EAT ERASMUS Case Study Template

Case Study title:

Using the EAT framework to empower students to enhance assessment literacy in HE.

Abstract (200 words)

The purpose of this study was to use the EAT framework to empower students to work as partners to enhance assessment practices in higher education. The main aims of this study were for student researchers to design an intervention to enhance assessment literacy and use the EAT framework to measure impact. Three student researchers, final year undergraduate Biology students, created a range of exemplars (model answers) for a graphical abstract assessment we run in the first year of our undergraduate course and they then ran an optional collaborative learning session for first year UG undergraduate Biological Sciences students who were undertaking a novel assessment at a UK Russel Group University. Student participants were asked to use the marking criteria to give feedback to their senior peers and justify and discuss the grades they had awarded. Student participants answered a short survey of questions with Likert scale answers created by the student researchers based on the sub-domains of the EAT framework to self-report their confidence in various domains of assessment literacy pre- and post-intervention. Student confidence increased significantly in all areas of assessment literacy following the student-led session, evidence of the positive contribution students can make in co-developing assessment practices in higher education.

Reporting on your case study

The aim of ERASMUS EAT is to look at how an integrated assessment framework (EAT) can support enhancements in assessment and feedback by trying to develop staff and student self-regulatory practices. Your case study will benefit from being very clearly focused from the outset and in considering how all the dimensions and sub-dimensions of the EAT Framework need to be attended to in order to address your core issue. Keeping it as simple as possible is a good thing. Engaging with student as much as possible and thinking clearly about the evidence that you would like to collect will help in the design and implementation of your idea.

Designing an Assessment Intervention: What is your assessment focus?	
Prompts	**Key questions**
Focus	**What is the key assessment issue you considered?** Assessment literacy of undergraduate Biology students
Why did you choose this focus?	**Why did you focus on this? On the basis of what evidence? Why did it need looking at?** Assessment briefs are often created by staff as short written documents that are uploaded onto a virtual learning environment (VLE) with the assumption that students will understand expectations (i.e. that student assessment literacy is high). We wanted to explore student confidence in assessment literacy for an assignment that was novel to them (Graphical Abstract).
What was the context? *Module / programme Discipline* *Country* *Who was involved – staff and students*	**What is the disciplinary/module/course context in which your assessment work is situated?** Physiology component of a Year 1 Undergraduate course Staff = Sheila Amici-Dargan Student researcher = Kaisa Ilmari
Why is this important? *What is your contribution – is it original? Is it confirmatory of previous work? Is it actively taking the field forward by adding new understandings?*	**Why is what you did important?** The idea for conducting this study came from our previous work (see EAT Erasmus Case Study on 'Staff and Student Perceptions') which identified gaps in expectations in assessment literacy between staff and students. This case study is original work exploring student confidence in assessment literacy. Student confidence in AL was increased after a student-led intervention that empowered students to understand 'what good looks like' (AL1) and provided an opportunity to engage in dialogue with senior peers to better understand the marking criteria.

How does this work contribute to current understandings we have of assessment and feedback *To what extent are you aware of current national and international assessment and feedback higher education debates*	**How does what you focused on link to current understandings of and priorities in assessment and feedback within your institution and more widely in higher education?** The 2015 Higher Education Academy's framework for transforming assessment in higher education, emphasized how essential it is to integrate assessment literacy into course design and to support students to develop a shared understanding of the many purposes of assessment. Despite this guidance there is still often a big disconnect between staff and student understandings of the purposes of assessment and in assessment and feedback practices in HE. Our study involved an intervention co-developed with student researchers to explore this disconnect and provide dialogic opportunities to clarify expectations and purposes, and close gaps in perceptions between staff and students.

Implementation: What did you do?	
Prompts	**Key questions**
The project promotes an action research type approach – working with students and staff to implement ideas and then evaluating them. *It encourages the use of a mixed methodology and methods* *– the use of quantitative methods (e.g. survey data) and qualitative approaches (e.g., discussions with colleagues) to investigate practice.*	**How did you investigate your focus?** **Did you do any pre and post testing of ideas/abilities/ attitudes?** **Were you able to draw on a variety of sources of information to support your findings?** **Did you use EAT to measure student/staff engagement in assessment pre and post?** We took an action research approach, working with staff and students to co-create and evaluate our intervention. The Assessment Literacy domains of the EAT framework were used to construct a short survey to evaluate student confidence pre- and post-intervention.

