



The EAT Framework:

Session 2
Developing Case
Studies



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- Clarifying key ideas
 - Next steps in planning case studies
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Outline of Session 2:

- **INTRO:** Review what is effective in enhancing student self-regulatory skills in assessment (10 mins)
- **In Groups** – what do you need clarification on regarding EAT and A & F Principles (20mins)
- **All feedback** on areas that you want to look at and any questions (30mins)
- **In Groups** – look at the Self – Regulation Skills doc– what do you need clarification on – any changes you would like to see (20 mins)
- **Feedback Review next steps (40 mins)**

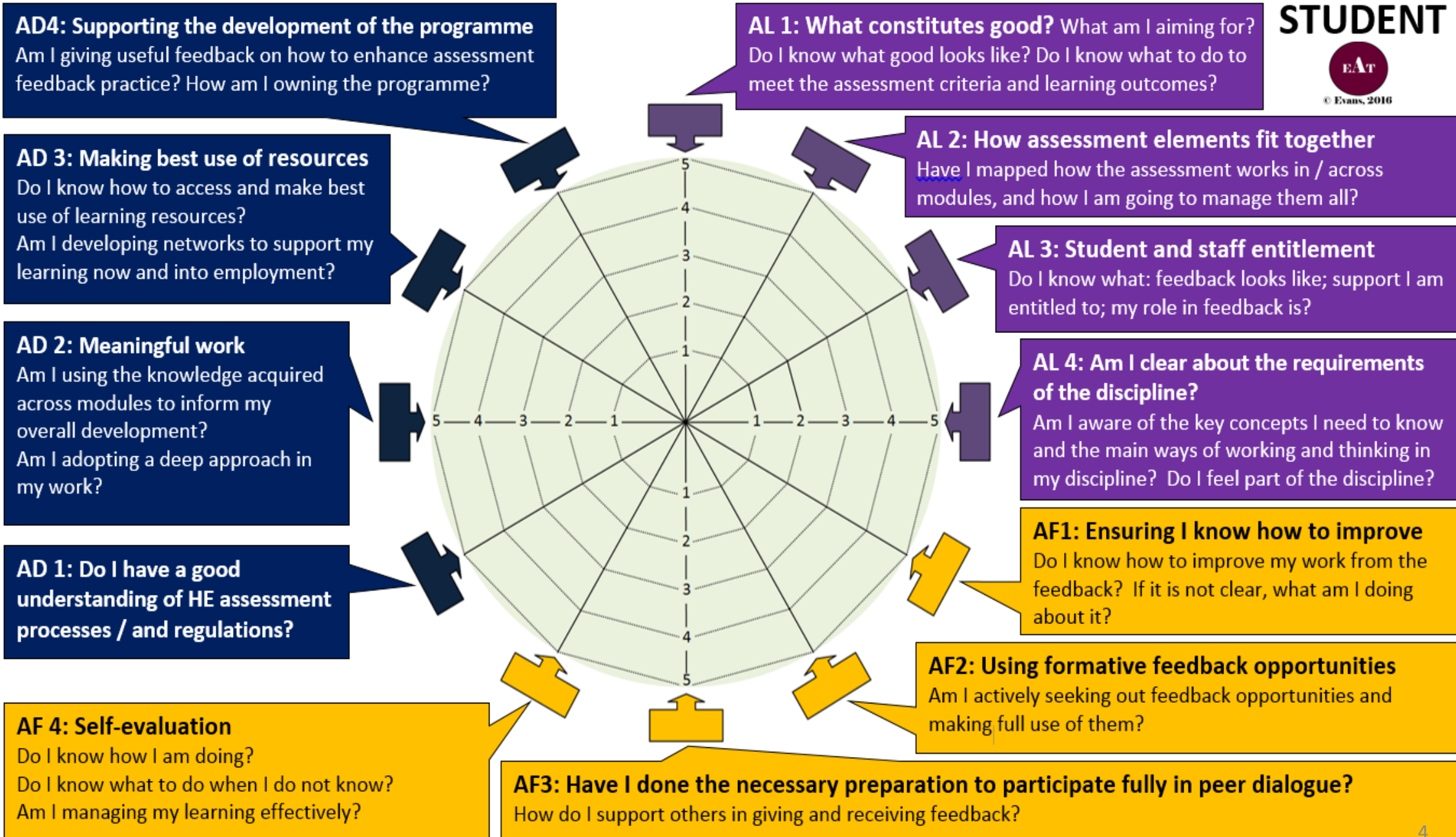
Designing and Evaluating your Case Studies

