

**The assessment literacy of culturally and linguistically diverse students in the post-Covid hybrid environment**

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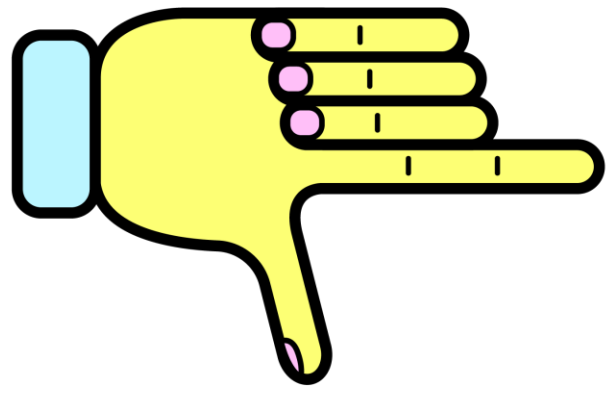
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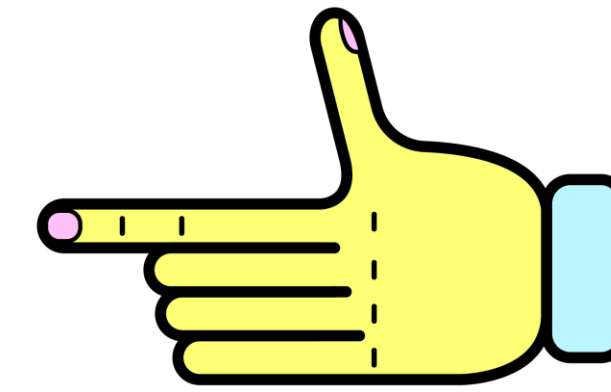
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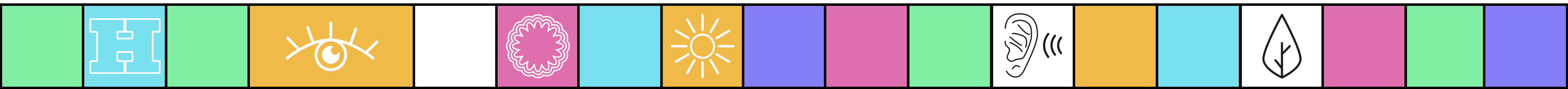
## **Session 3 / *Developing the assessment***

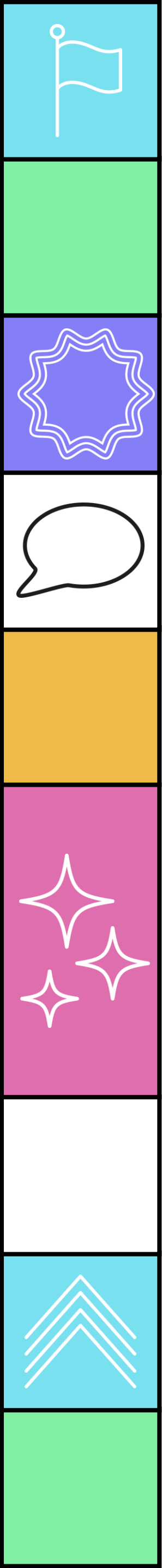
***literacy of culturally and linguistically  
diverse student in the post covid hybrid  
environment to support student success***



**Dr Christine O'Leary**

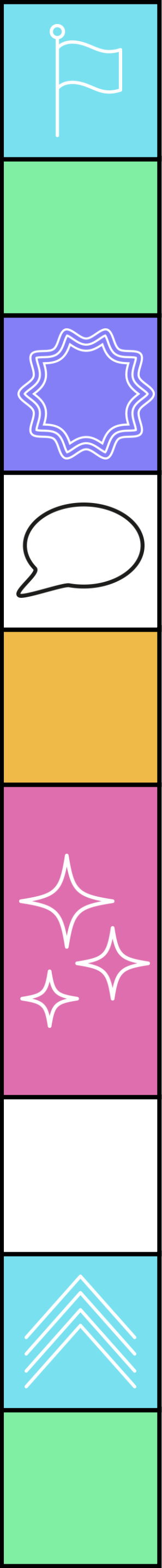
**HERN Seminar – 12-1pm  
London Metropolitan University**





