

**Assessment Literacy for Linguistically and Culturally
Diverse students with implications for staff development in
HE**

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**Developing the assessment literacy of
Linguistically and culturally diverse students
within a large Business School**



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Outline

Introduction: rationale, context & aims

Key findings from the literature review

Key design principles

Implementation in 5 pilot modules (2 exemplars)

Evaluation: methodology and some preliminary findings

Implications for HE educators

Introduction: rationale

New ways of working during the pandemic led to unprecedented changes in the **workplace** (De Lucas et al., 2020)

Universities underwent a **similar paradigm shift** in **curriculum** delivery and **management**, with implications for **practice** and **learning**, including the role played by **digital technology** and **face to face** teaching (Dwivedi et al., 2020; Carolan et al., 2020)

Educators/Lecturers had to **rethink** their role within the **Higher Education system** (Rapanta et al., 2021), including how to support **student learning**.

Linguistically and culturally diverse students face further **challenges**, including engaging with **unfamiliar assessment practices**, leading to an **attainment gap** with home students (Kerridge and Simpson, 2019)

More **inclusive practices** in assessment post pandemic are therefore essential to the development of an **innovative and adaptable global workforce**

Introduction: context

- A large department within Sheffield Business School focusing on **Business & Management** courses at **UG** and **PG**
- **2,000-3,000 international students** studying **Business & Management/ Finance/ Service Sector** in Sheffield Business School, including in partner in institutions in **Hong Kong, Botswana and Shanghai.**

Introduction: aims of the project

The project aims to **promote and embed a change in practice** to improve **assessment literacy** for **all** students, with particular attention to the **needs** of the **linguistically and culturally diverse** international student body

The Literature review: Focus

- ❑ Studies, both pre and during Covid, have focused on the **international student academic and cultural experience** within the UK (Bamford, 2008, 2020; Foster, 2020)
- ❑ The **BAME/BME students' attainment gap** have also been explored, e.g. Berger and Wild (2017) calling for more **inclusive approach** to LTA.
- ❑ The **review** focuses on the role that **assessment design** can play in improving **assessment literacy** and students' **ability to engage** successfully in the process.

Some definitions

Assessment literacy can be defined as “the **ability to design, select, interpret, and use assessment results** appropriately for education decisions” (Quilter and Gallini 2000, 116).

Inclusive assessment refers to the **design and use of fair and effective assessment methods and practices** that enable **all** students to demonstrate what they know, understand, and can do (Kaur, 2017).

Multimodal assessment refers to a wide range of applications that **enable** students/ tutors to **share, comment, create, and discuss digital contents** via a range of medium such as text, visual, audio, tactile, gestural, and spatial representations. (Curwood, 2012; Silseth and Gilje, 2017).

Literature review: Key findings

The role of assessment **for** and **as** learning which incorporate **choice**, **formative tutor & peer feedback** in improving performance and skills (Boud, 1995; Boud & Falchikov, 2006, 2007; Benson & Brack, 2010)

The benefits of **involving** students in **assessment design** (e.g. developing rubrics/ co-constructing assessment) (Grainger, 2021; Kaur, 2017; Kilgour et al., 2020; Andrews et al., 2018)

The importance of **scaffolding** the **learning/ assessment** process to improve **assessment literacy**, **reflection** and **student autonomy** independently and in **collaboration with peers** (e.g. online formative assessment/ e.portfolios) (e.g. Ma et al., 2021; Zou et al., 2021)

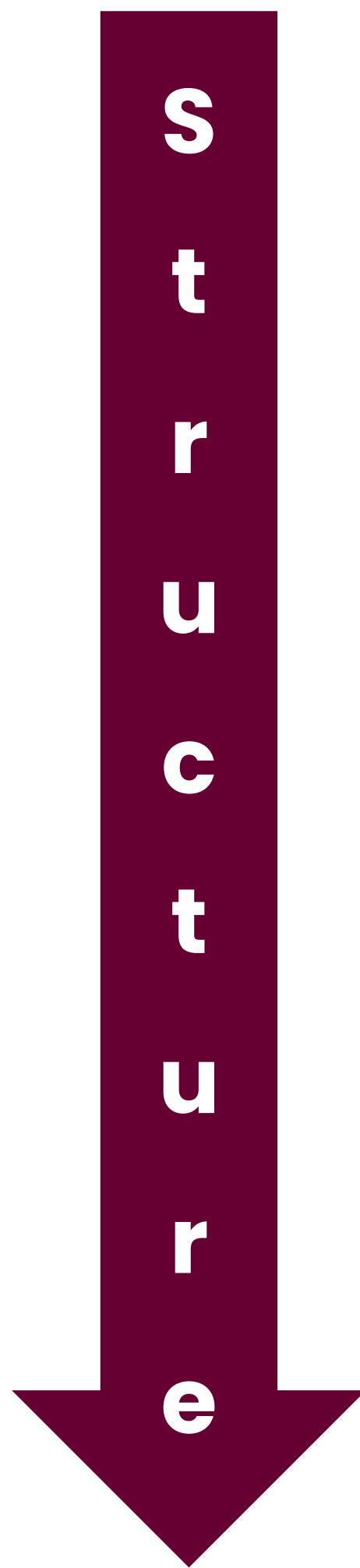
Literature review: Key findings

Multi-modal assessment, can cater for a range of **needs** and **learning preferences** (e.g. Ross, Curwood & Bell, 2020; Cartner & Hallas, 2020)

The importance of considering the development of **meta-affective knowledge** and **emotional intelligence** when **designing formative learning activities/assessment** (Raccanello et al., 2022; O'Leary, 2014, 2018).

