



The EAT Framework:

An integrated and
streamlined approach
to assessment





AIM OF SESSION 1: Introduction

- Provide an overview of EAT
 - Explain what the case studies involve
 - Identify key information
 - Start the process of thinking about your focus for next academic year
-



Effectiveness = Q and E

**Q = Quality – evidence-based,
robust design**

**E = Efficiency – embedded,
transferable, sustainable**



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





OUTCOMES WE ARE LOOKING FOR

Case Studies are for academic year 2021-2022

Which disciplines/ teams are in the projects – aim is to draw from Arts and Humanities; Sciences; Health and Social Care; and Social Sciences.

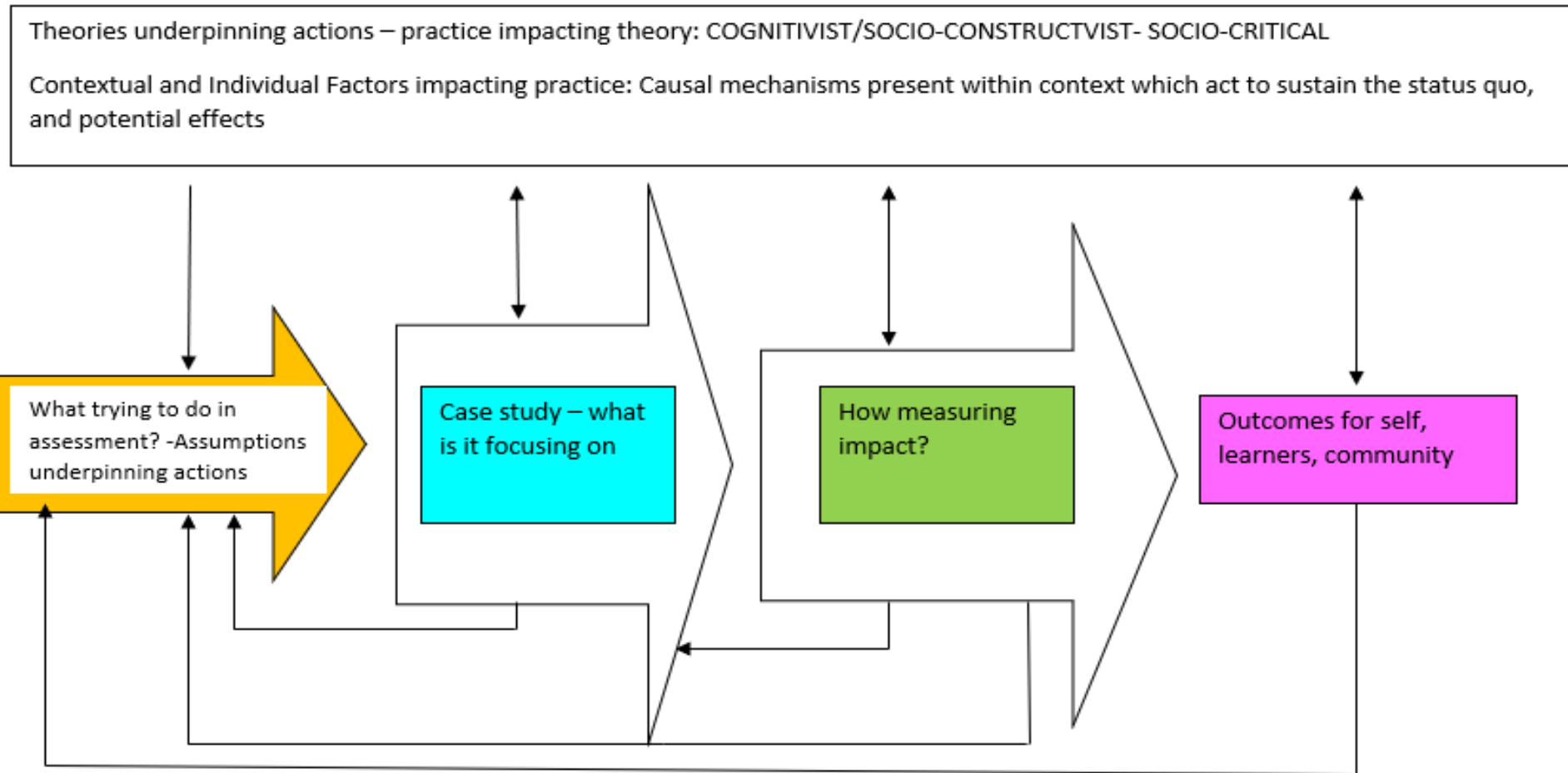
Time scale for projects for 2021-2022

Unit of focus: Module/programme/ 1 or 2 semesters etc

Begin to consider potential focus and plan to bring back to discuss at Session 2

Consider support needed

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



Information sets

Access to EAT Framework:

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

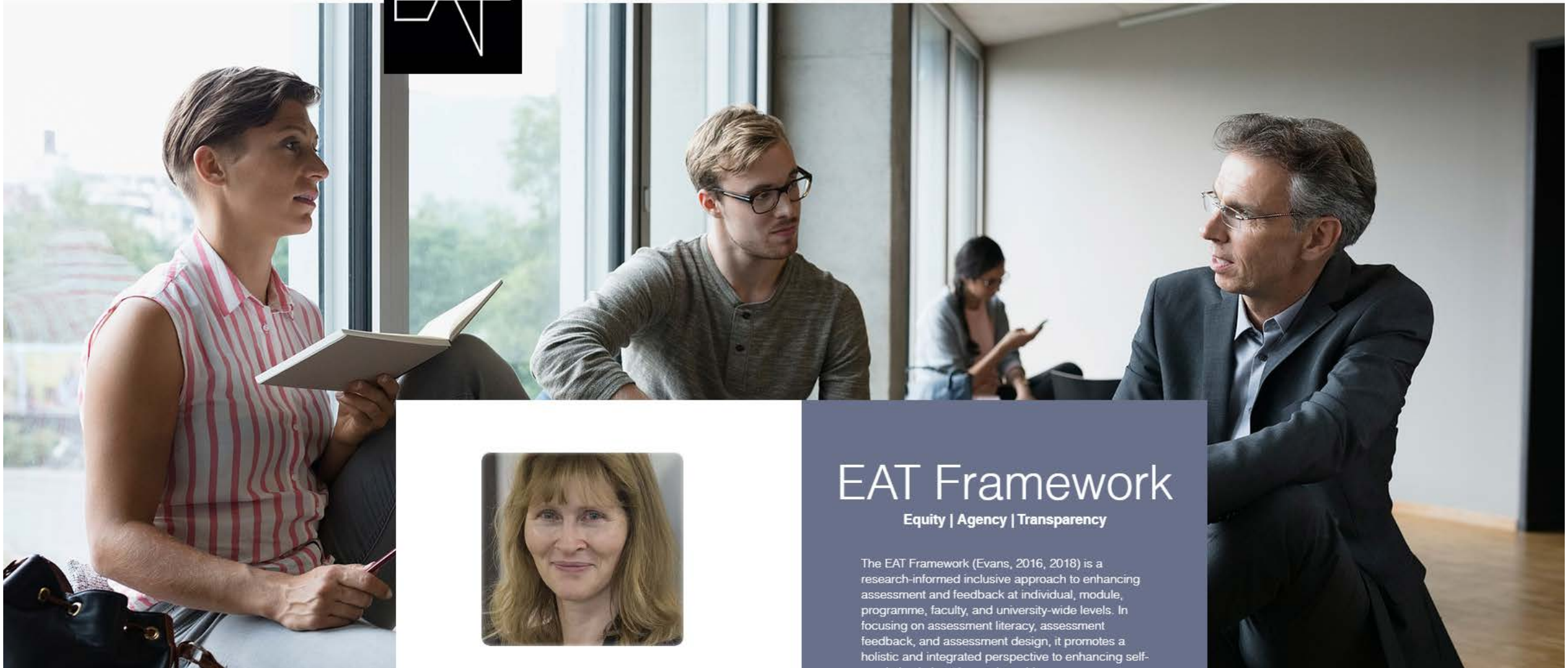
Intro Youtube video:

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

Documents:

Case studies Pack has template and useful information

Eatframework.com

[HOME](#)[EAT FRAMEWORK](#)[INSTRUCTORS](#)[STUDENTS](#)[RESOURCES](#)[EAT ERASMUS](#)[CONTACT](#)

EAT Framework

Equity | Agency | Transparency

The EAT Framework (Evans, 2016, 2018) is a research-informed inclusive approach to enhancing assessment and feedback at individual, module, programme, faculty, and university-wide levels. In focusing on assessment literacy, assessment feedback, and assessment design, it promotes a holistic and integrated perspective to enhancing self-



What is EAT?