# Outline

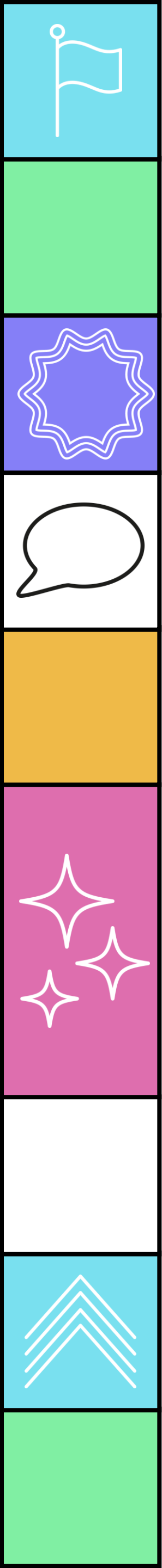
- ❑ Introduction
- ❑ Summary of findings from the literature review and case studies
- ❑ Key design principles
- ❑ Implementation in 5 pilot modules (2 exemplars)
- ❑ Next Steps: Evaluation
- ❑ Comments and questions



# Introduction

## Project aim

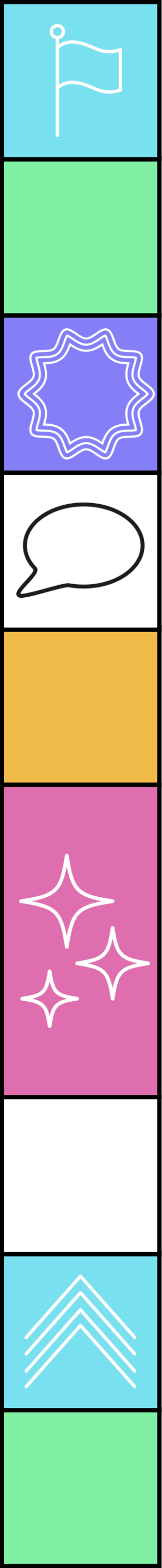
The project aims to **promote and embed a change in practice** to improve **assessment literacy** for all students, with particular attention to the **needs** of the **linguistically and culturally diverse** international student body



# Introduction

## Project objectives

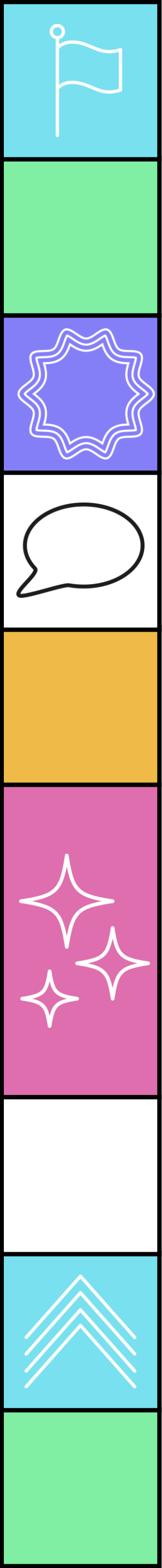
- To provide a set of **evidence-based** and **research-led** assessment design principles
- To offer **exemplars** where such principles have been **successfully applied** from **within** and **outside** the institution
- To give support in **applying the principles** to a small number of **interested module teams** at **Stage 2** of the project.
- To **disseminate** outcomes through **internal** and **external** CPD and **publications**.



# Introduction

## Expected impact

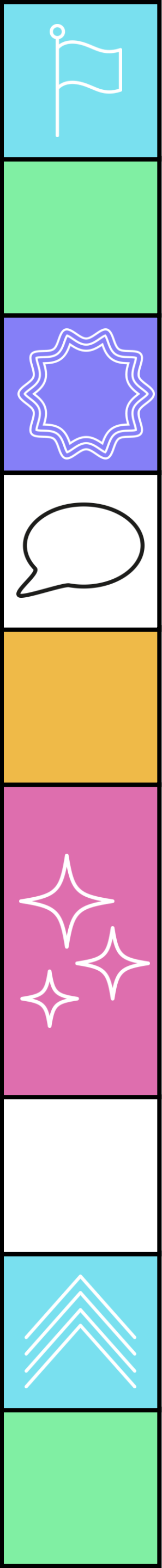
- ❑ Narrowing the BAME attainment gap
- ❑ Reduction in the number of cases of **academic misconduct/ concerns** involving international students
- ❑ Improving satisfaction measures in MEQs, NSS (UG), PTES (PG)