Describe what your approach involved. *What did you do to enhance a self-regulatory approach to assessment and feedback practice* *What roles did students and educators play?* *See Moore et al (2015) Process diagram to help you describe the elements of what you did?*	**What were the key things you did and with whom?** **What student and staff groups did you engage with and how?** **Who approved ethical consent? (Institution?)** **Over what time scale did you conduct this project?** **Did it involve 1 or several iterations of change initiatives?** **What information did you collect?** **What tools/resources did you use?** Three student researchers, final year undergraduate Biology students, created a range of exemplars (model answers) for a graphical abstract assessment we run in the first year of our undergraduate course. The student researchers then ran an optional collaborative learning session for first year UG undergraduate Biological Sciences students who were undertaking a novel assessment at a UK Russel Group University. Student participants were asked to use the marking criteria to give feedback to their senior peers and justify and discuss the grades they had awarded. Student participants answered a short survey of questions with Likert scale answers created by the student researchers based on the sub-domains of the EAT framework to self-report their confidence in various domains of assessment literacy pre- and post-intervention. Student confidence increased significantly in all areas of assessment literacy following the student-led session, evidence of the positive contribution students can make in co-developing assessment practices in higher education. Ethical consent was obtained from our school research ethics committee (School of Biological Sciences, University of Bristol). This project was conducted over a time scale of about 6 months.

How was what you did aligned to the EAT concepts (FIDELITY) See check list below? • ***Inclusive –*** *do all students have equal access to learning and equal chances to do well?* • ***Shared beliefs and values –*** *have these been discussed and agreed between staff and students? Is there agreement on the key self-regulatory skills that need to be focused on?* • ***Student-staff partnership –*** *how genuine is this? To what extent are students encouraged to participate in all assessment decisions?* • ***Sensitive to context – how have you adapted assessment to suit your context?*** *nuances of your discipline and course, situated within your faculty and institution; and nature of student intake – what is specific about your course/subject demands and types of students you have?* • ***Holistic –*** *the whole experience of the student* • ***Integrative*** *– how all aspects of assessment are interrelated and impact one another* • ***Agentic –*** *allows students and lecturers to take control of their*	How did you incorporate EAT concepts into your design? How did you support colleagues to understand how to apply these concepts? Were staff able to engage students in co-design? This project was specifically set up as a staff student partnership, so our student researchers were actively involved in all stages (design, implementation, and evaluation) of this intervention aimed at improving assessment literacy. The intervention was inclusive in that it was open to all students in Year 1 who were about to undertake this assessment. We ran these sessions in small groups on multiple occasions with both in-person and online options to suit a range of student preferences. One of the main aims of this intervention was to support students ot become more agentic, taking control of their own learning.
See Assessment and Feedback Principles Appendix A and **Student Engagement in Assessment templates**	To what extent were you able to implement the EAT assessment and feedback principles? What barriers and facilitators were there to implementation? This project focused on the Assessment Literacy components of the assessment and feedback principles of the EAT framework. The intervention (student-led peer-marking session) provided a space for students to discuss the assessment criteria and make these more accessible and transparent to students. These discussions were intended to better align the goals of staff and students and promote shared conceptions of what good looks like. Through working with students as co-creators staff were able to support students to understand what good looks like. Our intervention also focused on clarifying the roles of students in assessment and using this specific novel authentic assessment to help clarify what is to think, be and act within our discipline.

Assessing the Impact of your Intervention: Key findings	
Prompts	**Key questions**
Did it engage the students and staff you	To what extent did your intervention reach your

wanted it to?	intended audience of staff and students? Was it manageable? Are there plans to test it more widely? Our intervention reached our intended audience – 1st year undergraduate students who were new to this assessment type. It was a very manageable exercise which benefited all students who were involved. We are planning to embed this as a compulsory exercise for all Year 1 students next year within the core teaching time so that all students benefit rather than running it as an optional extracurricular activity.
Note any reported impacts on students: *Did those who did engage do better than those who did not?* *Did it narrow gaps in attainment between more and less advantaged students?* *Student beliefs about their role in assessment* *Student confidence* *Student learning outcomes* *Student engagement in assessment* *Student satisfaction* *Assessment Literacy* *Ability to use, seek and give feedback* *Contribution to assessment resources and valuable outputs*	What were the impacts on students? Did all students benefit equally? What specific changes resulted if any? Any unexpected outcomes? Students reported confidence in assessment literacy increased dramatically following the session run by senior-peer students for the first year UG students. This was an optional session which approximately 1/3 of the cohort attended so it is possible that the students who didn't attend did not receive the same benefit, which is why we are integrating it into core teaching going forwards.
Impact on staff engagement in training *Did it impact staff conceptions of assessment and the role of students in the process?* *Did it make assessment more efficient?* *Staff competency* *Staff confidence* *Staff collaboration* *Staff assessment literacy* *Better assessment design?* *Did it lead to better curriculum design*	What were the impacts on staff? Do staff have a better understanding of assessment? Was assessment design improved as a consequence of what you did? To date there have been no impacts on members of staff (other than the one who co-led this study with student partners) but we plan to support other staff to run similar intitiatives with their own assessments. In the longer term we are looking at how these types of student-led activities could be expanded to programme level assessment.
Are changes embedded within curriculum? *Any longer term gains?* *Development of effective assessment networks* *Changes in attitudes?* *Upskilling of staff* *More efficient use of resource* *Impacts on policy?*	Sustainability: any longer term gains from the project? Has what you implemented become part of business as usual – will it be maintained? See above. Not yet but we have plans to do so.
What personal learning do you take away from the project? *(Use reflective templates to support evaluative activities)*	What was the impact on those colleagues and students leading the case studies? What were the key learning points for you? What would you have done differently in retrospect? How could you improve your design? The personal learning that I took away from this

