

# Multiliteracies through integrated assessment

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Developing multiple literacies in an EAP direct-entry program through integrated assessment

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# Outline

- Project Overview
- Multiliteracies Findings
- Integrated assessment in EAP Direct Entry Findings
- Task
- Rubric
- Learnings
- Next Steps

## Project Overview

- Investigating the use of integrated assessments in EAP direct entry programs informed by multiliteracies framework
- Miller (2015) "... six literacy domains necessary for successful transition and success in the university context."

Miller, A. (2015). On paper, in person, and online: A multiliteracies framework for university teaching. *Journal of Academic Language & Learning*. 9(2). A19-A31



# Project Overview

1. Scoping review of relevant literature
2. Development of integrated assessment task outline and rubric
  - Focus on multiple literacies required for success in university context
  - United Nations Sustainable Development Goals

## Project Outputs

- Scoping review of relevant literature
  - Multiliteracies in Australian university context
  - Assessment in EAP context
- Completed review to be submitted to English Australia Journal
- Creation of integrated assessment task outline and rubric
- Review by panel of expert peers
- Made available to UECA institutions

# Multiliteracies

## 1994 New London Group devised 'multiliteracies'

"... the multiplicity of communications channels and increasing cultural and linguistic diversity in the world today call for much broader view of literacy than portrayed by traditional language-based approaches."

Pedagogy highlighting cultural diversity, multiple communication patterns and rapidly evolving technology

## EAP Literacies

Language, academic, critical, institutional, digital, social and cultural  
(Miller, 2015)

# Integrated Assessment in EAP Direct Entry

Research supports validity and relevance to the Direct Entry Program context:

- Authenticity
- Relevant construct (academic literacy)
- Student approval

Still some challenges:

- Topic knowledge not as beneficial as hoped
- Getting the right construct. Recall in Listening?

Place in multiliteracies

Authenticity and relevance

# Workshop

Drafting of task and rubric

Input into rubric descriptors:

Our shared knowledge of skills for university programs (research, acknowledging sources, giving presentations, language skills of explanation and justification, basic digital literacies, discussion participation- common area of struggle)

Subject outcomes for existing direct entry pathway courses

CEFR and IELTS

# Task Design

## The task

### Topic: United Nations Sustainable Development Goals

Part 1 : Prepare a video

Students are allocated a sustainable development goal and think of an idea of how their community can contribute to achieving the goal. Individually, students create a video to propose a strategy

Part 2: Multimodal presentation (video and oral presentation)

Individually, students show their video as part of a short presentation to the class to justify this proposal.

Part 3 : Structured discussion (integrated listening and speaking)

In their goal groups, students listen to a (teacher created) lecture presentation on a different community aiming to address the same goal

They discuss the lecture in groups, comparing the proposal to their own

Discussion starts with structured turn taking, each comparing the proposal in the listening input to their own proposal. Then, there is an open discussion where students can compare any of the proposals to the lecture proposal.

# Rubric Design

## Brief overview of rubrics

Two rubrics: one for the multimodal presentation, and one for the integrated listening and speaking task.

Integrated Listening and Speaking Discussion			
	Content and Input source use	Language use	Lexical resources
	<ul style="list-style-type: none"><li>-includes relevant ideas from the listening</li><li>-accurately conveys the ideas from the listening</li><li>-compares ideas from the listening with own strategy</li><li>-Contributes to open part of discussion</li></ul>	<ul style="list-style-type: none"><li>-fluency (length of turns)</li><li>-grammar (range and accuracy)</li><li>-Pronunciation</li></ul>	<ul style="list-style-type: none"><li>-vocabulary (register)</li><li>-uses comparative language effectively</li><li>-turn taking/ signalling language</li></ul>

## Learnings and our experience

- Research and article writing skills
- Skills in and appreciation for the value of collaboration
- Opportunity to deep think our approach to assessment and pedagogy
- Knowledge exchange between centres
- Comradery in dynamic times

## Next Steps

- Finish our rubrics
- Upcoming EA Journal publication
- How we will adapt the assessment at our centres (course writing)
- Cross-centre sharing opportunities

# References

Miller, A. (2015). On paper, in person, and online: A multiliteracies framework for university teaching. *Journal of Academic Language & Learning*, 9(2). A19-A31

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard educational review*, 66(1), 60-93.