# 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.



# Literature review

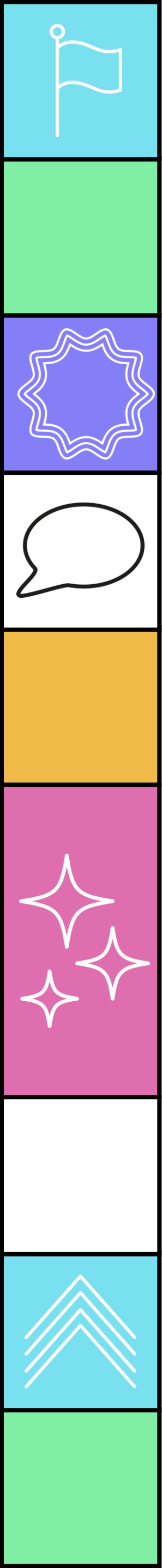
## Some definitions

**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 definitions: a starting point

An **inclusive** approach to assessment means designing assessment with **all students in mind** (Moriña, 2017; Evans, 2020).

In a **learner-centred curriculum**, assessment is deemed to be a **vehicle for learning** as well as a **measurement of that learning**. (Nicol and MacFarlane-Dick, 2006; Evans, 2013; O'Leary, 2014).



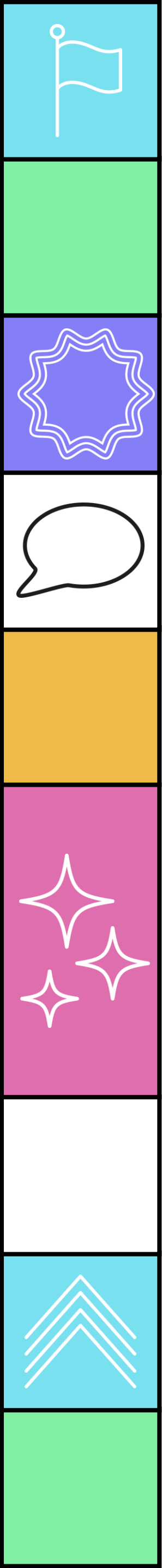
# Literature review

## 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

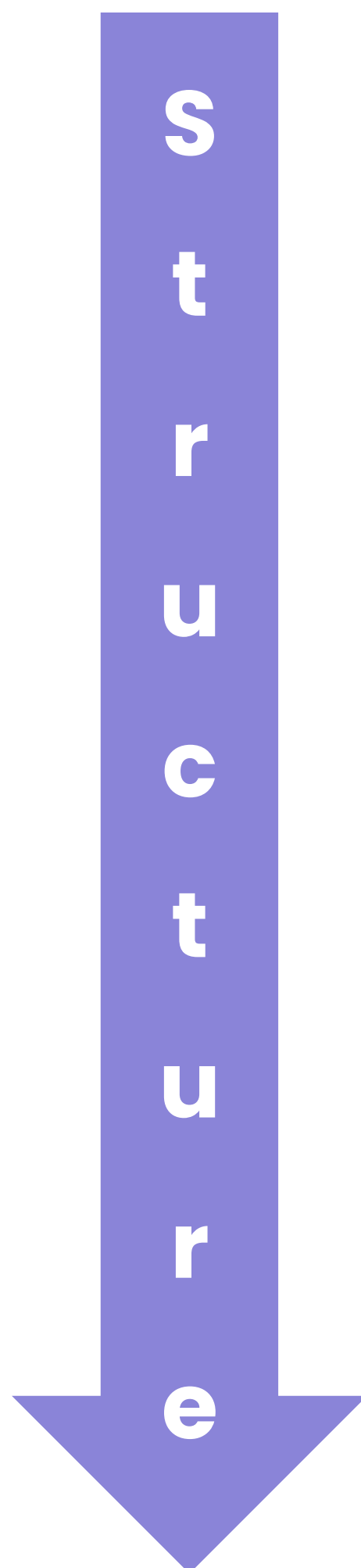
## Key findings

**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



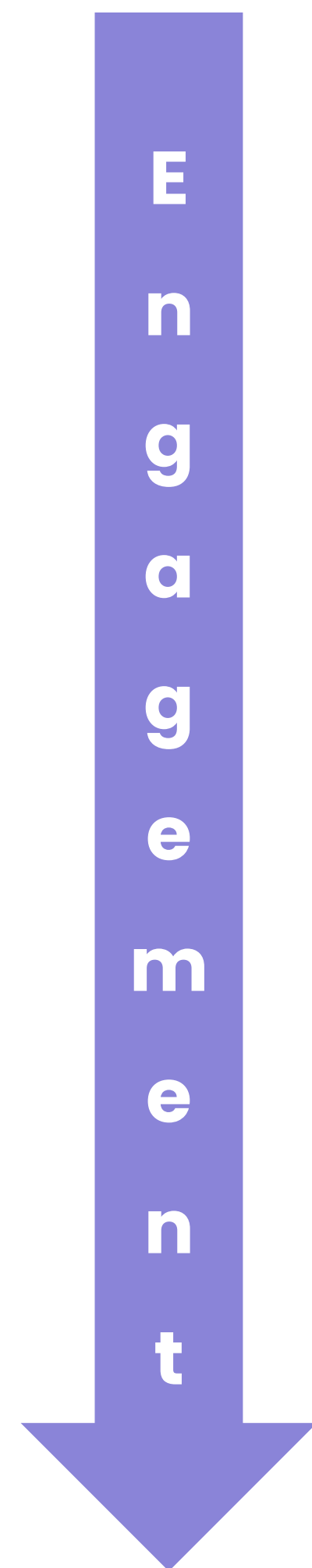
**Scaffold** the assessment task (and learning) through **interrelated activities** to promote assessment literacy e.g. online portfolios

**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.

# Key design principles

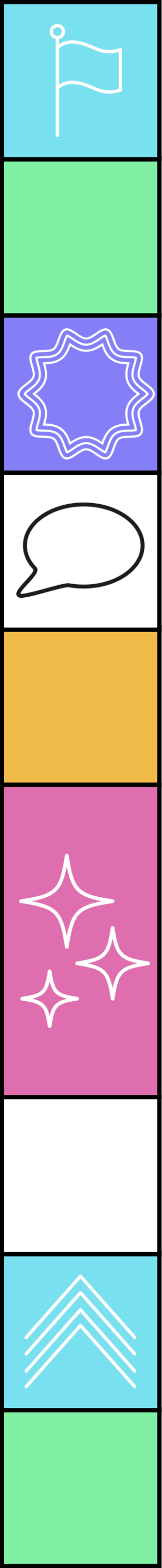