EAT is a research-informed approach to assessment that helps you to consider all aspects of assessment feedback practice and the interrelationships between them

EATs' Origins

It is a pragmatic expression of systematic research initiated through:

Making Sense of Assessment Feedback in Higher Education

and exploration of 50,000 research studies and implementation across HEIs

and evidence of effectiveness in addressing student/staff engagement and in reducing differential learning outcomes

The screenshot shows the journal's website interface. At the top, the journal title 'Review of Educational Research' is displayed, along with the AERA logo (American Educational Research Association, founded 1916) and an impact factor of 8.985. Navigation links include 'Journal Home', 'Browse Journal', 'Journal Info', and 'Stay Connected'. A 'Submit Paper' button is visible. The article title 'Making Sense of Assessment Feedback in Higher Education' by Carol Evans is shown, with a 'Check for updates' button and a DOI link: <https://doi.org/10.3102/0034654312474350>. The abstract text is: 'This article presents a thematic analysis of the research evidence on assessment feedback in higher education (HE) from 2000 to 2012. The focus of the review is on the feedback that students receive within their coursework from multiple sources. The aims of this study are to (a) examine the nature of assessment feedback in HE through the undertaking of a systematic review of the literature, (b) identify and discuss dominant themes and discourses and consider gaps within the research literature, (c) explore the notion of the feedback gap in relation to the conceptual development of the assessment feedback field in HE, and (d) discuss implications for future research and practice. From this comprehensive review of the literature, the concept of the feedback landscape, informed by sociocultural and socio-critical perspectives, is developed and presented as a valuable framework for moving the research agenda into assessment feedback in HE forward.' The page also features a sidebar with 'Article Menu' (Download PDF, Open EPUB), 'Full Article' section, and 'Content List' (Abstract, Defining Assessment Feedback, The Higher Education Context). A yellow banner at the bottom contains the URL: <https://journals.sagepub.com/doi/full/10.3102/0034654312474350>



Core Principles

Equity

Agency

Transparency



EAT's Premise

How students come to co-own their programs with lecturers and see themselves as active contributors to the assessment feedback process rather than seeing assessment as something that is done to them (EAT, 2016)

Greater emphasis should be placed on assessment designs that promote student engagement with all dimensions of the assessment process as part of 'knowing to'

(Sadler, 2013)





