Investigating Assessment Literacy in OBU’s Learning Communities

What is it and how can it be developed?

Learning and Teaching Conference
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Our project

- Joint OCSLD/ASKe (PRC)
- Running over two years
- Partly funded by the Student Experience budget, partly by ASKe (PRC)
- Two strands: evaluation of Assessment Compact and qualitative research on assessment literacy
- Data collection methods: survey, module evaluation and programme review reports, focus groups, audio diaries
“Assessment literacy: an acquired ability to judge the level of assessment performance against standards accepted and agreed by the learning community of which the appraiser is a part”
Based on these assumptions

• Assessment literacy is informed by historical, social, and cultural narratives of both the individual and the academic institution;
• It can be developed via the ‘right’ type of experience as part of, and in response to a (learning) community to which students belong; an assessment literacy learning process is therefore situated, experiential and developmental;
• It goes beyond that of the learning institution and is embedded in wider competencies and knowledge, and is therefore transferable with implications for life long learning.
Our 9 participants

- undergraduates (3 mature students)
- mix of years (one foundation)
- 7 programmes
- 7 UK nationals (incl. 1 British African), 1 Irish, 1 Indian national
- 4 females, 5 males
- 57 diary entries so far (from 4 minutes to 17 minutes)
<table>
<thead>
<tr>
<th>Name</th>
<th>Programme</th>
<th>Year</th>
<th>FT/PT/Mature</th>
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<tbody>
<tr>
<td>Claire</td>
<td>Anthropology/ Psychology</td>
<td>2</td>
<td>PT/Mature</td>
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<tr>
<td>Ahmed</td>
<td>Accounting and Finance</td>
<td>3</td>
<td>FT</td>
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<tr>
<td>Jane</td>
<td>BA Primary Teaching</td>
<td>1</td>
<td>FT/Mature</td>
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<tr>
<td>Alice</td>
<td>History and Law</td>
<td>2</td>
<td>FT</td>
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<td>Madeline</td>
<td>History</td>
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<td>Gary</td>
<td>Technology</td>
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<td>Tim</td>
<td>Law and Business</td>
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<td>William</td>
<td>BA Primary Teaching</td>
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<tr>
<td>Simon</td>
<td>History</td>
<td>2</td>
<td>FT</td>
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</tbody>
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Introducing Jane

- Is Jane assessment literate?
Activity

To what extent do you think Jane is assessment literate?

In what way do you think she is assessment literate?

Could you describe the skills that make her assessment literate?

What in Jane’s environment supported her assessment literacy?

What detracted from it?

To what extent do you think students on your courses are assessment literate?

What could you do to further support the development of their assessment literacy in your line of work?