Abstracts bijdragen
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Development and validation of a questionnaire on teachers' conceptions of Assessment Literacy.

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Teachers' conceptions of assessment literacy (AL) influence the enactment of AL in practice. However, little attention has been paid to teachers' conceptions about contemporary concepts of AL. In this study we developed and validated a questionnaire based on the results of an explorative study on teachers' conceptions of assessment literacy in which we identified seven aspects of AL, namely continuously developing AL, conscientious decision-making, aligning, collaborating, discussing divergent perspectives, improving and innovating and coping with tensions in the assessment practice. Data from prior research was used to draft the initial items. The items were further refined by consulting critical peers. A large-scale study, with a response of 510 Dutch higher professional
educational teachers, was conducted to explore latent variables and retain the best items per variable. The results show nine latent variables, represented with at least three items. The seven aspects of AL, as identified in the explorative study, are represented in these nine variables, however, two aspects were divided. Three items were removed. The internal consistency of the final scales was considered good, based on a Cronbach's alpha greater than 0,8. The final questionnaire, with nine scales and 44 items, can be a good instrument to investigate teachers' conceptions of AL.

Session Q 19
26 August 2023 08:00 - 09:30
UOM_A13
Single Paper
Assessment and Evaluation, Teaching and Teacher Education

Design choices in programmatic assessment: balancing between formative and summative

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Assessment in higher education (HE) is often focused on concluding modules with one or more tests that students need to pass. As a result, both students and teachers are primarily concerned with the summative function of assessment: information from tests is used to make pass/fail decisions about students. In recent years, increasing attention has been paid to the formative function of assessment and focus has shifted towards how assessment can stimulate learning. However, this also leads to a search for balance between both functions of

assessment. Programmatic assessment (PA) is an assessment concept in which their intertwining is embraced to strike a new balance. A growing number of higher education programmes has implemented PA. Although there is consensus about the theoretical principles that form the basis for the design of PA, programmes make various specific design choices based on these principles, fitting with their own context. This paper provides insight into the design choices that programmes make when implementing PA and into the considerations that play a role in making these design choices. Such an overview is important for research purposes because it creates a framework for investigating the effects of different design choices within PA.

Session D 10
23 August 2023 08:00 - 09:30
AUTH_T002
Single Paper
Assessment and Evaluation, Higher Education, Teaching and Teacher Education

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Sustainable anchoring of assessment literacy in Higher Education

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The professional development of assessment literacy of university lecturers has been on the agenda for some time now in the Netherlands. Professionalization in the field of assessment is one of the successes within higher education. Various reasons have led to further developed basic and senior qualification examination courses, the Protocol Graduation 2.0 and the Assessment Literacy Network. The project 'With Open Eyes', describing the 'qualities of the assessment-literate university of applied sciences teacher' ('Je Ogen Uitkijken' in Dutch), examines how the attention generated for assessment literacy can be sustainably anchored within the professional quality culture of universities of applied sciences in the Netherlands. The project includes nine goals, of which the third goal focuses on supporting development, adaptation and use of tools to promote and anchor assessment literacy. Nine universities engaged with an assessment issue in which the process of using the tools and the perceived outcomes were monitored through observation of meetings, logbooks and interviews with staff involved. These qualitative data were examined through thematic analysis using Atlas-Ti. Outcomes were validated through a member check. The results show that the structured professional dialogue, while working on assessment issues in practice, fed and guided by experts in networks, appears to be the best way to work on sustainable assessment literacy. This is in line with recent literature to construe assessment literacy from a sociocultural perspective. Further research can provide insight into whether these developments actually lead to sustainable assessment literacy.

Session K 19
24 August 2023 17:00 - 18:30
UOM_A07
Single Paper
Higher Education, Lifelong Learning

Pedagogic strategies of supervisors in health care placements Keywords: Health-care Education, Mentoring and Coaching, Social Interaction, Teaching/Instructional Strategies

Authors: Lieke Ceelen, Open University of the Netherlands, Netherlands; Anne Khaled, HAN University of Applied Sciences, Netherlands; Loek Nieuwenhuis, Open University of the Netherlands, Netherlands; Elly de Bruijn, Open University of the Netherlands, Netherlands

Supervising students at work is a valuable practice to contribute to the training of future colleagues in the profession. The focus of this study is to explore pedagogic strategies used by supervisors in the context of healthcare students' workplace learning. Pedagogic strategies include the interplay between reasons and actions (De Bruijn, 2012). In our previously published literature study we found supervisors to (1) demonstrate vocational activities, (2) entrust vocational activities, and (3) stimulate students' participation in the vocational community. We used these three perspectives on workplace pedagogy to empirically investigate the supervisors' pedagogic strategies in the contexts of seven healthcare placements. In these work settings, we observed the daily activities and interactions between supervisors and students. After the observation days, the supervisors were interviewed to find out their reasoning in relation to their actions. Findings reveal supervisors' pedagogic strategies, including their supportive actions and interventions and their pedagogic reasoning in the situated settings of three student-physiotherapists' and four student-nurses' placements. The study illustrates how supervisors are continuously challenged to balance the interests of the patient, the student, the supervisor's own interests and the interests of the school or organization. Our insights into pedagogic strategies provide opportunities to discuss and to promote the various manifestations of student support at the workplace.

