

EDITORIAL

Assessment literacy: Understanding relationships between feedback and learning

We are both lecturers and researchers at UCL Institute of Education, University College London with a strong interest in assessment. We are keen to promote assessment literacy for both staff and students so that assessment is more widely understood as being key to learning at all levels. Assessment literacy is not yet an established term and the papers in this concise special issue of the *London Review of Education* on assessment literacy explore assessment literacy development from different perspectives and from both school and higher education sectors. After a foreword by Dylan Wiliam, there are two conventional academic research papers, followed by three shorter 3,000-word reflective pieces from teacher-researchers. Such reflective accounts are a new type of paper for the journal and the aim is to appeal to a wider readership among practitioners as well as researchers. We might expect that assessment literacy is not something that can be imposed or 'given' to those who undertake assessment, but is a self-directed growth in understanding of assessment purposes and processes that takes place cumulatively over time (Hughes, 2014). The three reflective pieces in this special edition demonstrate how the authors have developed their own and colleagues' assessment literacy through conducting research in assessment. We hope that all the papers will encourage readers to reflect on their assessment literacy development in relevant contexts in order to support learning at all phases more appropriately.

The group of papers and book reviews under our editorship concludes on page 61, after which can be found general articles and a book review published under the care of the journal's regular editor Hugh Starkey.

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Gwyneth Hughes is Reader in Higher Education at the UCL Institute of Education (IOE), University College London, where she is programme leader for the Master's in Teaching and Learning in Higher and Professional Education. She led the three-year JISC-funded project Assessment Careers, which aimed to shift feedback practice at the IOE from short-term corrections and feed-forward within a module to a longer-term, programme-wide approach using technology to help track student responses to feedback over time. She has published widely on ipsative assessment, including the recent book *Ipsative Assessment: Motivation through marking progress*, and is editing a new collection on ipsative assessment and learning gain.

Dr Eleanore Hargreaves is Senior Lecturer in Effective Learning at UCL Institute of Education, University College London. She leads a master's programme focusing on learning: how it happens, what affects it, how teaching and assessment can help or hinder it, what we mean by 'learning' and how its meaning is related to its purpose. She has specialized in providing teacher development in Assessment for Learning (AfL), emphasizing the learning aspects of AfL and widening conceptions of assessment. She has worked in the UK and in Egypt, Palestine, Saudi Arabia, Somalia, Pakistan, and Hong Kong. She has carried out in-depth qualitative research in

classrooms, inquiring into how the learner experiences the learning context and assessments within it, and how the learner might be better served. Her particular areas of research interest are how learners experience teachers' verbal feedback and how the concept of 'feedback' itself needs unravelling (Hargreaves, 2015).

References

Hargreaves, E. (2015) 'Introduction (Part III)'. In Scott, D., and Hargreaves, E. (eds) *The SAGE Handbook of Learning*. London: Sage, 203–6.

Hughes, G. (2014) *Ipsative Assessment: Motivation through marking progress*. Basingstoke: Palgrave Macmillan.

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