	project, as the staff member involved, was that producing written assessment briefs alone is not sufficient to support our students to understand and meet our expectations. We need to provide more opportunities in class time to promote discussions about the purpose and practice of assessment in HE. The student researchers (final year project students) learned new skills through creating a graphical abstract from a complex research paper, skills in communication through running the collaborative learning sessions, and skills in educational research (these are biology students, so they were able to discover new approaches to research and analysis).
What are the key messages that would be useful for others trying to do this?	Transferability Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work This intervention could be conducted in any discipline on any assignment type so is fully transferable. The key message of this piece of work is that our students can enhance assessment practices in higher education through working with staff as curriculum co-developers.

SUPPORTING DOCUMENTS

Key training elements before you start

1. **WHAT IS THE EAT FRAMEWORK: How Eat works: deciphering the EAT wheel / web.**
2. **Concepts and principles underpinning the EAT Framework and why they are important**
3. **Planning an Intervention: Establishing your Focus: Exploring your own practice and starting points within your own institutional context: What are the facilitators and barriers impacting assessment?**
4. **Implementing Interventions – Key considerations and approaches to data collection and analysis.**
5. **Analysing Impact and Effectiveness**

APPENDIX A

Effective Assessment Feedback

The key aim of assessment feedback should be to support students to become more self-regulatory in managing their own learning as part of sustainable assessment practice; a focus on three core areas is recommended: Assessment Literacy; Facilitating Improvements in Learning; Holistic Assessment Design.

To support assessment literacy we should:

1. Clarify what the assessment is and how it is organised. Explain the principles underpinning the designof assessment so that students can understand the relevance and value of it.
2. **Provide explicit guidance** to students on the requirements of each assessment (e.g. clarification of assessment criteria; learning outcomes; good academic practice).
3. **Clarify with students the different forms, sources, and timings of feedback** available including e-learning opportunities.
4. **Clarify the role of the student in the feedback process** as an active participant (seeking, using,and giving feedback to self and peers; developing networks of support), and not just as a receiver of feedback.
5. **Provide opportunities for students to work with assessment criteria** and to work with examples of work at different grade levels in order to understand 'what constitutes good.'

To facilitate improvements in learning we should:

6. Ensure that the curriculum design enables sufficient time for students to apply the lessons learnt fromformative feedback in their summative assessments.
7. **Give clear and focused feedback** on how students can improve their work including signposting the most important areas to address (what was good; what could be improved; and most importantly, how to improve).
8. Ensure that formative feedback precedes summative assessment; that the links between formativefeedback and the requirements of summative assessment are clear.
9. Ensure that there are opportunities and support for students to develop self-assessment/self- monitoring skills, and training in peer feedback to support self-understanding of assessment andfeedback.
10. Ensure training opportunities on assessment feedback for all those engaged in curriculum delivery toenhance shared understanding of assessment requirements.

To promote holistic assessment design we should:

11. Ensure that opportunities for formative assessment are integral to curriculum design at module and programme levels.
12. **Ensure that all core* resources are available** to students electronically through the virtual learning environment (e.g. Blackboard) and other relevant sources from the start of the semester toenable students to take responsibility for organising their own learning.
13. Provide an appropriate range and choice of assessment opportunities throughout a programme ofstudy.
14. Ensure that there are opportunities for students to feedback on learning and teaching, both individually, and via Student Groups (e.g., student union/representatives) during a taught course and at the end of it, to enable reasonable amendments to be made during the teaching of the course subject to the discretion of the course leader.

* Core = handbook; assessment guidelines; formative & summative tasks and deadlines; resources for each

session(Based on: Evans, 2013

Appendix F: Developing Student Engagement in Assessment

Evans (2018) Transformative approaches to assessment practices using the EAT Framework in Balloo et al. 2018.