Effective learning from (*and about*) **assessment** is not just about tutor to student feedback but also the **ability** and **opportunities** to **self** and **peer** assess. (Sadler, 2010).

Key design principles



Scaffold the assessment task (and learning) through **interrelated activities** to promote assessment literacy e.g. online portfolios

Consider the **cognitive, affective** and **behavioural domains** when designing activities e.g conflict resolution in groupwork

Build in opportunities for **social/ collaborative** learning/ assessment **activities** through **multimodal** assessment (see definition)

Include a **diagnostic self/ peer assessment** as a starting point where possible.

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Develop students **evaluative judgment** through **self** and **peer** assessment

Develop clear **criteria/rubric** and create **opportunities** for students **to apply these** e.g. self/peer assessment of work and/or co-creation of the rubric text

Create space for **self** and **collaborative** reflection

Create **opportunities** for **engaging** with **interim feedback** (self/ peer or tutor)

- **Implementation examples**
- **Module Academic and Professional Excellence (AF, BF, CF occurrences)**

Reasons for changes to assessment	<p>To prepare and support a diverse international cohort better for the two assessment tasks. Currently, Task 1 requires students to undertake independent research and to select a company and a competitor and then analyse the CSR practices of those companies using academic models and theories as tools. Task 2 (a) requires students to prepare and deliver a group presentation. Task 2 (b) requires students to write an individual reflection.</p>
Proposed changes to assessment	<p>For Task 1, the following changes have been proposed:</p> <p>In groups, the students will research and choose individually an industry sector – and identify companies within the sector – with the guidance of seminar tutors. The classes will be delivered in IT rooms which will facilitate this.</p> <p>For Task 2, the following changes have been proposed:</p> <p>Introduction of peer assessment/feedback during the formative, practice, Dragon’s Den group presentations.</p> <p>This would also help the students with their individual reflections.</p>

• Implementation examples

- Module Academic and Professional Excellence (AF, BF, CF occurrences)

<p>Assessment design protocols covered (Delete as appropriate)</p>	<p>Scaffold the assessment task (and learning) through interrelated activities to promote assessment literacy e.g. online portfolios</p> <p>Build in opportunities for social/ collaborative learning/ assessment activities through multimodal assessment (see definition)</p> <p>Develop students' evaluative judgment through self and peer assessment.</p> <p>Create space for self and collaborative reflection.</p> <p>Create opportunities for engaging with interim feedback (self/ peer or tutor).</p>
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• Implementation examples

Module	Strategic Marketing Management and Decision Making
Reasons for changes to assessment	Students struggle to understand and apply some of the key marketing concepts that are needed for this portfolio assessment.
Proposed changes to assessment	<p>Break-down assessment brief in-class to explain how to structure report.</p> <p>Provide exemplar template for assessment brief with bulleted list of what we would expect in each section (use this to demonstrate to students how metrics can inform the plan at different stages).</p> <p><i>Consider</i> whether to refer students to examples online of marketing plans.</p> <p>Put students in learning sets at the start of the block delivery and allocate a fictional company to each set. Then arrange formative activities that support the set to populate the exemplar template step-by-step as they work through the teaching block.</p> <p>Learning sets share their group work at the end of the block for the purpose of peer group formative assessment.</p> <p>Revisit delivery of marketing metrics part of module.</p> <p>Students work on a company of their choice, as before, for the summative individual portfolio assessment and end that with a piece of self-reflection.</p>

Methodology

- Evaluation
- The evaluation is a mixed method approach:
 - ❑ an evaluation pre and post intervention using an **assessment literacy measurement instrument** using Smith et al's (2011).
 - ❑ **Qualitative interviews** to gauge student's experience of the **assessment post intervention** in 22/23.
 - ❑ The success of the interventions will also be evaluated through **standard quantitative measures** such as **MEQs** and **student performance** as reflected by their grade.

Preliminary findings- survey: N=61

Country	UK: 43.75%	Botswana: 56.25	Hong Kong: 0		
Gender	Male: 18.75	Female: 81.25			
Level of study	L6: 37.5%	L7: 62,5%			
One assignment complete	60%	Last assignment completed	33.33%		
Understanding how to apply rules	86.67%	Assessment procedure clear	80%	Understanding how to apply assessment	86.7%
Understanding the criteria	100%	Do what I need to get the grade I want	100%	Assessment show me how much of the course content I understand	86.7%

Implications for HE Educators

- Increase **choice** e.g. a selection of live projects
- **Peer support**: Learning sets (group practice) & peer feedback/ assessment
- **Tutor support**: formative feedback/ exemplars for guidance
- Use of **online portfolio-based** assessment
- Increase **opportunity** for **self-reflection**
- **Scaffold learning** through interrelated activities

- **Thank you for Listening**
- Questions and Comments ?

- **References/ bibliography**
- Click on the link to access the full bibliography: [here](#)
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