Key Constructs
Self-regulation
Engagement
Assessment Literacy



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

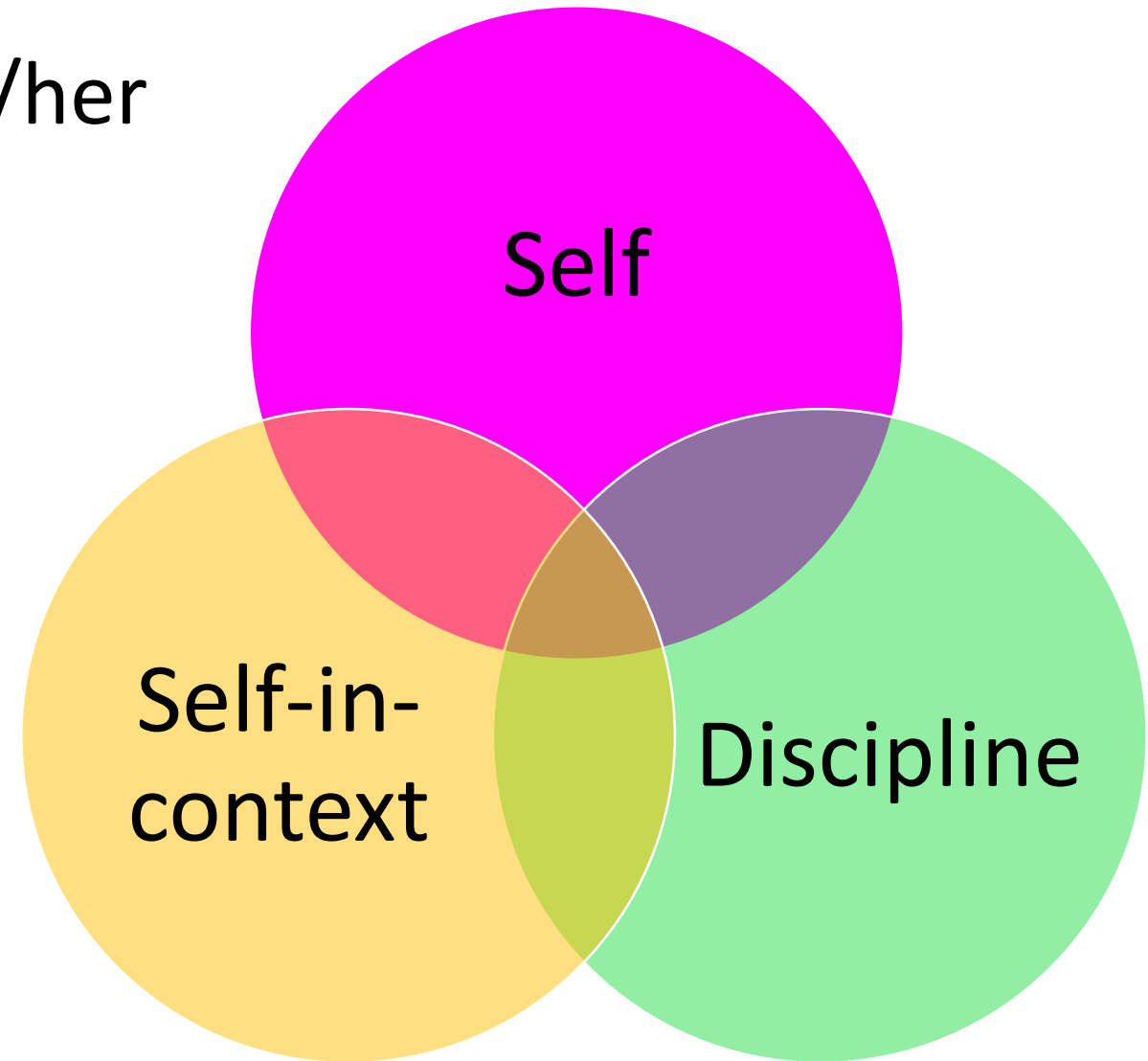
Cognitive how you process info

Metacognitive

understanding how you learn

Affective