Session D 11
23 August 2023 08:00 - 09:30
UOM_A02
Single Paper
Assessment and Evaluation, Higher Education, Teaching and Teacher Education

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What do workplace educators value about student performance?

Authors: Marlies de Vos, Open University the Netherlands, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Cees van der Vleuten, Maastricht University, Netherlands; Elly de Bruijn, Hogeschool Utrecht / OU, Netherlands

Workplacement is a part of vocational education that helps prepare students for their future at work. Its assessment is complex since school often determines what is assessed, but this does not reflect what the workplace considers important about student performance. This paper approaches school and work as two activity systems with different people, rules and tools and with different assessment practices. Using the philosophy of inferentialism as a novel perspective, this paper aims to explore what workplace educators value about student performance. We analysed our interview data using a grounded theory approach. The findings show that workplace educators value different aspects of student performance that can be described along three frames: 1. a vocational frame focused on what it means to be a successful practitioner in a specific community of practice, 2. an educational frame focused on learning attitudes, visibility of learning and autonomy, 3. an expectation frame based on the workplace educator's expectations of the student related to their start at the workplace

(e.g. prior experience and first impressions). Through the application of inferentialism this paper offers a new perspective on assessment that could be the starting point of reevaluating the assessment of workplace performance in vocational education and finding ways to establish a closer collaboration between the activity systems school and work.

Session D 11
23 August 2023 08:00 - 09:30
UOM_A02
Single Paper
Assessment and Evaluation, Higher Education, Teaching and Teacher Education

Justifying the diploma decision differently: how do teacher teams design their new assessment plan?

Authors: Judith Gulikers, Wageningen University, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands

Many educational institutions are changing the ways they think about assessment of student learning. Currently, vocational education mostly uses externally developed, end-of-the-program, performance assessments. This practice leads to a strict divide between instruction/learning and assessment, not fostering optimal student development. This proposal reports on a two-year participatory project with fourteen teams for vocational education institutions who all are changing towards more programmatic assessments for making high stakes (i.e. diploma) decisions about their students as well as more optimally fostering students learning throughout their educational trajectory. While theoretical principles for programmatic assessment exist (Heeneman et al., 2022), different design decisions are made in practice, leading to different actual assessment programs with different implications and effects. Moreover, they are developed and studied in the higher – mostly medical – education context. Via a rich data collection from the fourteen participating teams, this multiple case study identifies themes that show differences and commonalities in design decisions made by the teams. The identified themes are vision, quality criteria, educational setup, data-points, feedback and formative assessment, decision. Additionally, success and fail factors were identified. This project makes programmatic assessment, and its variations, more tangible in the vocational education context. Largely supporting findings from theory and higher education practice (Authors, 2022) though also showing some context specific elements.

Session F 20
23 August 2023 14:45 - 16:15
UOM_R02
Poster Presentation
Assessment and Evaluation, Developmental Aspects of Instruction, Learning and Instructional Technology, Lifelong Learning

Student and Teacher Feedback Literacy in the Context of Programmatic Assessment

Authors: Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Natalie Liebrechts, Utrecht University, Netherlands

Feedback literacy is viewed as a process in which students actively make sense of information from different sources to enhance their work. This fits programmatic assessment, in which students are viewed as active participants in the feedback process. Programmatic

assessment involves the longitudinal collection of "data-points" about student learning. In programmatic assessment, feedback has a dual purpose: [1] students collect feedback from different perspectives (e.g., teachers, peers, workplace) on their data-points, with the aim to foster learning; and [2] data-points and feedback are used for later (summative) decision-making. This may leads to confusion, reluctance in giving critical feedback and the need to document written feedback. Therefore, taking the perspective of feedback literacy might help illuminate some problems experienced with the dual purpose of feedback in programmatic assessment. Research questions therefore focused on students' and teachers' feedback literacy features in the context of programmatic assessment and this dual purpose of feedback. Students (N=18) and teachers (N=11) of a ba-course in the paramedic domain were interviewed individually or in focus groups. This ba-course implemented programmatic assessment and students and teachers thus experienced the dual purpose of feedback. Results show some specific assessment literacy features in the context of programmatic assessment. Teachers need to connect feedback on single data-points to long term learning. Both teachers and students sometimes struggled with dual roles of feedback giver and decision-maker. Students reported increased evaluative judgment capabilities.

Session A 7
22 August 2023 12:15 - 13:45
UOM_A02
Symposium
Assessment and Evaluation