

The Power of Process: Designing assessment and feedback for meaningful learning

an event organized by

FormiD and the Department of Psychology and Cognitive Science

Speaker

Prof. Naomi Winstone, University of Surrey (UK)

Schedule

October 23, 2026, 10-13:00 and 14.00-17:00

Lunch buffet: 13:00-14:00

Place

School of Innovation, via Tommaso Gar, 16/2, Trento, CLab M room

Content

In both assessment and feedback practices, we often place greater emphasis on products rather than processes. In assessment, we typically assess the products of student learning, like an essay or report, rather than the processes through which the work was produced. In feedback, we often focus on the comments given to students on their work, and how and when these comments should be 'delivered'.





In this interactive workshop, we will explore what happens when we make **feedback an active part of the learning process** rather than a one-way communication from tutor to student, and the **potential of process-based assessment** to provide a richer picture of student learning.

The workshop will explore **practical design strategies** for helping students seek, interpret, use and act on feedback, including strategies that can work effectively in large classes and within the time and workload constraints faced by educators.

The workshop will also explore **assessment design in the context of generative AI**. As AI tools make it increasingly difficult to interpret a final product as straightforward evidence of individual learning, placing greater emphasis on the processes through which students develop and demonstrate their work may offer new ways to make more robust and meaningful judgements. We will explore how the Black Box Assessment model (Winstone, Gravett & Elkington, 2026) can generate ideas for redesigning assessment to have a process focus.

Participants will leave with **practical ideas and concrete tools for rethinking feedback and assessment** in their own contexts, along with opportunities to reflect on how small changes to existing practices might create more active, process-focused approaches to learning and assessment.

Registration

Registration open until September 30 via the booking form sent directly to those interested.