how you manage your emotions

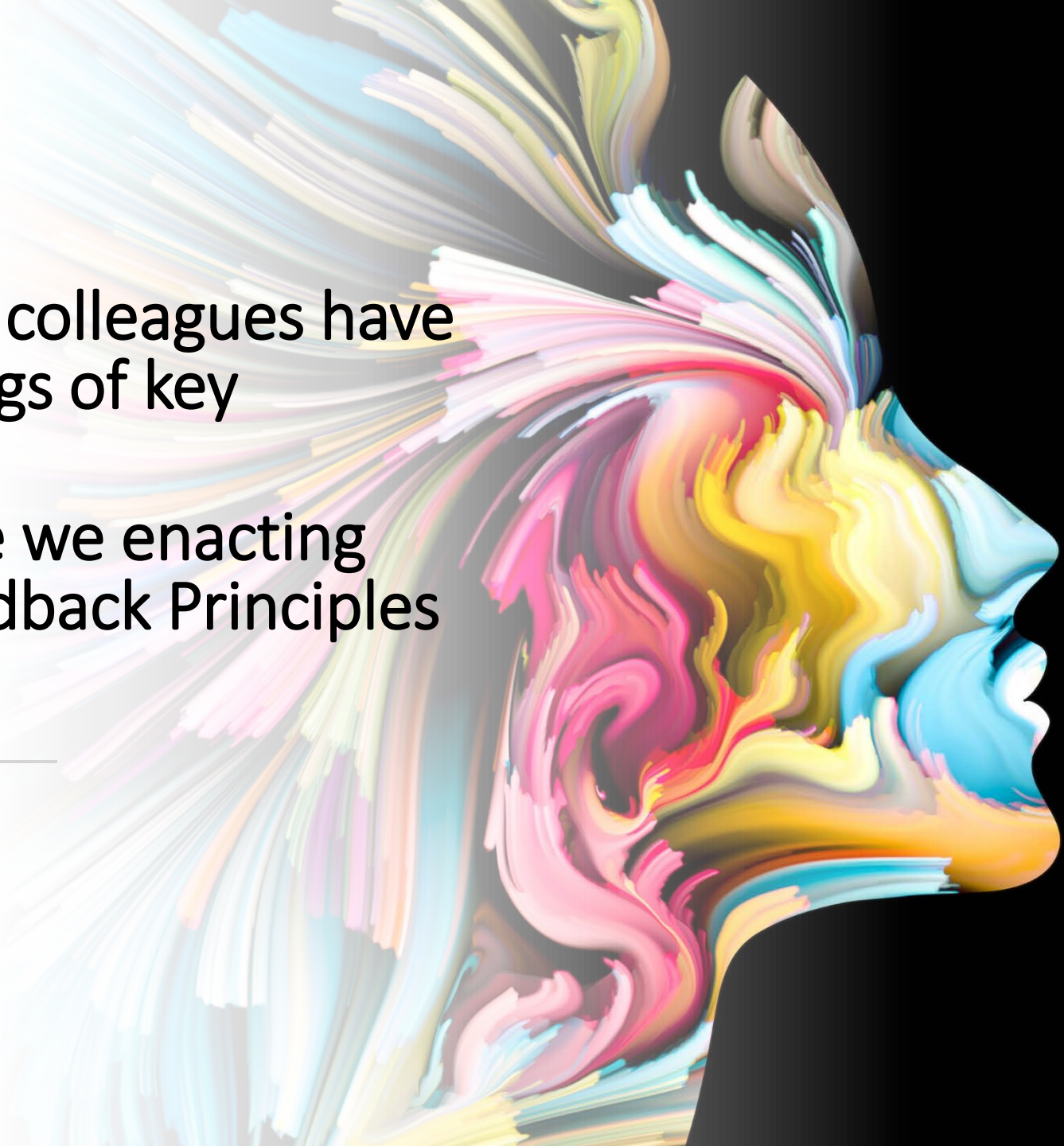




Task 1

A. To what extent do colleagues have shared understandings of key concepts?

B. To what extent are we enacting Assessment and Feedback Principles Appendix A?





Three Dimensions:

