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

Alex Mallinson & Lynsey Parrott
2019
Revalidation

New module

National changes

Image from Flickr by Juan R. Mortos
Professional

Digital

Assessment & feedback

Academic
"It would be good for it to be explicitly described how Y1 translates into our degree. Feedback could be more helpful if generalised."

"If I wouldn't feel so detached or irrelevant."

"Y1 would feel more.

Image from Flickr by jonhoward"
FEEDBACK
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
"I only did it because I thought it was compulsory."

"It felt as though we were working together."

"I knew what I did wrong & why."

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

"I think the process has encouraged me to reflect on my own work."
The start of something.....
Students & Staff
Thank you for listening

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