The EAT Framework:

Session 2 Developing Case Studies







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

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?

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?





AD 3: Making best use of resources

Do I know how to access and make best use of learning resources?

Am I developing networks to support my

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 / and regulations?

AF 4: Self-evaluation

Do I know how I am doing?
Do I know what to do when I do not know?
Am I managing my learning effectively?

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

AL 2: How assessment elements fit together

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 actively seeking out feedback opportunities and making full use of them?

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

How do I support others in giving and receiving feedback?

AD4: Ensure ongoing evaluation to support the development of sustainable assessment and feedback practice

AD 3: Ensure access and equal opportunities – Universal Design

Provision of Resources; Guidance; Network Development: Choice

AD 2: Promote meaningful and focused assessment

Fit for Purpose; Relevant, Inclusive; Programme Level Assessment; Collaborative Design; Manageable

AD 1: Ensure robust and transparent processes and procedures: QA literacy

AF 4: Promote development of students' self-evaluation skills

Tools to support self-monitoring, selfassessment, and critical reflection

AL 1: Clarify what constitutes good

Standard of work; recognition and application of good academic practice; student and lecturer beliefs





AL 2: Clarify how assessment elements fit together

AL 3: Clarify student & staff entitlement

Student/Lecturer roles and principles underpinning the 'What', 'When', and 'How' of feedback

AL 4: Clarify the requirements of the
Discipline/Specialism/Context
Core and threshold concepts; deep approach

AF 1: Provide accessible feedback

Specific, and focused on how to improve. Encourage students to clarify their interpretation of the feedback

AF 2: Provide early opportunities for students to act on feedback

Consider the pattern and timing of assessment, and alignment of formative to summative assessment



ASSESSMENT DESIGN

> ASSESSMENT FEEDBACK

AF 3: Prepare students for meaningful dialogue / peer engagement (groupings/training)

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:

True to core concepts and principles Fidelity:

How much Dose:

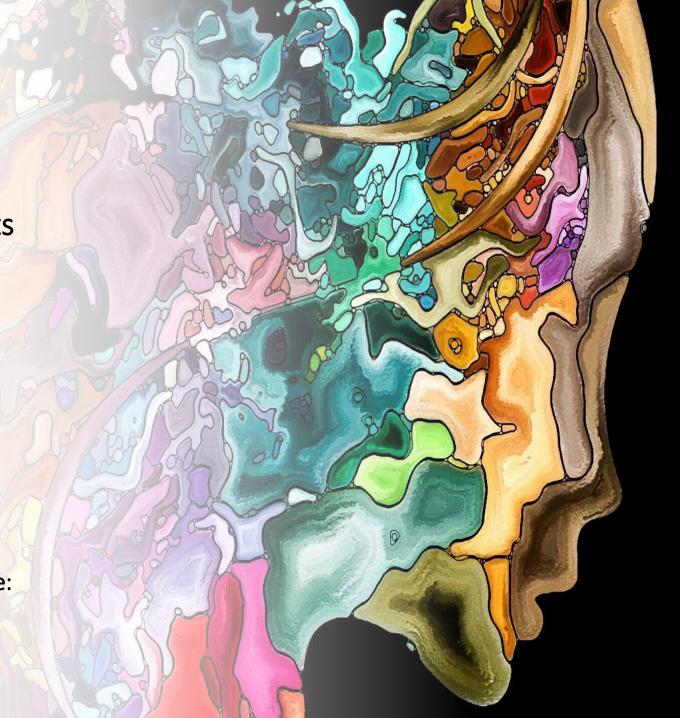
Impact:

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

Significance: what difference does it make:

how much difference? For

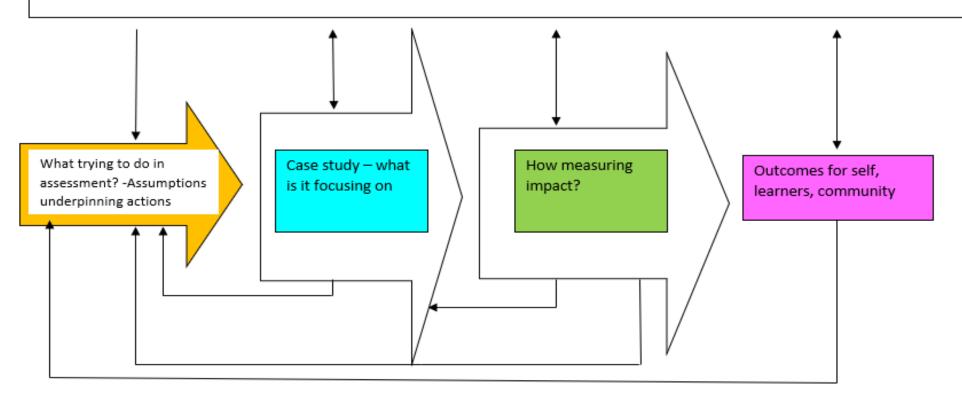
whom



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

Theories underpinning actions - practice impacting theory: COGNITIVIST/SOCIO-CONSTRUCTVIST- SOCIO-CRITICAL

Contextual and Individual Factors impacting practice: Causal mechanisms present within context which act to sustain the status quo, and potential effects



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

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

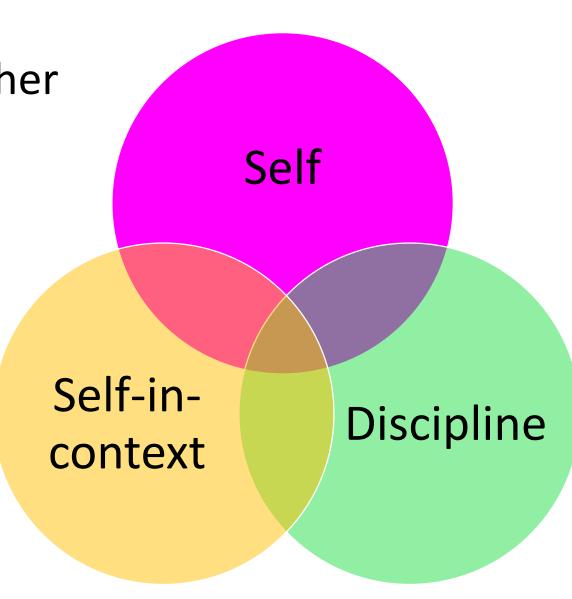
A learner's ability to regulate his/her learning in different contexts

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 Selfregulatory templates (to send)



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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?

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?

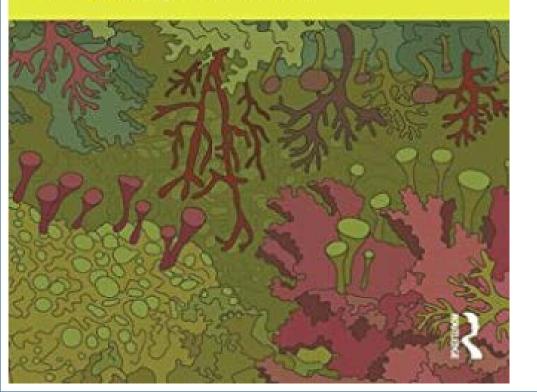
AF3: Have I done the necessary preparation to participate fully in peer dialogue?

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





Professor Carol Evans on behalf of ERASMUS+EAT team

Profcarolevansgmail.com