Assessment Literacy

Assessment Feedback

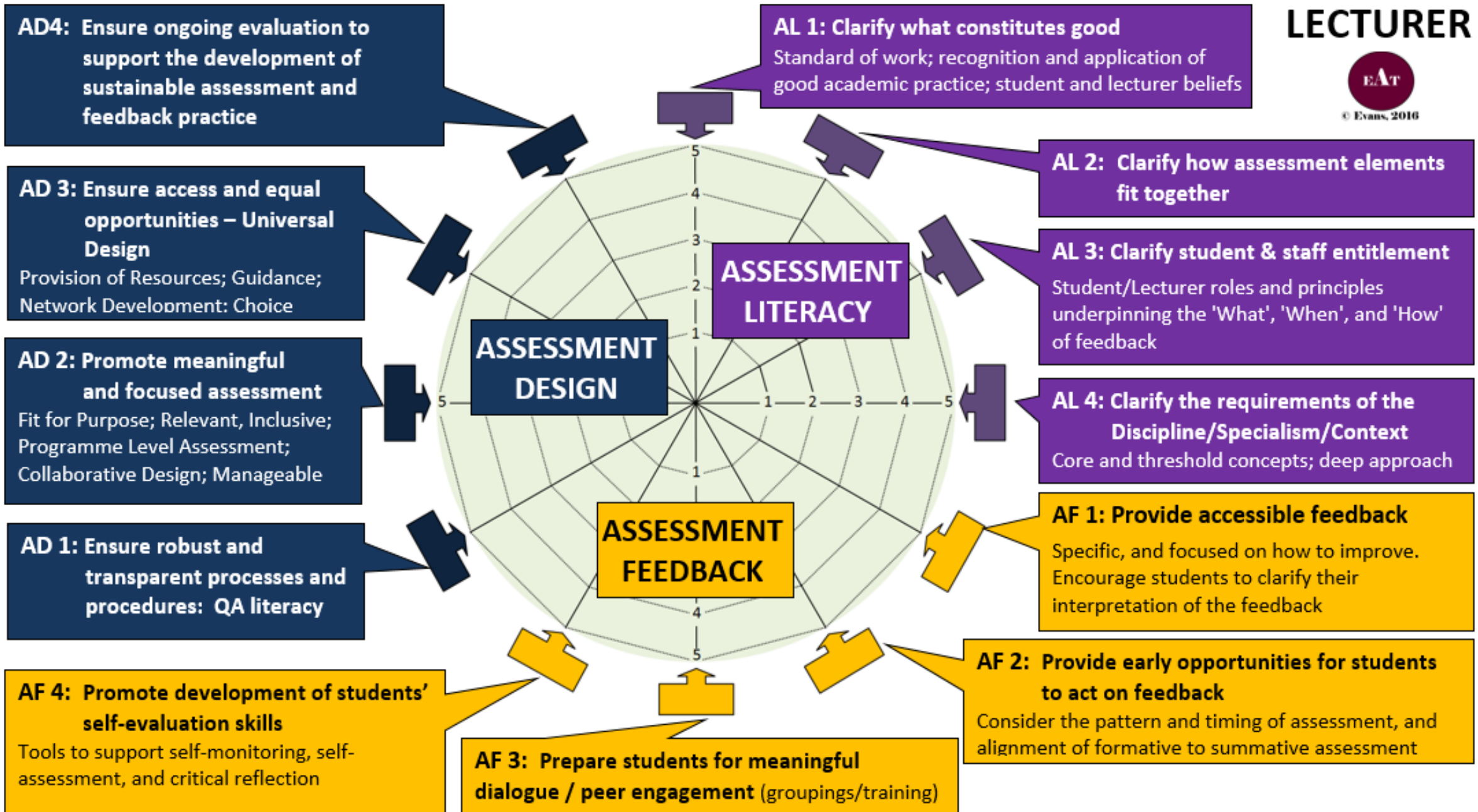
Assessment Design

ALL INTERRELATED

Focused on self-regulatory
development

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



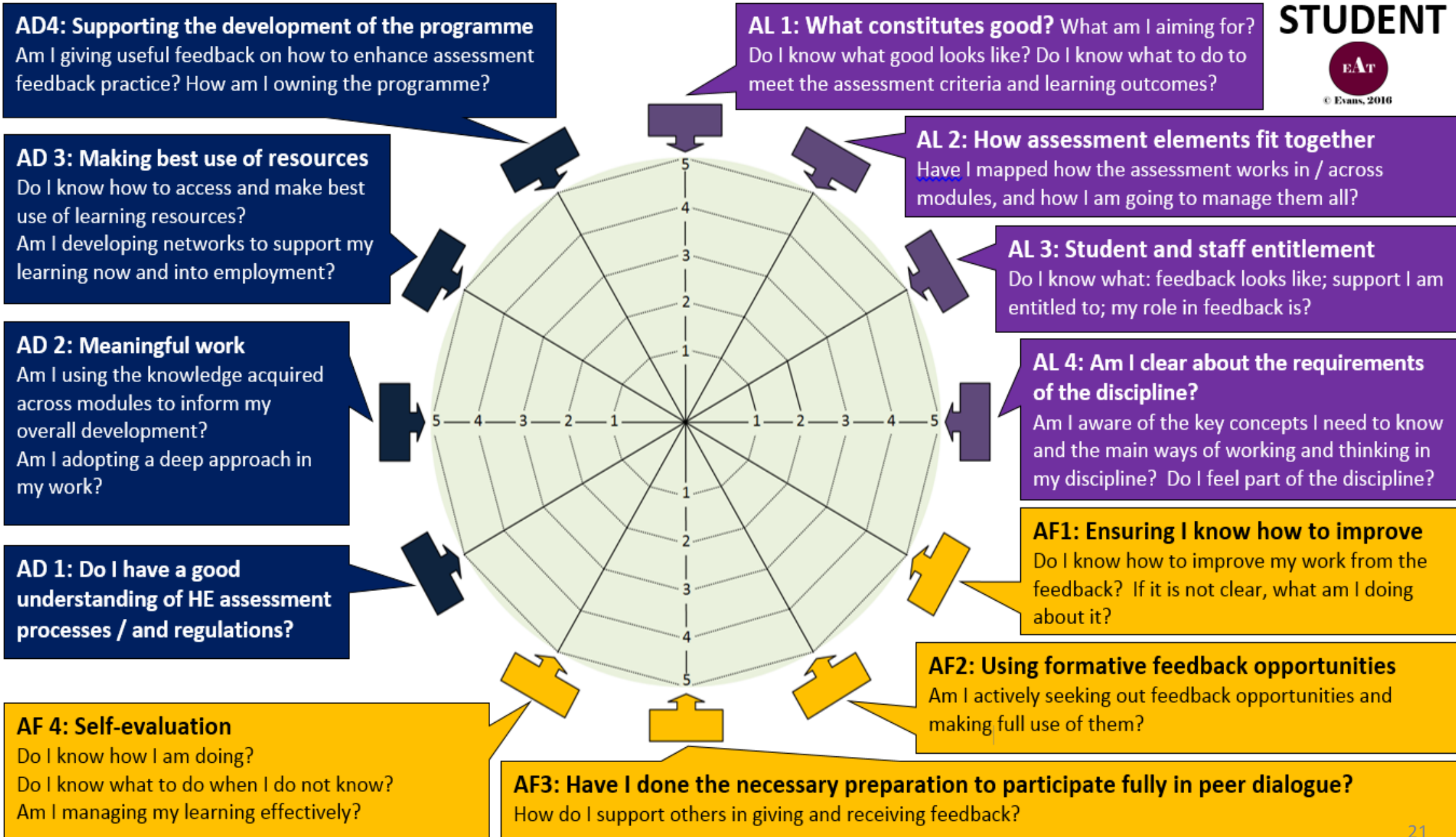




Assessment Priority	Things helping you	Things hindering you	Solutions

Task 2:

- 1. Use the wheel to identify which areas you think are most and least well developed.
- 2. What is your main assessment priority and why?
- 3. What factors support and hinder you in developing this.