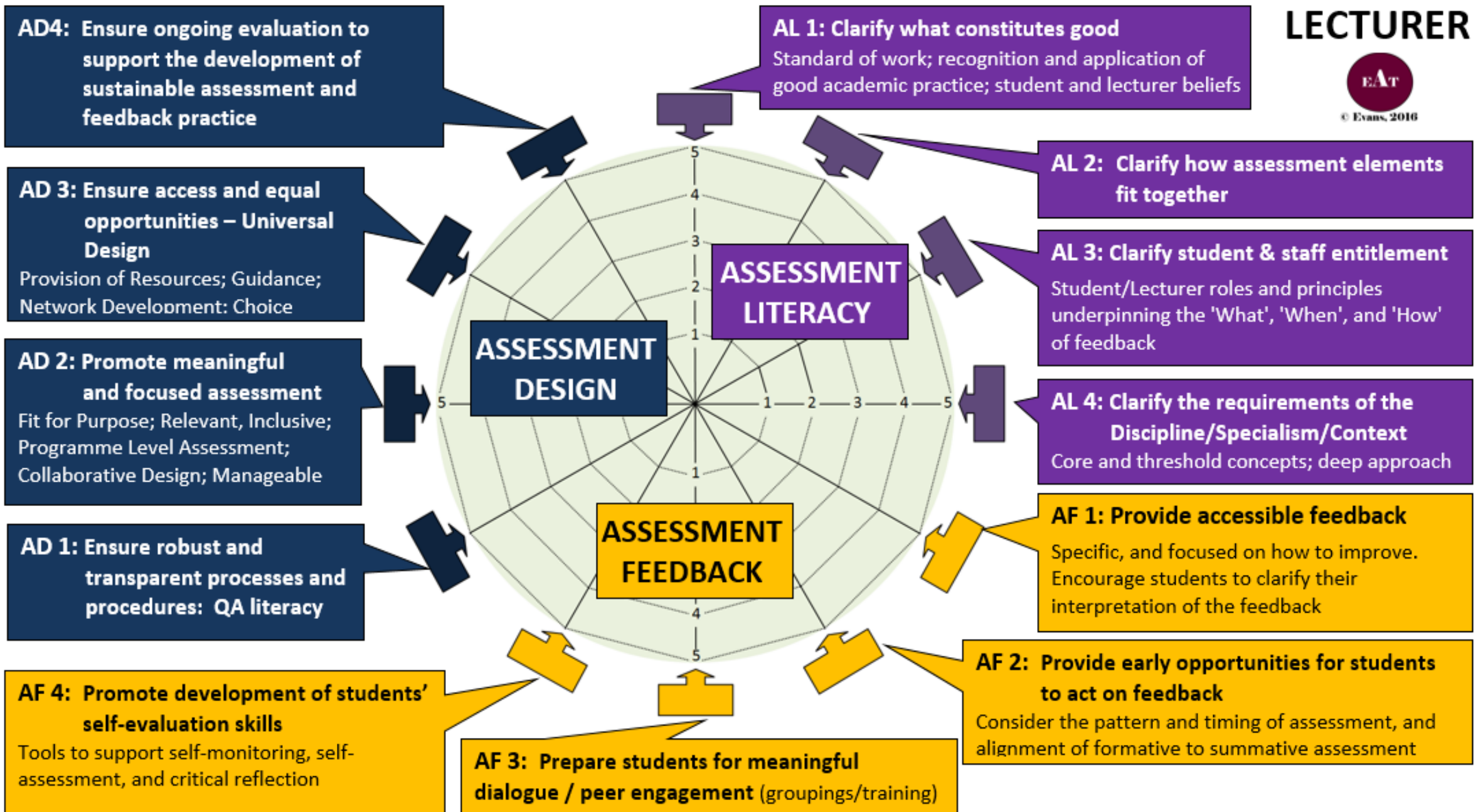
Effective Assessment and Feedback Principles (Appendix A)

Appendix I – self-regulatory skills

Appendix F – role of students in the process
Appendix E Decision Making Cards







Draft Plans

What is your assessment focus?

