

# **Getting out of their heads – using concept maps to elicit teachers’ assessment literacy**

Conference abstract

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AEA-Europe 16-19 November 2019

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## How to cite this publication:

Johnson, M. & Coleman, V. (2019, November 16-19). *Getting out of their heads – using concept maps to elicit teachers' assessment literacy* [Paper presentation]. Annual conference of the Association for Educational Assessment – Europe (AEA-Europe), Lisbon, Portugal.

## **Abstract**

Although it is a key component of teacher professional competency, there are concerns in the UK that teachers have only limited Assessment Literacy (AL). Teacher AL is a difficult concept to define, and evaluating it represents a challenge. Many evaluations have considered it in a narrow sense, but it is more than simply the acquisition of assessment knowledge and related skills, since it implicates a teacher's beliefs and feelings about assessment that have been acquired over time.

We used a novel concept mapping approach to elicit AL with a group of teachers who were also examiners. We wanted to see how formal examining affected their learning about assessment and helped to transform their understandings of assessment, and how this influenced their teaching. In this presentation we will outline the method in broad terms and discuss how it gains insight into embedded professional knowledge in ways that other methods find difficult.