



Not *another* literacy? A case for developing professional literacy with undergraduate students using dialogic feedback opportunities.

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2019

Note Address

n McArthur
aster University

ark arts of assessment:
SMART to social justice



the practices that make up higher
on, assessment is the one where
cedures and reliable outcomes are
most important. Much of the
ment that takes place in higher
ion leads on to professional
itation, and as a society we rightfully
ertain guarantees in the professional
edge of our doctors, engineers,
ers and lawyers. And yet, I will argue
ve also need graduates with soci-
dispositions and ways of using
ledge - and that nurturing
ssitates a rather different a-
ing and assessment. In
e that to realise the
ntial of assessment
ploy a very differ-
es than those
ntra of
essment fr
embrace
shadow
dit ci"

their work,
instrumental
students
encour
indu
vz

allows us to
separate out a complexity @ many
stand - levels
that unifies academic learning &
prof.
AHE foregrounding

Professional literacy

- building on other, multiple literacies
& forged knowing this convergence 2 years ago &
an awareness of & frustration with the need to
explicitly support students to make clear links
2 academic & prof practice

Academic
(1990)

like many prof quals - SWT is a [what's Julia's
phrase??] - an academic
degree & the achievement of a competency prof
level / competence for the unit of a competency
graduate to the HPC for a regulated licence to
practice



stud
lit

... & writing as a partic form of
must be done in a particu

ate
trons
unis)