Why?

What is your context? (size of group / year of group / duration of study (course/ programme / 1 semester vs 1 year / issues with course etc.)

What do you plan to do? (aligned to the EAT resources and context)

How will you evaluate the process and outcomes?

DATA

Tools available:

- Assessment Literacy
- Assessment Feedback
- EAT Framework
- New student self-regulation scale to test

Impacts

- Student/educator perceptions of what is helpful and what is not?
- Student/educator engagement
- Student/educator beliefs
- Student performance (marks)
- Student outcomes – quality of the work they produce
- Student/educator satisfaction
- Enhancements in Curriculum / impacts in Faculty / on Policy etc



In Designing Case Studies:

Fidelity: True to core concepts and principles

Dose: How much

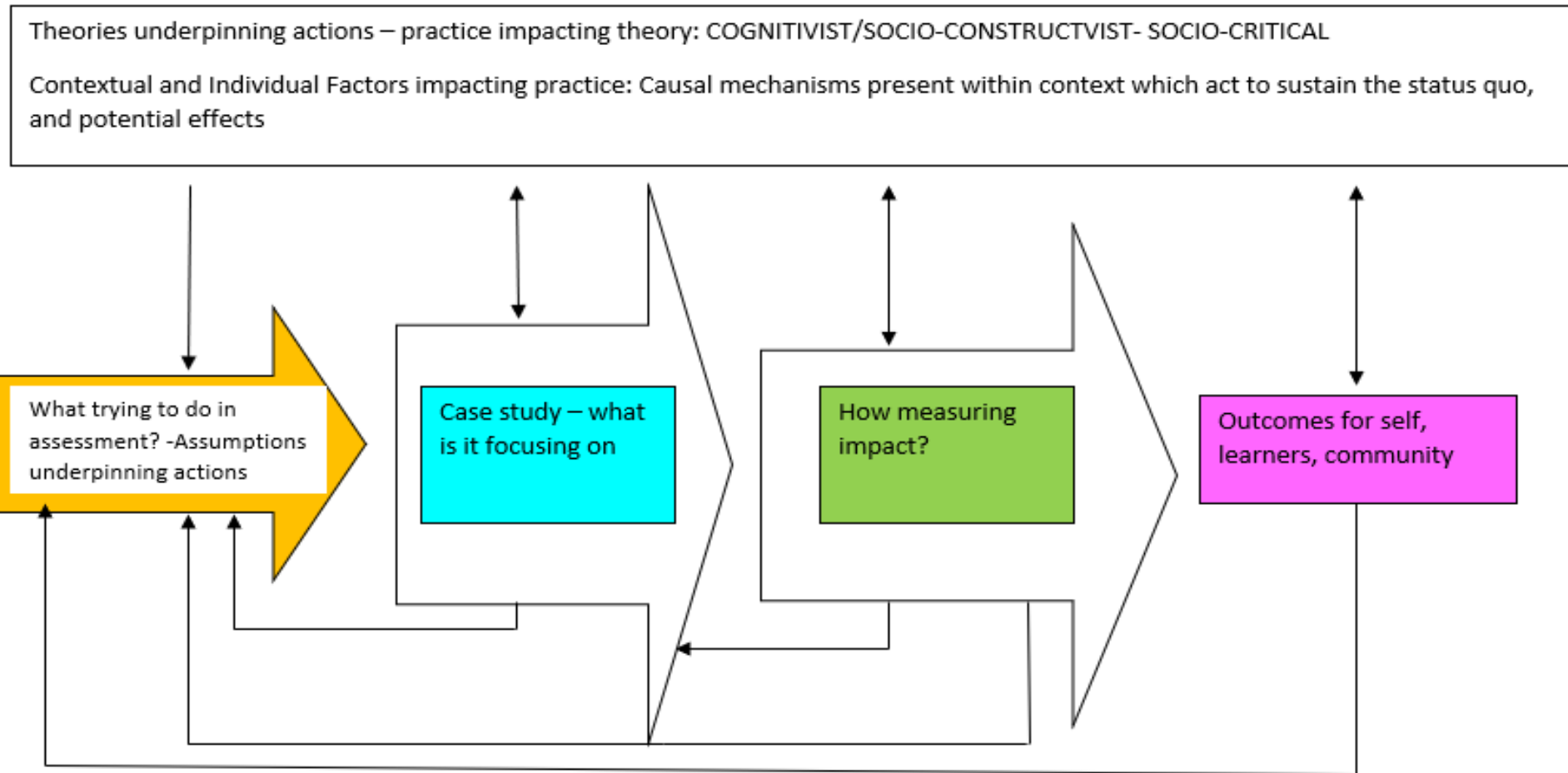
Impact:

Reach : does it get to those it was intended for?

