Title: **Investigating Educational Developers' Perceptions of Assessment Literacy.**

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Session Learning Outcomes

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

- Understand and explain to others the key issues in assessment literacy with specific regard to the role of the educational developer
- Discuss and analyse the issues around assessment literacy as they apply to the delegates' own educational development context
- Provide suggestions for dealing with key challenges around assessment literacy for the educational developer
- Contribute to an evidence-based research project (funded by SEDA 2015-16 http://www.seda.ac.uk/2015-grant-holders)

Session Outline

Assessment is widely recognised as a crucial part of the learning and teaching process, and there is a growing acceptance of the importance of assessment literacy among key stakeholders (e.g. Popham, 2009). This workshop investigates assessment literacy from the perspective of the educational developer, addressing the following key issues:

- What does assessment literacy mean to educational developers?
- How do educational developers engage with the concept in theory and in practice – do they practice what they preach?
- What are the implications for provision of initial and continuing professional development by educational development units?

The workshop first briefly reports on a study of the literature and delivers initial findings from an online qualitative survey of educational developers across the sector (developed as part of a SEDA funded research project in 2015-16). This evidence then feeds into the main workshop activity in which delegates can contribute and share their own perceptions, preferences and suggestions.

The workshop builds on the theoretical underpinnings for assessment literacy for academic staff and students (Price et al 2012), and asks specifically where Educational Developers fit into this. In addition, it draws on the Higher Education Academy document "A Marked Improvement", which identifies six core tenets of effective assessment in its Manifesto for Change, including "Integrating assessment literacy into course design" (2012:21) alongside

tenets based on more established concepts such as Assessment for Learning, Validity, Precision, Standards and Reliability.

This workshop provides an opportunity for educational developers to "examine their own assessment knowledge and beliefs, and explore the practical implications of the tenets for their specific context" (HEA, 2012:15). In so doing, delegates will be able to explore research-informed issues around assessment literacy for educational developers as well as contributing via their active participation, analysis and discussion to this emerging area of educational enquiry.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

1. Introduction (10 minutes): brief presentation explaining the key issues around assessment literacy, including a review of the research project and interim questionnaire findings to date (http://www.seda.ac.uk/2015-grant-holders).

2. Instructions (5 minutes): setting up the workshop activities (divide into groups, nominate scribe, distribute materials) as well as presenting and clarifying the four questions to be discussed allocating one different question to each group, e.g.
   - Theory versus practice in assessment on IPD and CPD provision
   - Assessment literacy as a "slowly learned skill" (Price et al 2012)
   - Developing a community of enquiry for assessment literacy
   - Assessment literacy and implications for diversity and inclusivity

3. Group discussion (15 minutes): discussion, ideas generation and poster creation: discussing one of the above questions, generating ideas and suggestions, collecting suggestions on a flipchart and finally posting on the wall.

4. Gallery Walk (10 minutes): individuals circulate and review other groups' posters, placing stickers to identify the three main points, plus post-it notes for additional comments. Everyone should comment on each of the other three groups. (Sweet and Michaelson, 2012)

5. Review and conclusion (5 minutes): presenter reviews the ideas, providing a brief summary of points emerging and drawing the task to a conclusion, as well as giving contact information and links for following up the evidence gathering process and research project.

References

Higher Education Academy. 2012. *A marked improvement: transforming assessment in higher education*. Available online https://www.heacademy.ac.uk/node/3950
(last accessed May 2015)
Popham, W.J. 2009. "Assessment literacy for teachers: faddish or fundamental?" *Theory into Practice*, 48: 4-11.
Price, M., Rust, C., O'Donovan, B. and Handley, K. 2012. *Assessment literacy: the foundation for Improving student learning*. Oxford: OCSLD.
Sweet, M. and Michaelsen, L. 2012. *Team-based learning in the social sciences and humanities : group work that works to generate critical thinking and engagement*. Sterling, Virginia: Stylus.