**Abstract for GLAD Conference Presentation**
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Title of presentation:

A place of my own: reflective, formative spaces for learning teaching and assessment

Theme:

Creating learning rich studios for students and course teams

Authors:

Sheelagh Wright, Maria Tannant and Annamarie McKie, University for the Creative Arts

Keywords:

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Many researchers have highlighted the widespread concern over learner motivation and persistence in mass higher education (Tinto, 1994; Yorke, 1999). Formative and ipsative (ongoing) feedback is central to the studio learning experience in art and design, potentially giving students rich formative experiences, in which to become active participants in their own learning. However, whilst the benefits to student learning, are recognised, the practicalities of giving and receiving feedback remain a challenging aspect of the teaching and learning process (Blair, 2011), typified by dependency on the tutor and a fixation on grades. Nicol and Macfarlane-Dick (2006) explored the potential of formative assessment to shift learners away from extrinsic motivation to towards intrinsic motivation and autonomous learning. In an art and design context, this ‘learning journey’ might be characterised by student presentations, portfolio reviews, peer assessment and critiques (crits). These rich learning experiences provide students with diverse, sometimes conflicting, formative assessment points in which they are expected to be autonomous learners. Students often describe troubling accounts of these experiences:

“Our tutor will say great, love it and then two weeks later in another formative review, another tutors says scrap it…I am really confused now and don’t know how to develop my work…” (UCA student, March 2013 ‘What’s behind the NSS’ [[1]](#footnote-1)research)

This poster session explores *The Learning Journey project* on theUniversity for the Creative Arts Rochester Fashion Promotion course. The Learning Journey is a new online resource for students, which documents all their formative feedback in one place, to enable more autonomous learning and continuing dialogue between staff and student. As a result of this learning and teaching intervention, student satisfaction has increased and admin time has reduced, all providing students and staff with a far richer model of teaching, learning and assessment.

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1. [↑](#footnote-ref-1)