Significance: what difference does it make: how much difference? For whom



Exploring your own learning journey (adapted from Moore et al., 2015)





Information sets

Access to EAT Framework:

<https://www.eatframework.com/eat-framework>

Intro Youtube video:

<https://youtu.be/6f2v9pcU-II>

Documents:

Case studies Pack has template and useful information



Key Concepts

Inclusive

Self-regulatory

Integrative

Holistic

Student-staff partnership – Appendix F

Shared beliefs and values

Promotes staff and student agency

Meaningful learning experiences

Sensitive to context

Research-informed



Self-Regulation

A learner's ability to **regulate** his/her learning in different contexts

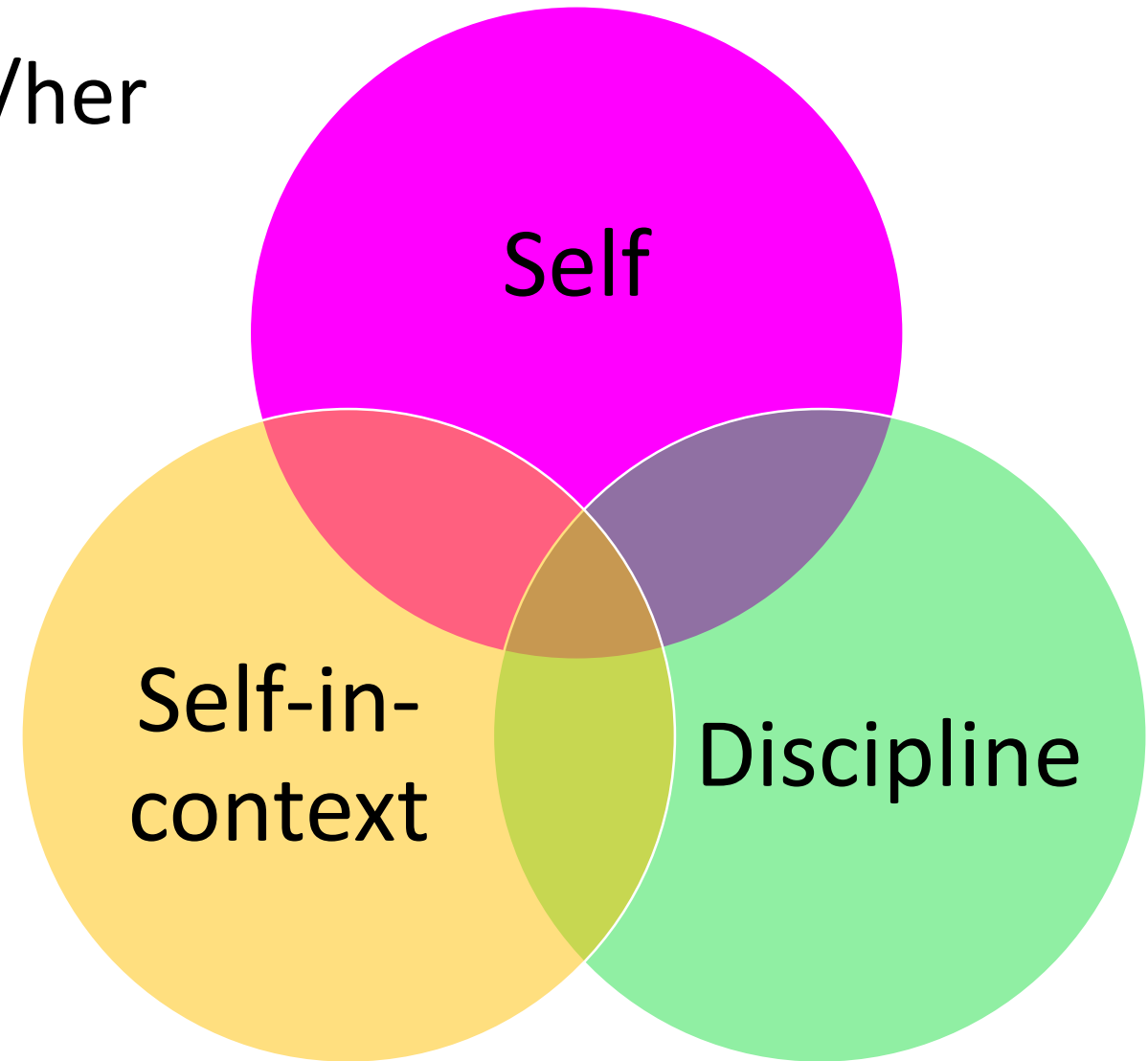
Cognitive how you process info

Metacognitive

understanding how you learn

Affective

how you manage your emotions





Three Dimensions:

Assessment Literacy

Assessment Feedback

Assessment Design

ALL INTERRELATED

Focused on self-regulatory
development

Appendix F in Case Study pack p.7
Appendix I Erasmus EAT Self-
regulatory templates (to send)





AD4: Supporting the development of the programme

Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?

AD 3: Making best use of resources

Do I know how to access and make best use of resources?
Am I developing networks to support my learning now and into employment?

AD 2: Meaningful work

Am I using the knowledge acquired across modules to inform my overall development?
Am I adopting a deep approach in my work?

AD 1: Do I have a good understanding of HE assessment processes / requirements?

AF 4: Self-evaluation

Do I know how I am doing?
Do I know what to do when I do not know?
How am I managing myself?

AL 1: What constitutes good? What am I aiming for?

Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes?

AL 2: How assessment elements fit together

Have I mapped how the assessment works in / across modules and how I am going to manage this?

AL 3: Student and staff entitlement

Do I know what: feedback looks like; support I am entitled to; my role in feedback is?

AL 4: Am I clear about the requirements of the discipline?

Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

AF1: Ensuring I know how to improve

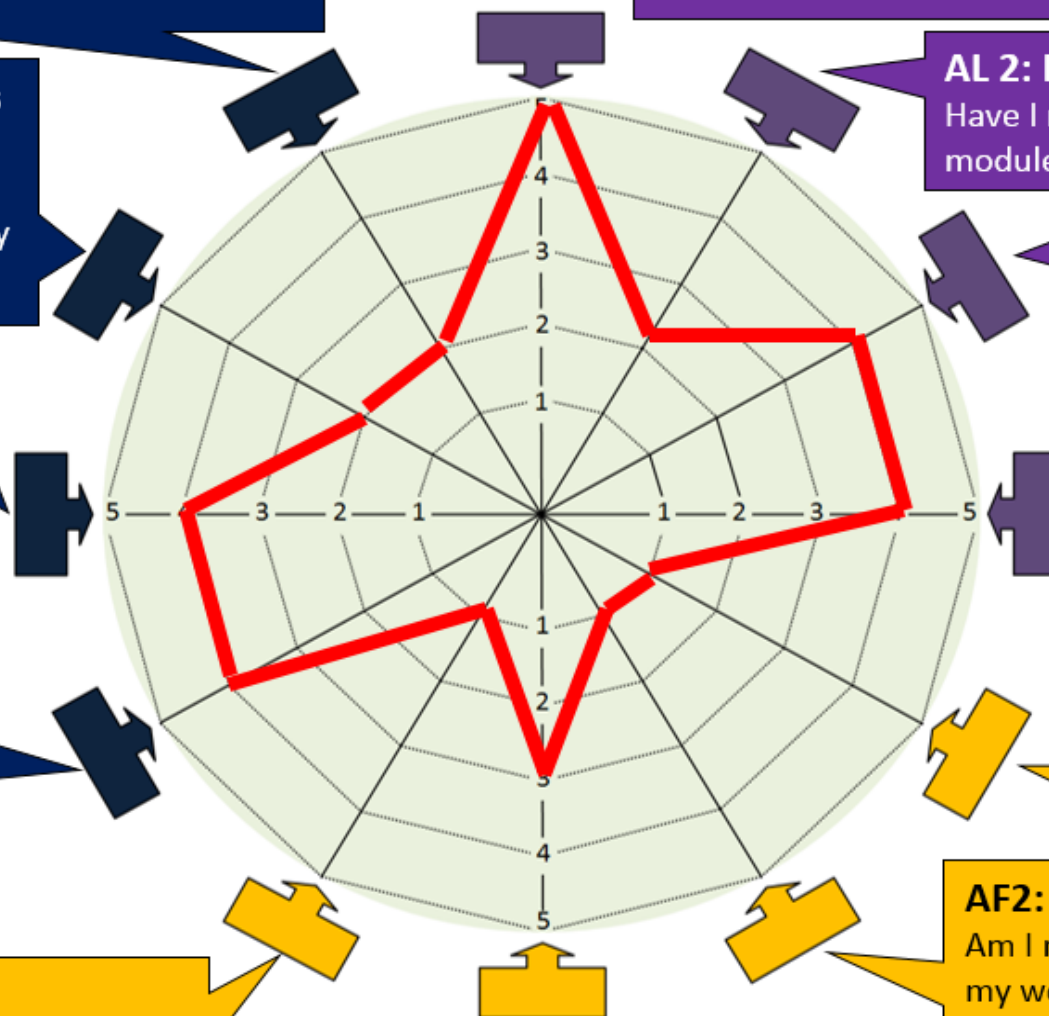
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