Transactional	*Identify your position*					Transformational
Assessment Literacy	**1**	**2**	**3**	**4**	**5**	
Telling - one directional guidance on assessment criteria - lecturer to student.					x	Explaining / discussing requirements with students.
Teacher driven rubrics.	x					Student generated rubrics.
Provision of exemplars.					x	Student development of exemplars.
Provision of assessment criteria.	x					Student creating assessment criteria.
Provision of glossaries.						Student generated glossaries.
Given assessment regulations.						Students contributing to development of regulations.
Assessment Feedback	**1**	**2**	**3**	**4**	**5**	**Transformational**
Reliance on the teacher for feedback.						Reliance on range of sources – emphasis on developing student self-assessment.
Corrective feedback – one directional from teacher to student – work corrected.						Examples of how to correct with the responsibility on the student to apply the approach.
Provision of guidance on how to improve.						Student responsibility for developing action plan based on feedback on how to improve.
Asks students to reflect on their feedback.						Provides frameworks to support students in reflection involving dialogic practices and focused application to demonstrate understanding rather than reflection alone.
Directive. Solutions provided.						Challenges the student to find solutions.
Focus on the immediate requirements of the module task						Focus on application of learning within and beyond the course.
Assessment Design	**1**	**2**	**3**	**4**	**5**	**Transformational**
Assessment tasks designed *for* students.						Assessment tasks designed *with & by* students.
Teacher summative assessment.						Student and teacher summative assessment.
Teacher ownership of assessment tasks.						Student ownership of assessment tasks.
Tasks designed exclusively to meet specific learning outcomes.						Tasks designed to meet learning outcomes and to go beyond.
Strongly scaffolded learning tasks- students regulated and told what to do.						Students taught to self-regulate as part of course design.
Resources to support learning provided but relationship between them not made explicit.						All key resources available from the outset to enable student control of learning & signposted in relation to tasks and key crunch points. Clear links to resources provided.
Guidance mainly provided by teacher.						Students supported to build networks and to identify guidance from range of sources.
Resources provided for students.						Students/teachers generate resources.
Limited opportunities for self-assessment.						Ongoing aligned opportunities for self-assessment from start to finish.
Limited opportunities to explore assessment holistically and to explore						Key threshold concepts identified from the outset. Students encouraged to provide

potential issues. Teacher directs solution-finding.						resources to support understanding in areas seen as difficult, and to find own solutions.

Appendix F Description

This Appendix asks you to consider how you engage with students as partners along a continuum from left to right of the table, moving from a directional/telling approach to a more transformative approach that engages students actively in the design of learning and teaching. In supporting the learning progression of students there may be times where a directive approach is the most suitable such as at key transition points into learning. However, if we are to promote student agency in learning, we need to actively engage them in taking a lead in their own learning.

Key to supporting student progression in learning is how and when we remove scaffolding of learning to support their engagement with and ownership of learning and teaching.

This resource can be used:

- as a self-reflection tool to evaluate your own practice
- to discuss teaching approaches with colleagues as an integral part of curriculum design to view key progression points in the student learning process and what approaches are best and where and when; to ensure a consistent approach to engaging students within the curriculum
- shared with students to emphasize the importance of their role within learning and to clarify your expectations of them as partners within learning and teaching