Develop students **evaluative judgment** through **self and peer** assessment

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**

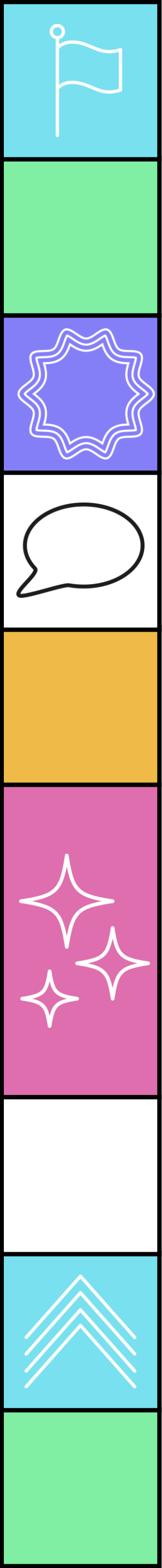
Create **opportunities** for **engaging with interim feedback** (self/ peer or tutor)



# Implementation examples

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

<p><b>Reasons for changes to assessment</b></p>	<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>
<p><b>Proposed changes to assessment</b></p>	<p>For Task 1, the following changes have been proposed: In groups, the students will research and choose <b>individually an industry sector</b> – and <b>identify companies within the sector</b> – with the <b>guidance of seminar tutors</b>. The classes will be delivered in IT rooms which will facilitate this.</p> <p>For Task 2, the following changes have been proposed: Introduction of <b>peer assessment/feedback</b> during <b>the formative, practice, Dragon’s Den</b> group presentations.</p> <p>This would also help the students with their <b>individual reflections</b>.</p>