AF2: Using formative feedback opportunities

Am I making full use of opportunities to get feedback on my work? Do I actively seek out feedback opportunities?

AF3: Have I done the necessary preparation to participate fully in peer dialogue?

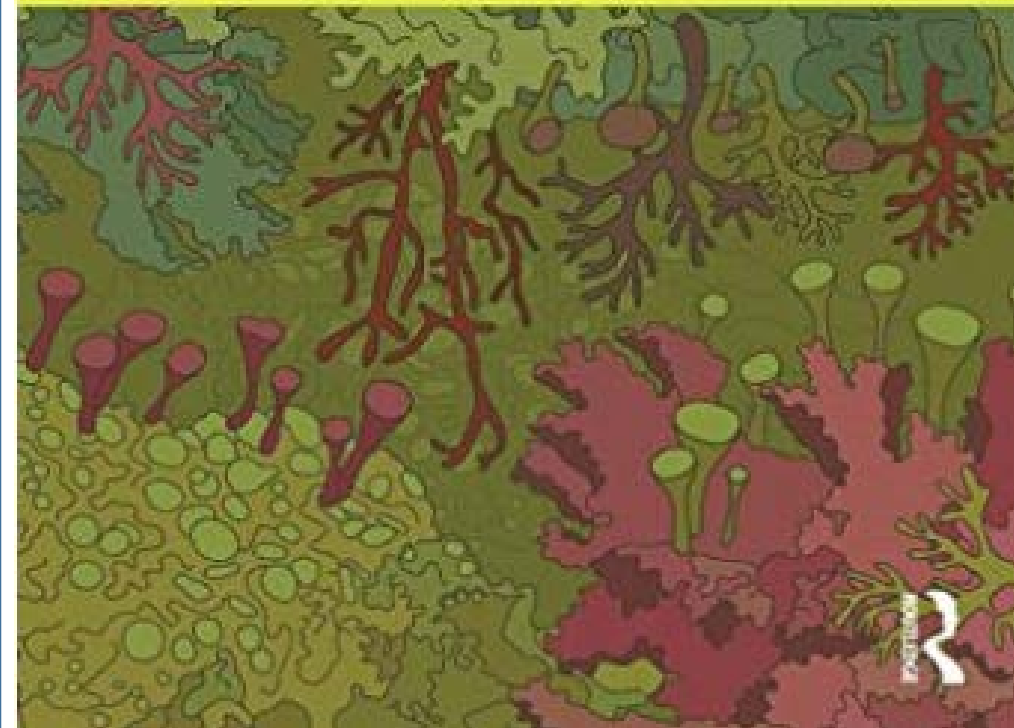
How do I support others in giving and receiving feedback?



Understanding Pedagogy

Developing a critical approach to teaching and learning

Michael Waring and Carol Evans



This book provides an overview of the Personal Learning Styles Pedagogy and the theories underpinning it and how you can use the core ideas in practice. It informed the development of the EAT Framework

Thank you



Erasmus



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of ERASMUS+EAT team

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