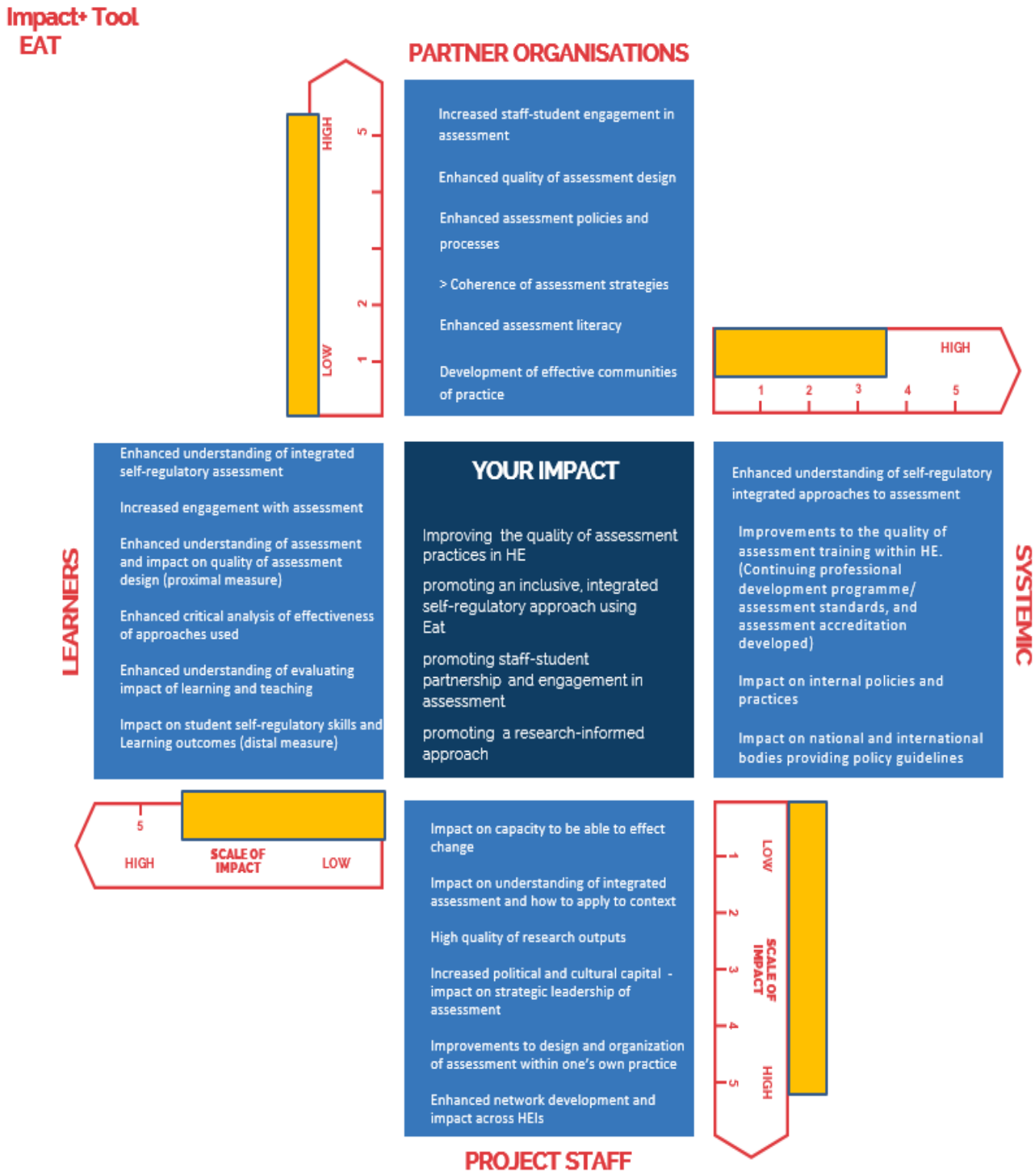
Sources

Evans, C. (2016). Enhancing assessment feedback practice in higher education: The EAT Framework. Available via : https://app.secure.griffith.edu.au/exlnt/entry/9549/view

Balloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Explicit Assessment Criteria as the Antithesis of 'Spoon-Feeding': How transparency in the assessment process can support students' self-regulatory development. *Frontiers in Education*

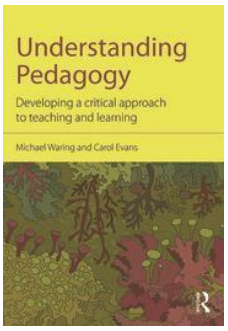
Moore, G. M., Audrey, S., Barker, M., Bond, L., Bonell, C., Hardeman, W., Moore, L., O'Cathain, A., Tinati, T., Wight, D., & Baird, J. (2015). Process evaluation of complex interventions: Medical Research Council Guidance. *BMJ 2015;* 3350:h1258

Useful Resources: Impacts on different Stakeholders



Understanding Pedagogy - Waring and Evans

https://www.routledge.com/Understanding-Pedagogy-Developing-a-critical-approach-to-teaching-and-learning/Waring-Evans/p/book/9780415571746



Understanding Pedagogy: Developing a critical approach to teaching and - Routledge & CRC Press

What is meant by pedagogy? How does our conception of pedagogy inform good teaching and learning? Pedagogy is a complex concept of which student and practising teachers need to have an understanding, yet there remain many ambiguities about what the term means, and how it informs learning in the classroom. Understanding Pedagogy examines pedagogy in a holistic way, supporting a more critical ...