# Implementation examples

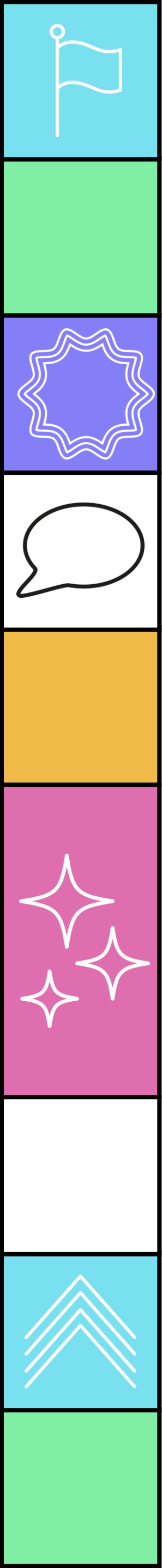
Module Academic and Professional Excellence (AF, BF, CF occurrences)

<p><b>Assessment design protocols covered</b> (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
<p>Reasons for changes to assessment</p>	<p>Students struggle to understand and apply some of the key marketing concepts that are needed for this portfolio assessment.</p>
<p>Proposed changes to assessment</p>	<p><b>Break-down assessment brief in-class</b> to explain how to structure report.</p> <p>Provide <b>exemplar template</b> 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 <b>learning sets</b> at the start of the block delivery and allocate a <b>fictional company</b> to each set. Then arrange <b>formative activities</b> that support the set to <b>populate the exemplar template step-by-step</b> as they work through the teaching block.</p> <p><b>Learning sets share their group work</b> at the end of the block for the purpose of <b>peer group formative assessment</b>.</p> <p>Revisit delivery of marketing metrics part of module.</p> <p>Students work on a <b>company of their choice</b>, as before, for the <b>summative individual portfolio assessment</b> and end that with a <b>piece of self-reflection</b>.</p>



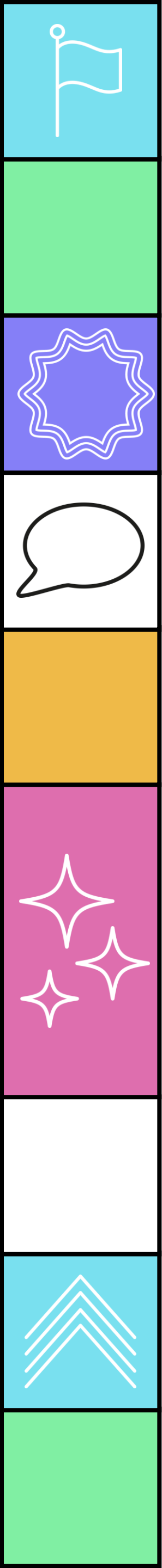


# Next steps

## Evaluation

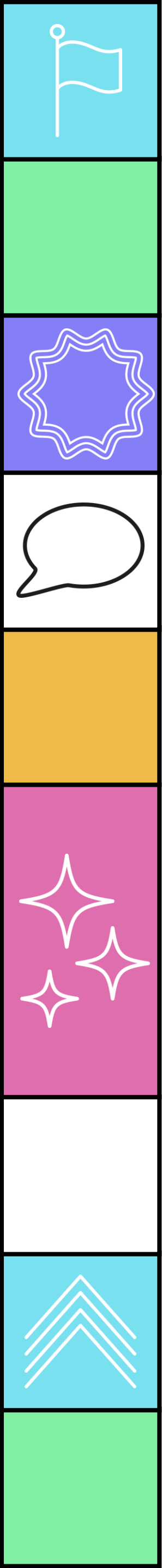
**The evaluation will use a mixed method approach:**

- an evaluation pre and post intervention using an assessment literacy measurement instrument such as Smith et al's (2011).**
- a qualitative questionnaire 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.**



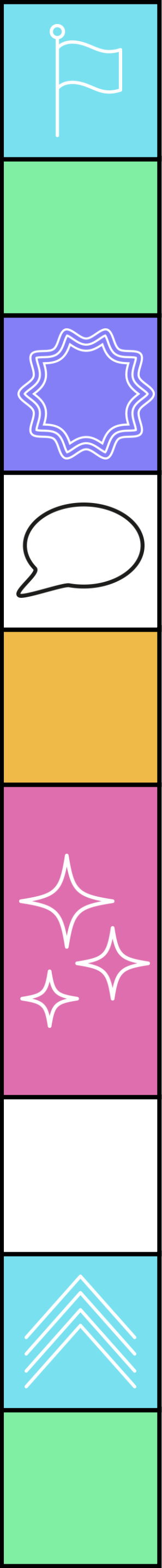
# Summary of changes to assessment support

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



# Thank you for Listening

Questions and Comments ?



# References/ bibliography

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