LT projects
audit, pilot,
generator of
rts/public

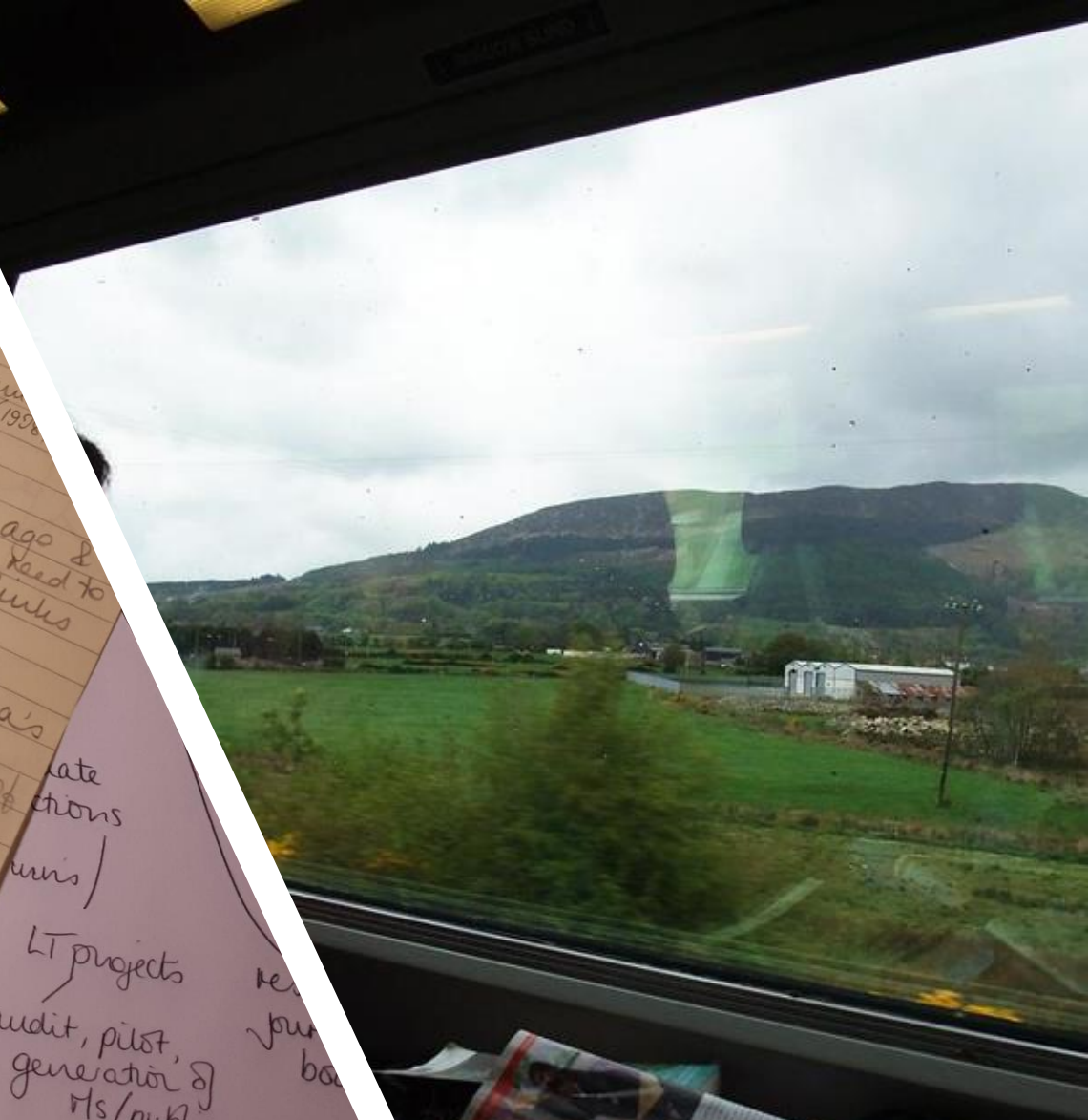


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Image from Flickr by Juan R. Martos