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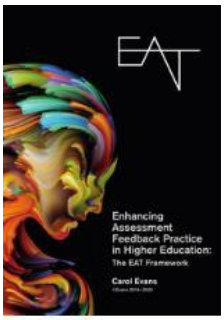
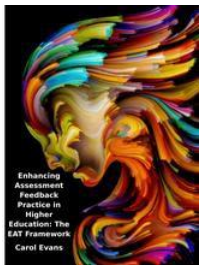
Website: https://www.eatframework.com/eat-framework-

The PDFS can be downloaded from: https://www.eatframework.com/eat-framework

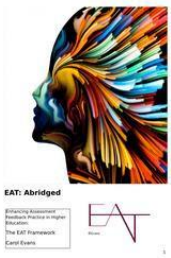
The pdf Accessible Version
https://www.researchgate.net/publication/343933632_2020_online_EAT_DOC_AW_accessible_3

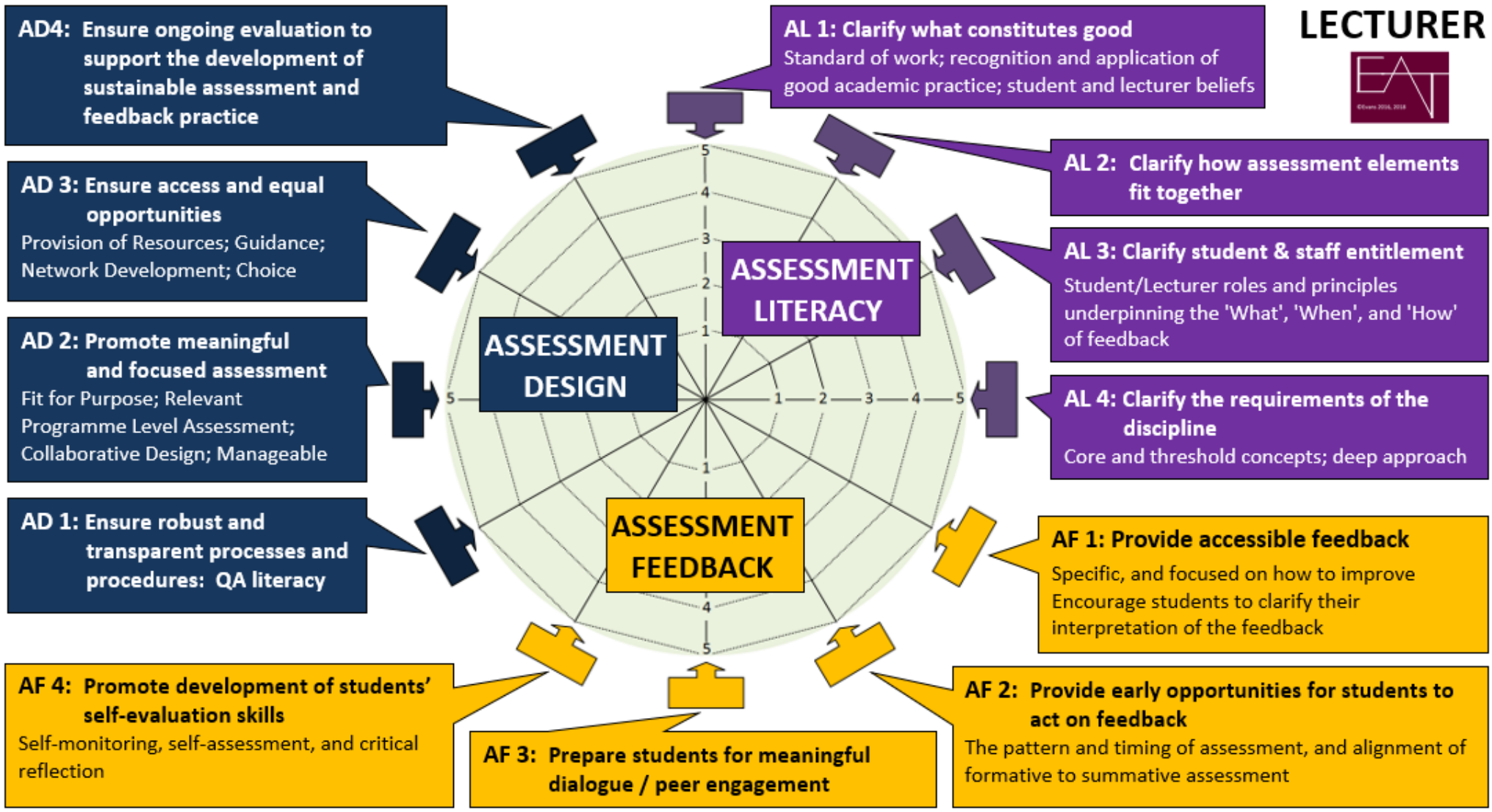


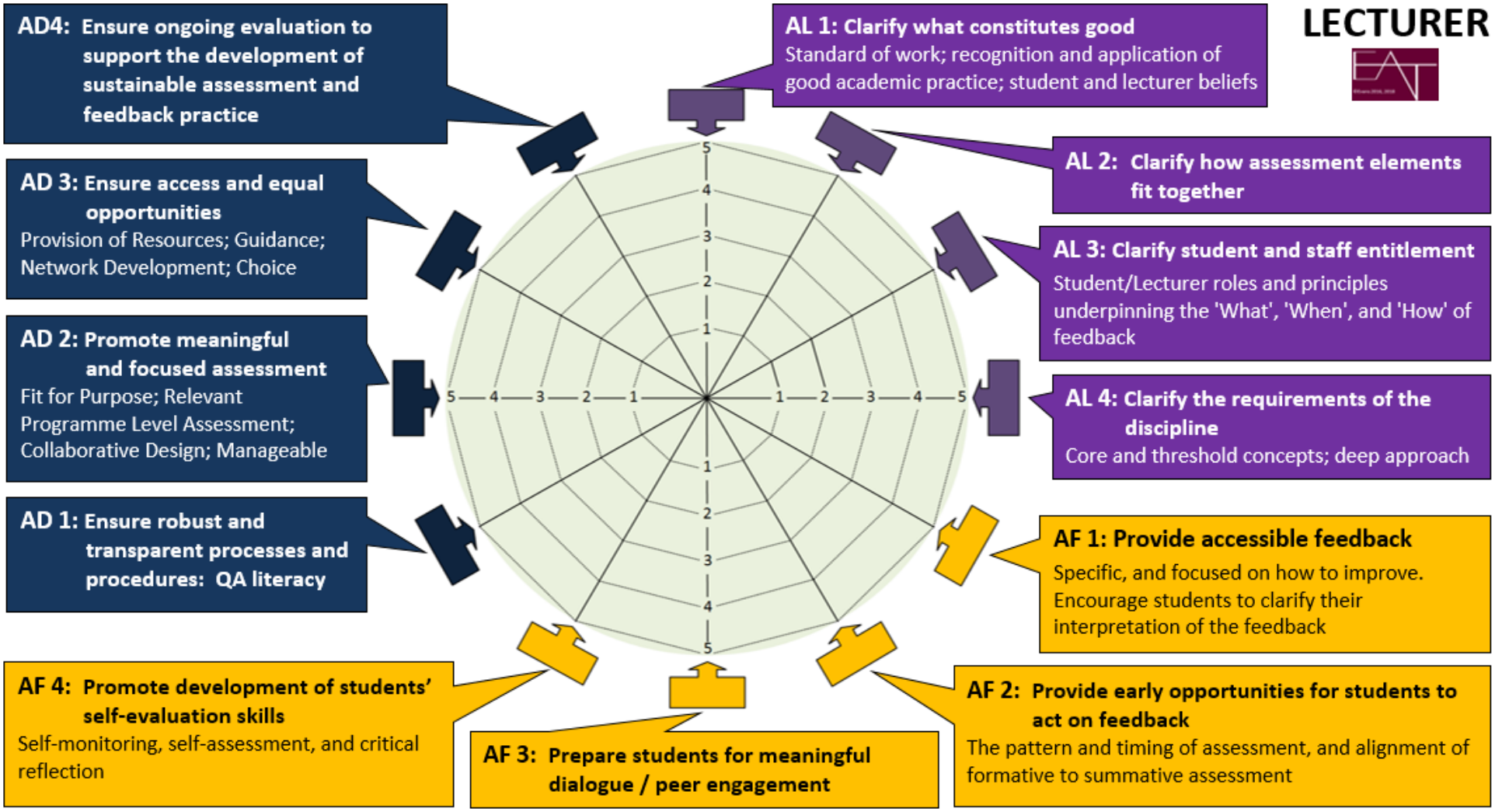
Extended
version https://www.researchgate.net/publication/343933483_EAT_Integrated_Assessment_Evans_2020_Griffth_word_version



Abridged
version : https://www.researchgate.net/publication/350324719_EAT_Abridged_2020




