



BALEAP Professional Issues Meeting (PIM) - Saturday 23rd February, 2019

[University of Birmingham, Edgbaston Park Hotel and Conference Centre \(G23\)](#)

**Assessing the Assessors: Reviewing Assessment Practices in (and beyond) EAP**

Timetable

Key: LP = Lightning Session; T = Talk; WS = Workshop

9:30-10:00	Registration and Publishers' stands			Entrance Hall
10:00-10:15	Welcome – Hayley Maxwell, Director of EAP, Birmingham International Academy, University of Birmingham			Fry
10:15-11:15	Plenary Speaker – Professor Tony Green, CRELLA, University of Bedfordshire <i>Assessing the Assessments: Tests of Academic Language Proficiency</i>			Fry
11:15-11:30	Break			
11:30-12:30	<b>Pevsner</b> <b>Shazad Khan [LP]</b> University of Birmingham <i>Developing teacher assessment literacy in HE: the case of critical thinking.</i>	<b>MacNeice</b> <b>Fiona Long &amp; Will Brantingham [LP]</b> Manchester Metropolitan University <i>How redevelopment of a reading assessment has improved teacher and student assessment literacy on a pre-session course.</i>	<b>Fry</b> <b>Ruth Arrowsmith [WS]</b> INTO Manchester <i>Inclusive EAP assessment - or is it? Meeting the challenge of neurodiversity and students with learning differences.</i>	
	<b>Michael Salmon [LP]</b> University of Liverpool (London) <i>Using subject specificity to encourage good academic practice.</i>	<b>Nicholas Bostock &amp; Marie Hanlon [LP]</b> Loughborough University <i>Developing a portfolio assessment for Foundation students.</i>		
	<b>Chloe Courtenay &amp; Sophia Vanttinen-Newton [LP]</b> University of Kent <i>What do mathematics students need to write at university and how can we assess them?</i>	<b>Bruce Howell [LP]</b> University of Reading, Malaysia <i>Transplanting a British EAP programme to Malaysia: not easy!</i>		
12:30-13:30	Lunch			1900 Steakhouse Bar & Grill
13:30-14:00	<b>Pevsner</b> <b>Gerard Sharpling [T]</b> University of Warwick <i>We have to assess the students but how? Using reflective e-portfolios for assessing post-graduate STEM students following credit-bearing modules in scientific writing.</i>	<b>MacNeice</b> <b>Adina Pirtea &amp; Karl Nightingale [T]</b> University of Birmingham <i>Audio feedback: a useful approach for international students?</i>	<b>Fry</b> <b>Sebastian Kozbial [WS]</b> University of Liverpool <i>The curious case of feedback: how to enhance quality and usefulness of formative feedback.</i>	<b>Bantock</b> <b>Michael Garbutt [T]</b> University of Edinburgh <i>Stakeholders' perceptions of the validity of internal English language entry assessments used on a summer pre-session course at a UK university.</i>
14:00-14:05				
14:05-14:35	<b>Liz MacDougall [T]</b> Abertay University <i>Covering all the bases: designing assessments for a bespoke pre-session programme.</i>	<b>Richard Nickalls [T]</b> University of Birmingham <i>Human versus machine: evaluation of the BIA's 'Academic Paraphrase Practice' automated marking application.</i>		<b>Huahui Zhao [T]</b> University of Leeds <i>Creating accessible, feasible and useful self-assessment grids based on the ELP: an evidence-based approach.</i>
14:35-14:50	Break			
14:50-15:20	<b>Pevsner</b> <b>Eddie Cowling [T]</b> University of York <i>From ghostwriting to learner engagement in writing assessment: how can an open book exam help?</i>	<b>MacNeice</b> <b>Klaus Mundt* &amp; Mike Groves** [T]</b> *University of Nottingham **University of Birmingham <i>Distraction or development: what are the potential effects of Google Translate in EAP assessment?</i>	<b>Fry</b> <b>Caroline Fletcher [WS]</b> University of Sheffield <i>Innovations in developing teacher assessment literacy: a scholarship circle model.</i>	
15:20-15:25				
15:25-15:55	<b>Steve Issitt [T]</b> University of Birmingham <i>Reading into writing: a new integrated test and the avoidance of plagiarism.</i>	<b>Sebastian Kozbial &amp; Michael Salmon [T]</b> University of Liverpool <i>Assessing note-taking without wading through the notes: can/should it be done?</i>		
15:55-16:00				
16:00-16:30	Wrap-up session and raffle prizes			Fry