

# ASSESSMENT LITERACY



## AL 4 Clarify the Requirements of the Discipline

Lecturer / Teacher Focused (LT)

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- LT1 Clarify what constitutes good within the discipline and/or dimensions of it.
- LT2 Model what constitutes a deep approach within your discipline.
- LT3 Be clear about who are the leading researchers / sources within your discipline that students should be consulting.
- LT4 Less is more – highlight key concepts and focus attention on these in your teaching.
- LT5 Identify threshold concepts – those that are likely to present difficulties to students and provide resources on these.
- LT6 Provide links to where further information can be sought on difficult concepts.
- LT7 Do an academic needs analysis with students to identify gaps in knowledge; use this information to pair students to support one another and / or to set up mixed groups for peer support.
- LT8 Ensure a programme level approach to the covering of core concepts to agree where replication is warranted and to avoid unnecessary duplication.
- LT9 Consider progression of ideas at programme level and how modules are working together to support student learning, and specifically how the flow of ideas / concepts / knowledge, and skills from one module feed into another.
- T10 Consider how resources are best shared across modules.

### Student Focused (S)

- S1 Be clear about what information students can source and cover for themselves, and provide links to useful resources / sites.
- S2 Provide self-assessment tools so that students can test their understanding of key ideas.
- S3 Get students to write mini tests for each other to use for whole groups; peer groups etc.
- S4 Get students to produce key summaries of problematic concepts in an accessible language for their peers.
- S5 Encourage students to produce and offer resources for other cohorts.

### Programme / Director Questions (PD)

- PD1 What constitutes a 'deep approach' within the discipline? Is your signature pedagogy articulated clearly?
- PD2 How are you inducting students to become members of your academic discipline?
- PD3 What networks beyond the disciplines should colleagues and students be tapping into to support understanding within the disciplines?
- PD4 How is the course content linking to the latest research within & beyond the Faculty and University?
- PD5 How are we promoting innovation within the disciplines, and as part of interdisciplinary research?
- PD6 How are students contributing to the knowledge base of the discipline?