National
changes

Revalidation

New
module



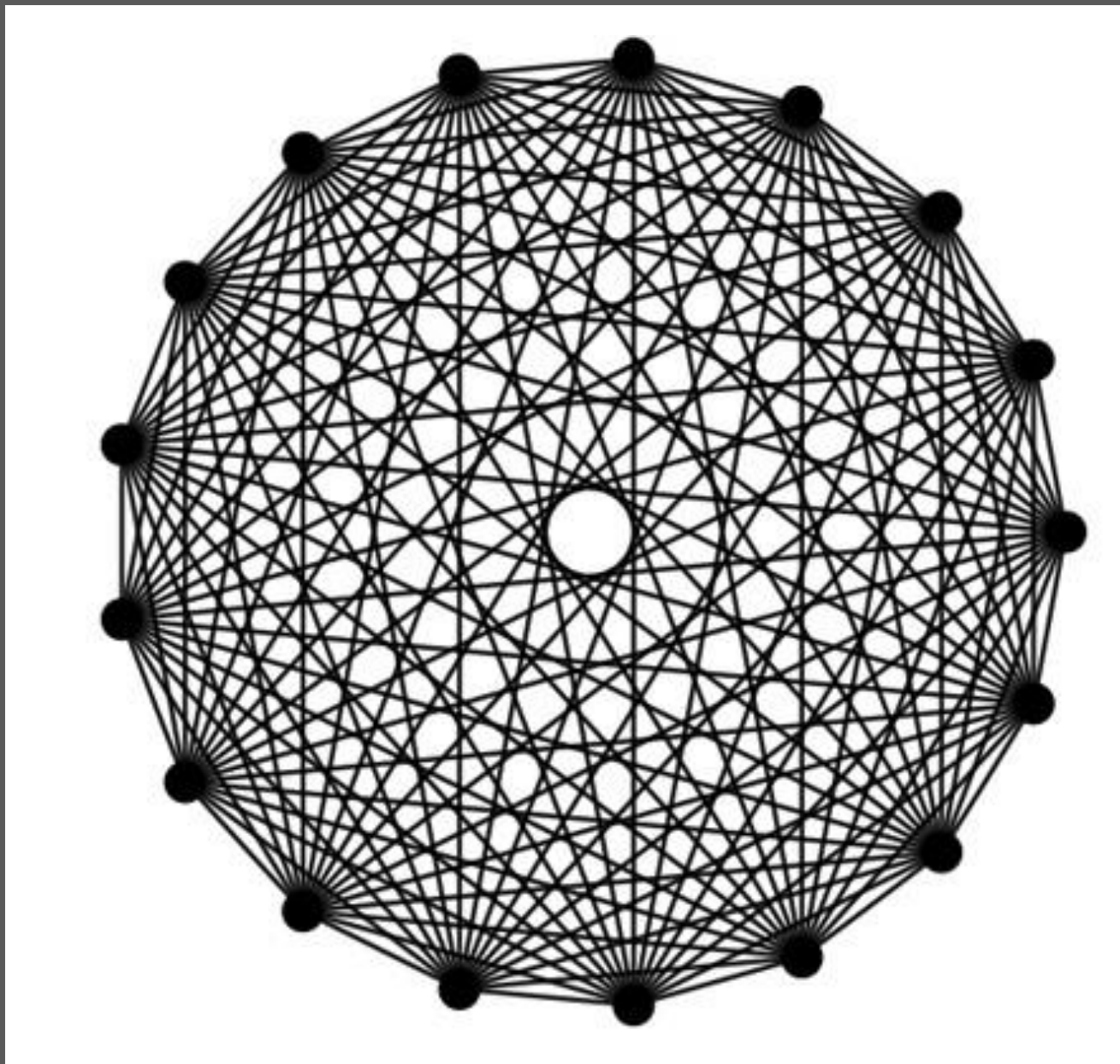


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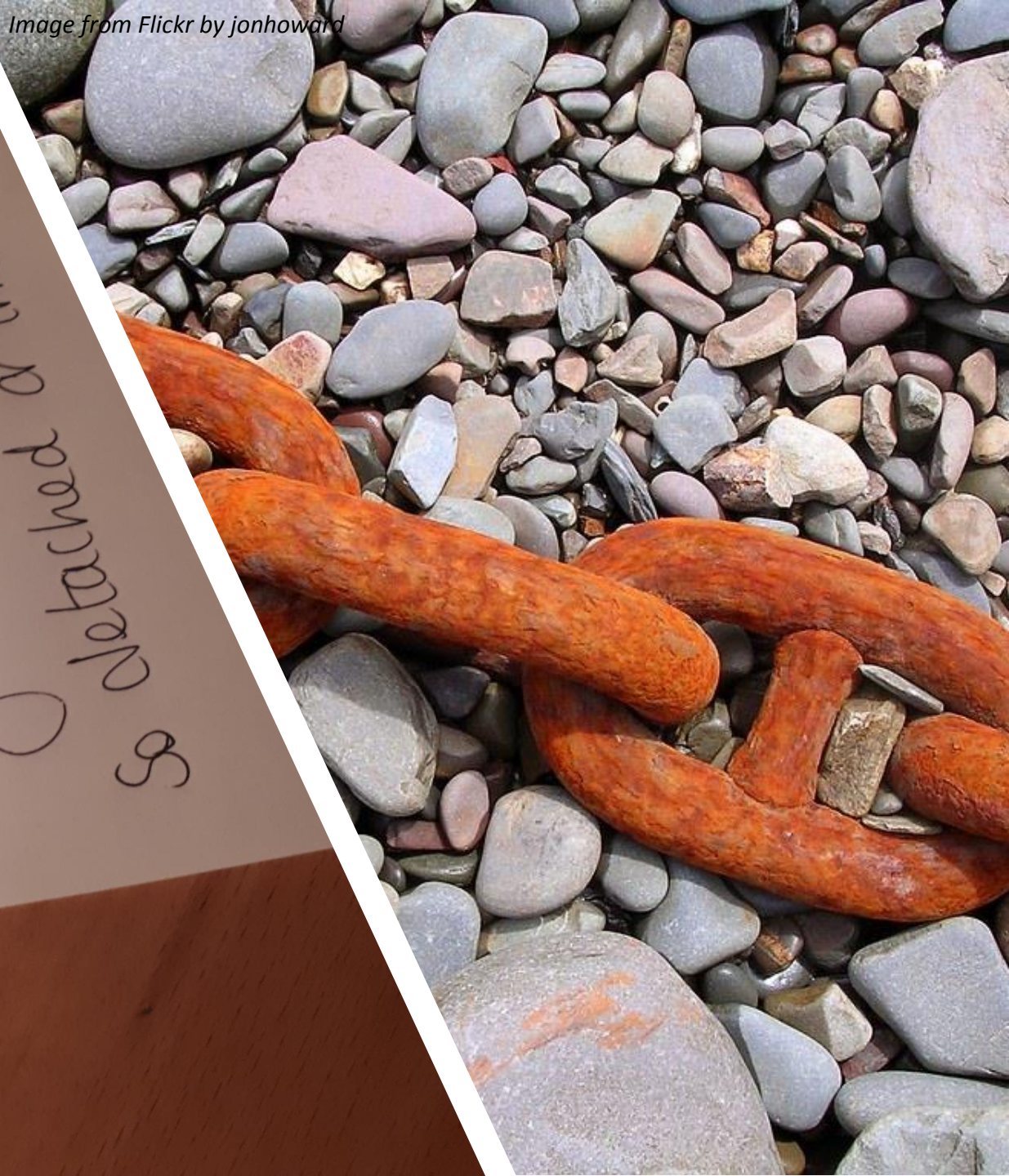


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"feedback could be more helpful if generalised"

"It would be good for it to be explicitly described how yr 1 translates into our degree"

"Yr 1 wouldn't feel so detached or irrelevant"



FEEDBACK



Image from Flickr by Got Credit



Identity

Academic

Clinical

Professional





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When the cook tastes the soup, that's formative assessment, when the customer tastes the soup, that's summative assessment (Paul Black)





Feedback action plans

4 key areas:

> academic style

> organisation

> research &
reading

> referencing.



