Title: **Assessment in the Third Space: Librarians, Educational Developers and Lecturers collaborating to promote engagement with feedback**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Consider what is meant by the Third Space.
2. Discuss the opportunities the third space offers for enhancing the student experience.
3. Reflect on the tenets of meaningful collaboration for all stakeholders.
4. Share perspectives on how to identify and create opportunities for meaningful collaboration.

Session Outline

This discussion paper focuses on processes and outcomes for academics, librarians, education developers working collaboratively on an ongoing institute-wide initiative. It will also consider the impact on the student experience. The initiative, a prize for engagement with feedback, seeks to promote both academic and assessment literacies among first-year undergraduates. While much has been written about the potential of collaboration it is widely acknowledged that tensions can emerge which can potentially derail activities (Pham and Tanner, 2010). This is understandable because issues of culture, traditions, identities and assumptions are innately present in such relationships. What is different about this initiative is that it occurs outside the parameters of the formal curriculum, in a theoretical or "notional space" commonly referred to as the Third Space (Whitechurch 2008, Gutiérrez, Baquedano-López & Tejada1999). This space or place, borderless yet bounded in terms of a shared commitment to student -centred learning, provides a forum where creative problem solving can take place. Exploring our differences was an important starting point. This was disruptive and uncomfortable yet ultimately led to transformation in terms of reciprocal understanding and mutual respect. We used Activity Theory (see Yamagata-Lynch, 2010) to help us make sense of our shared processes and collective experiences. This will be used to frame wider discussion of collaboration in the third space and its impact on student engagement and learning. (word count 223).

Session Activities and Approximate Timings

Approximate timing	Activity
15 mins	**Presentation:** Background and context. - Outline of 'how' and 'why' we came together and the initiative that developed. - The initiative: 'The Information Literacy Prize for Engagement with Feedback'.
10 mins	**Discussion** - What are the opportunities offered by the third space to enhance the student experience? - What are the challenges?
10 minutes	**Presentation** The process: - Activity theory: Understanding the process - The techniques and tools we used to facilitate learning, understanding and professional development. - The students' role in the process.
10 mins	**Discussion** - How does third space collaboration impact on our roles and identities? - How do we harness this to enhance learning?

References

Gutiérrez, K.D., Baquedano-López, P., & Tejada, C. (1999). Rethinking diversity: hybridity and hybrid language practices in the third space. *Mind, Culture, and Activity*, 6 (4), pp. 286-303

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Whitchurch, C. (2008) Shifting identities and blurring boundaries: the emergence of Third Space professionals in UK higher education. *Higher Education Quarterly*, 62(4), pp.377–396.

Yamagata-Lynch, L.C. (2010). *Activity systems analysis methods: Understanding complex learning environments*. New York, Springer Science & Business Media.