- 4. How do you get round the barriers?





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?

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

How do I support others in giving and receiving feedback?

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?

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?

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?

AL 3: Student and staff entitlement

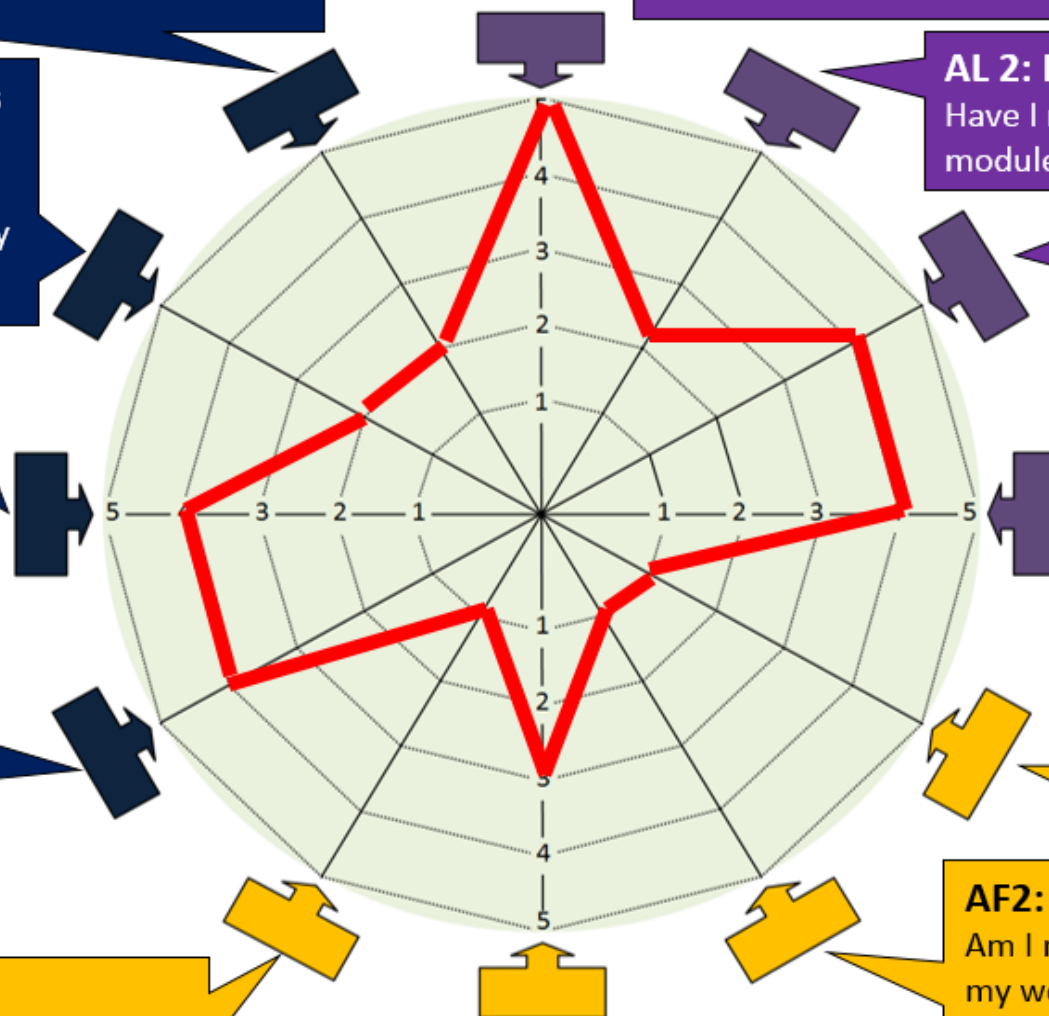
Do I know what: feedback looks like; support I am entitled to; my role in feedback is?