CLASS 1 LASER PRODUCT
CLASS 1 LASERAPPARAT
CLASS 1 LASERLAITE

ANALOG

IN

OUT



"I only did it because I thought it was compulsory"



Speech and Language Therapy transforms lives

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"It felt as though we were working together"



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"I knew what I did wrong & why"



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"...to actively react to feedback, which will be valuable"

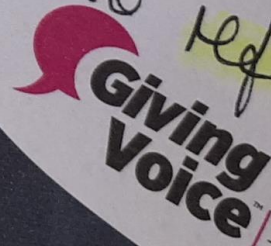


Speech and Language Therapy transforms lives

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"I think the process has encouraged me to reflect on my own work"



Speech and Language Therapy transforms lives

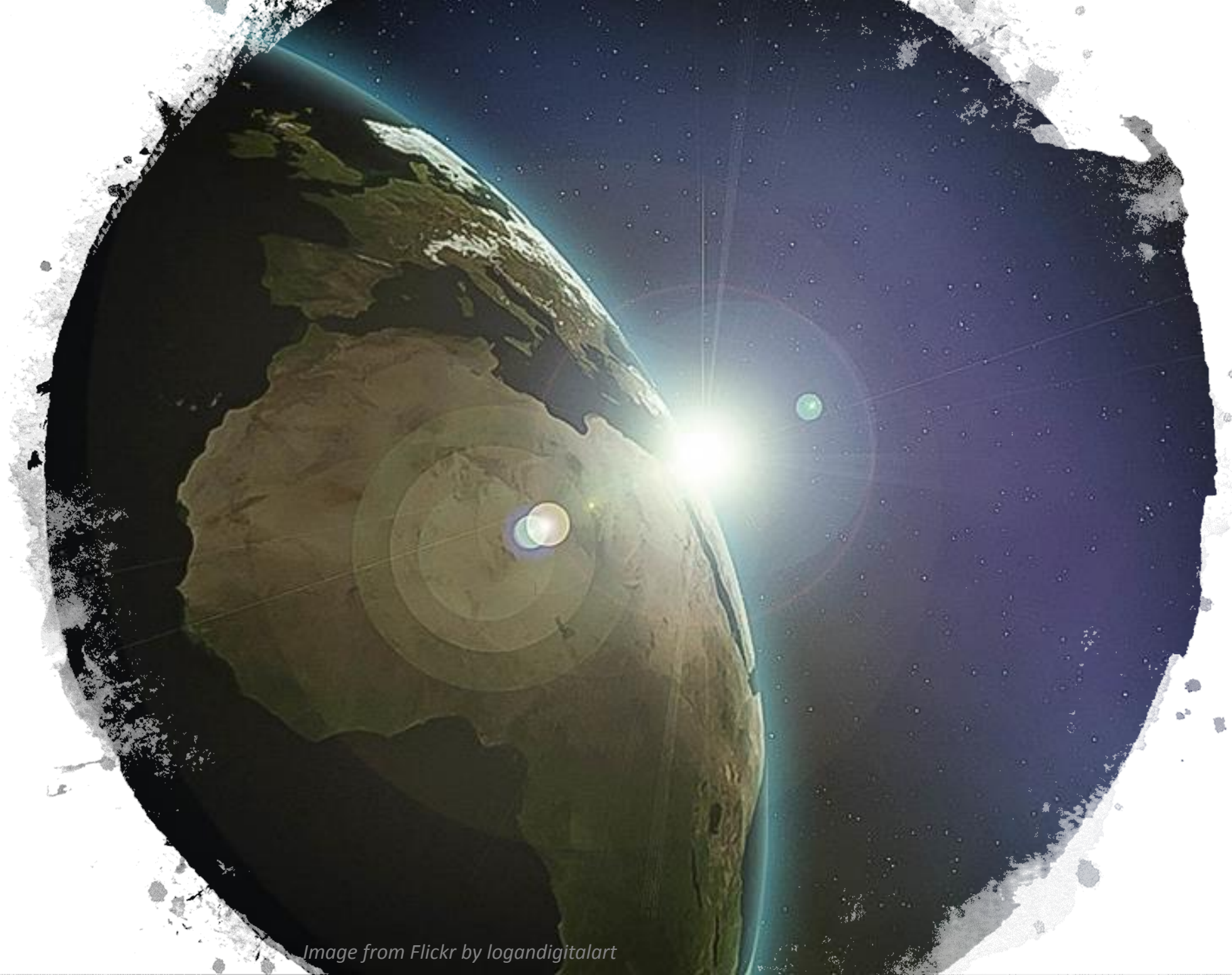


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The start of
something.....





Students
&
Staff



Thank you for listening

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