LECTURER
AD4: Ensure ongoing evaluation to support the development of sustainable assessment and feedback practice
AL 1: Clarify what constitutes good
Standard of work; recognition and application of good academic practice; student and lecturer beliefs
AD 3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice
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
ASSESSMENT LITERACY
ASSESSMENT DESIGN
AD 2: Promote meaningful and focused assessment
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable
AL 4: Clarify the requirements of the discipline
Core and threshold concepts; deep approach
AD 1: Ensure robust and transparent processes and procedures: QA literacy
ASSESSMENT FEEDBACK
AF 1: Provide accessible feedback
Specific, and focused on how to improve
Encourage students to clarify their interpretation of the feedback
AF 4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection
AF 3: Prepare students for meaningful dialogue / peer engagement
AF 2: Provide early opportunities for students to act on feedback
The pattern and timing of assessment, and alignment of formative to summative assessment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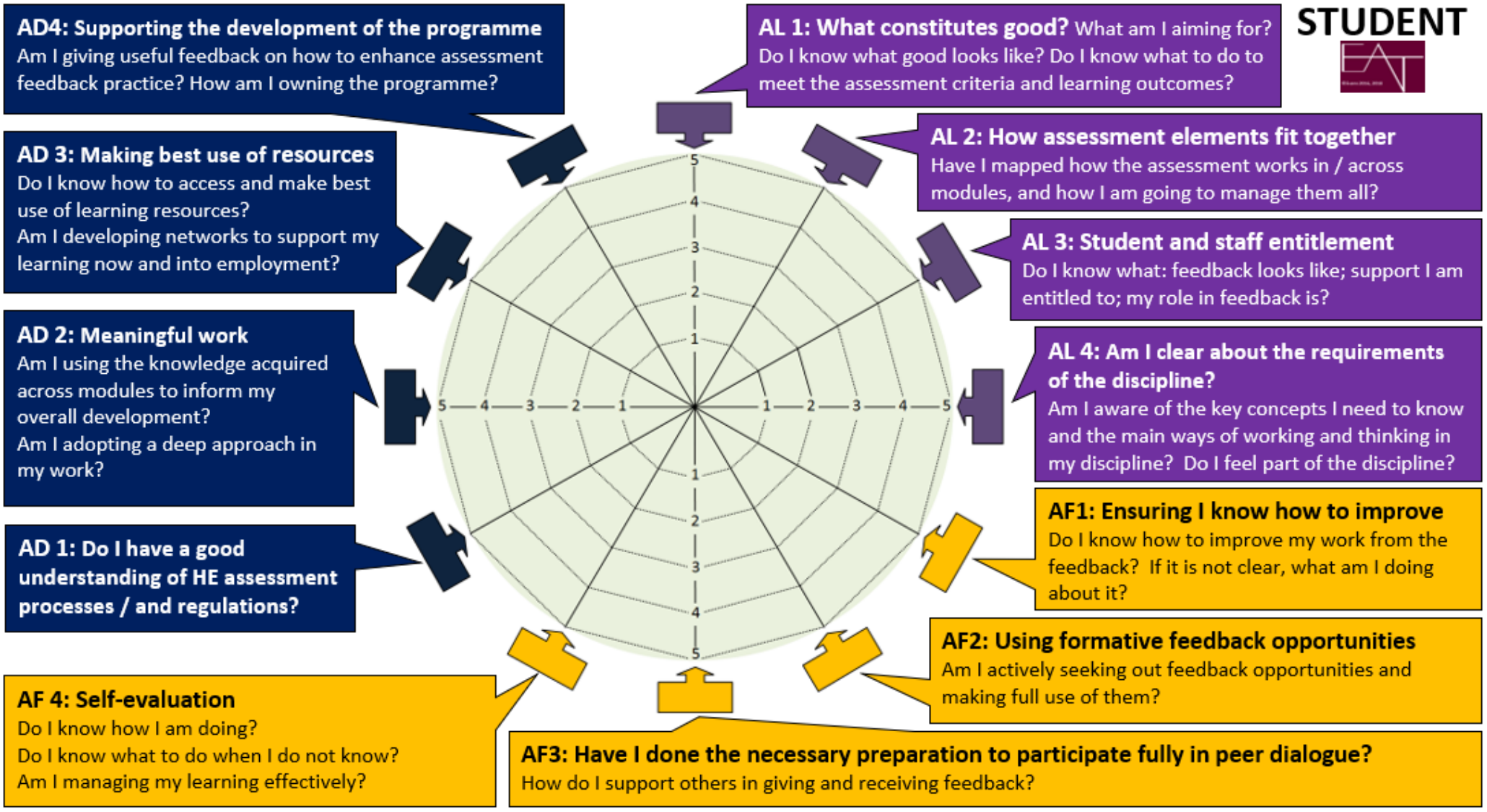
STUDENT
AD4: Supporting the development of the programme
Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?
AL 1: What constitutes good? What am I aiming for? Do I know what good looks like? Do I know what to do to meet the assessment criteria and 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 learning now and into employment?
AL 2: How assessment elements fit together
Have I mapped how the assessment works in / across modules, and how I am going to manage them all?
AL 3: Student and staff entitlement
Do I know what: feedback looks like; support I am entitled to; my role in feedback is?
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?
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?
AD 1: Do I have a good understanding of HE assessment processes / and regulations?
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?
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?
AF3: Have I done the necessary preparation to participate fully in peer dialogue?
How do I support others in giving and receiving feedback?