings.
- It was interesting to meet international colleagues and learn from their experience. I particularly enjoyed the Lamma Island trip. Possible improvement- better weather!
- It was a very good conference. Well organised and ran smoothly.
- E-mails to presenters etc. could have been sent a bit earlier rather than one to two weeks before the conference. This would also reduce the number of e-mails you received.
- 10 minutes was a bit too short for the round table presentations.
- This has been brilliant, particularly the sharing of ideas and a very good venue.
- Quality of food (lunch) can be improved.
- Not enough time to move between sessions.
- I would like to see workshops maybe, to teach us how to write assignments that assess using the methods presented. Many of the talks only gave their results and not talk about what they did
- Too much food.
- Very well organised.
- The conference has provided me with lots of "food for thought".
- I liked the conference activities on three separate pages.
- Great food.
- Very well organised.
- Thank you for a wonderful first time experience for me. Your staff was extremely helpful and very supportive. The social activities were also well organised and very enjoyable. I think the website will be great success. Well done!
- Well done. The poster sessions could have been more accessible.
- I would have liked more opportunities for discussion after the presentations and fewer lecture style presentations. Excellent organisation and lovely student helpers.
- Loved the Lamma island trip but didn't enjoy conference dinner food.
- Very well organised.
- Do it again!
- Some sessions could have been more interactive and would have liked more than Q & A
- Provide contact details of other delegates would be useful.
- When is the next one?

- Would have been good to leave a participant list with email address and institutional affiliation, country (presenters and participants).
- Some time to meet other "discipline fields" - just for an hour or so to make contracts that are less, e.g. - professional education, nursing/medical; teaching/educators; engineers, higher education: educational development, etc. Having said that I did enjoy learning from disciplines I don't usually learn from.
- I think that the most impressive of all was the professional shown by the student ambassadors. The young Hong Kong citizens are someone to look up to by the rest of the world. My warmest thanks to all the student ambassadors, especially to Vincent in the PQ304 lecture room.
- A Second international conference on Enhancing Learning via Assessment, say in two years time? Another country?
- More research papers and a clear distinction between them, and descriptive work, so that delegates can make informed decisions about which to attend - both are valuable but from abstracts it was difficult to tell which would be more empirical papers, and which were descriptive/experience sharing.
- The level of organisation, assistance and hospitality was fantastic - thank you!
- A delegates list, with emails would have been useful.
- More time between each session and a symposium would have aided movement across them, since symposium were not always coherent enough to stay for whole session.
- Only two lectures in the final block for the day.
- Presentation times need to be extended to about 45 minutes.
- The conference was exceptionally well organised, staff very pleasant and helpful, keynote speakers interesting and thought provoking. Well done to Steve and helpers! You have set a high standard that will be difficult to match.
- All presenters should have handouts.
- A lot more time to get from room to room.
- Too much show and tell - incomplete importance on many occasions of the significant literature on assessment in higher education, and some of which are a long way from best practice.
- Good discussions with presenters and with other conference participants
- My congratulations to the conference organisers, assistants and student assistants. The organisation has been impressive as have the content and range of issues explored.
- The conference was well organised. Timing is good and the student ambassadors are very helpful.
- Too much food wasted at lunch.
- Air-conditioning too strong.
- Wonderful keynotes! The best part!
- Directional signs to venues and washrooms not clear.
- Help desk location not convenient.
- First morning schedule not clear, should indicate time breakdown for reception opening and keynote speaker.
- Student ambassadors were very helpful.
- Too many parallel sessions at the same time, hence difficult to choose.
- Brilliant organisation.
- Invite more colleagues from US, Canada, An overwhelming number from New Zealand and Australia.
- Conference well organised.
- Rooms for poster sessions could be changed to a larger one if possible.
- Technical support (i.e. microphones could better be strengthened).
- Good conference, well-organised, helpful student ambassadors.
- Anyway, thanks a lot for inviting me to come! I've learnt a lot.
- We need more space for the posters!
- Conference fee far too expensive. Surprising for a project that had government funding.

- Some sessions had very good Q & A. Sometimes the obsession with microphones and multi functioning microphones has a rejecting impact in the discussion.
- Perhaps some more 'cutting edge" speakers could have been invited. Perhaps a younger more emerging scholar could also be invited.
- Very good car-parking arrangements and coordination.
- **Very good organisation. Very good keynote speakers. Closing session excellent.**
- The two abstract handbooks are very useful, however, they are categorised by themes that bring difficulty of finding when choosing topics among all paper presentations for 3 days.
- Noise coming from folding chairs inside Room TU101 and 103 is very interrupting during the paper presentation.
- Good car park arrangement, well done!
- I wished the multi tracks of presentations could be fewer, or with topics of concentrations; the poster room was bigger; Round table discussions were not concurrently conducted with other activities.
- **This has been the most enjoyable conference I've attended. The hospitality shown throughout was highly commendable. Thank you for a wonderful experience.**
- Provide a list of the participants and their contacts.
- The location was not so spread out.
- The fee for the conference was cut in half, especially for local attendees.
- Better food.
- Overall, the registration cost is higher than the learning values.
- The pre-conference communication was disorganised and quite chaotic at times.
- The organisation during the conference period was fine, and at times outstanding. The venues are good.
- **It was all well organised and all the talks were exactly on time. The best conference I have been to.**
- The English of the MC could be much more polished. However on the whole, the conference was full of collegial exchange and enthusiasm.
- Student helpers were thoroughly professional. Very well done. PowerPoint worked flawlessly in sessions I attended. A credit to the IT staff.
- I would suggest scheduling the poster session earlier on the conference.