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 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?



Who needs to be involved?
Students / staff

ETHICS

What will be our focus?

What support do teams need?

- Familiarise with Framework
- Look at Case study template
- Discuss with teams
- Bring questions to next session

Self-regulatory
Template to send

Next Session:
Designing and
Evaluating
your Case
Studies

What support do I need



Tips: Use tags to further filter entries

GENERAL RESOURCE

The EAT Framework: Dimensions of Practice

The EAT framework provides a research-informed, integrated and holistic approach to assessment feedback. It has evolved from Evans' extensive research [more](#)

👍 2 ★ 0 💬 0

GENERAL RESOURCE

EAT Framework Appendix F: Student Role in Assessment

This Appendix to the EAT Framework (Evans, 2016) outlines practical steps to take Assessment practice from transactional to transformative across the [more](#)

👍 0 ★ 0 💬 0

GENERAL RESOURCE

Supporting Students Transitions with Amended Assessment

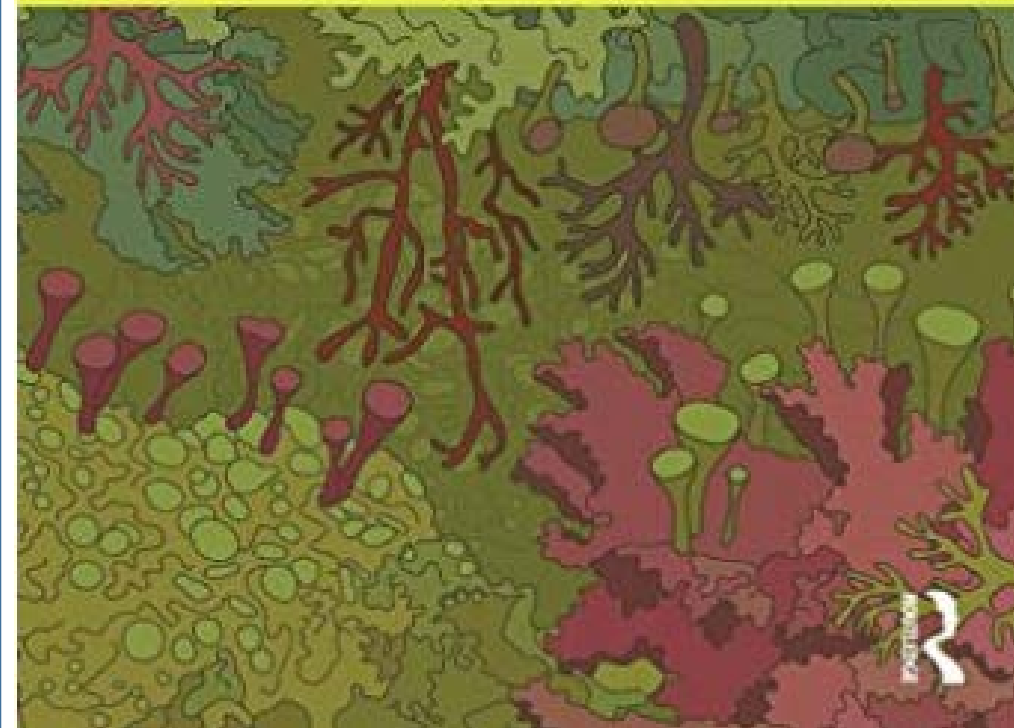
This guide is provided by our PVC (Learning & Teaching) Professor Carol Evans. It is intended to provide practical advice to our Learning & Teaching Community [more](#)

👍 1 ★ 1 💬 0

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



Professor Carol Evans on behalf
of ERASMUS+EAT team

Profcarolevansgmail.com