A Strategic Approach to Staff Development in Assessment and Feedback

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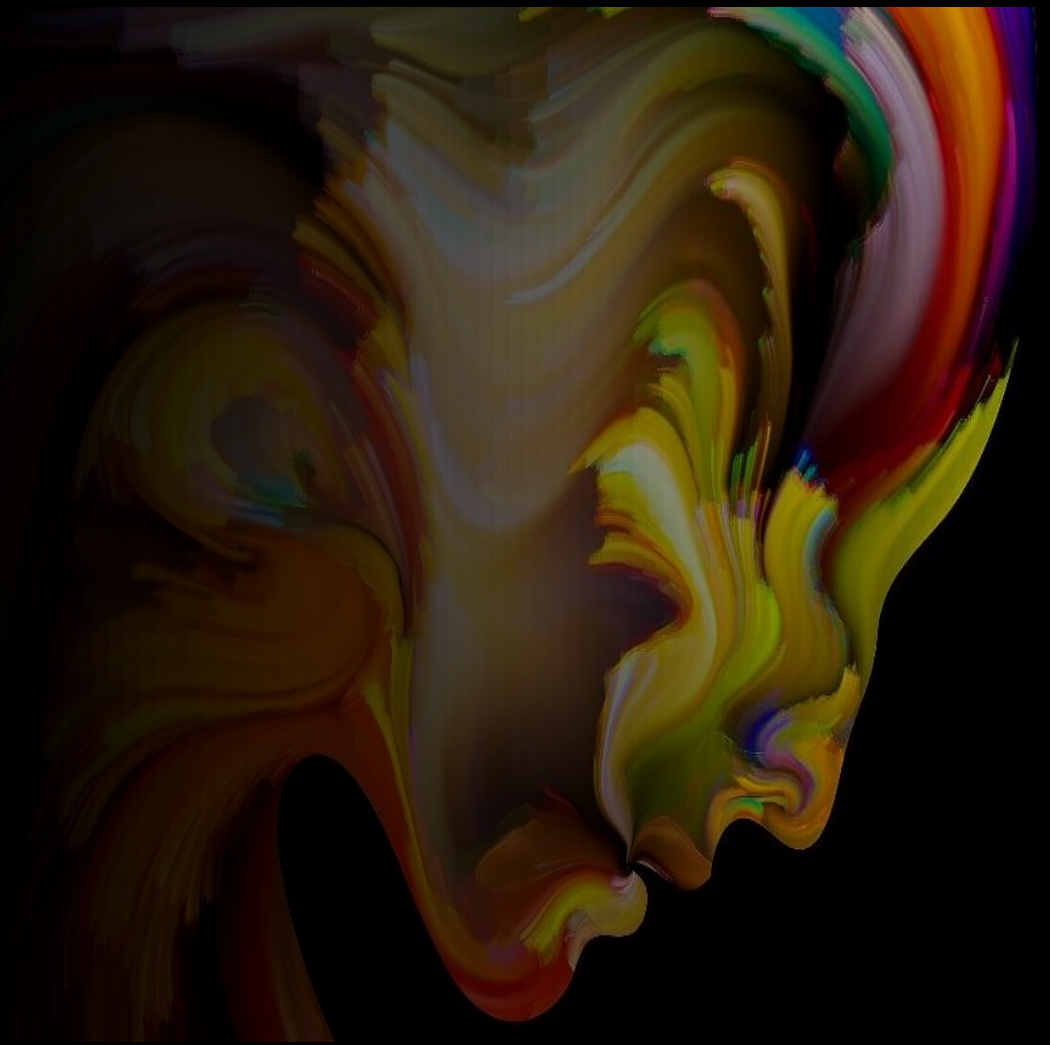

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Inrap

Self-regulation Series

1. Overview of SRAF(theoretical beginnings) ✓

2. Self-regulatory assessment design ✓

3. Promoting students' effective use of generative AI in assessment

4. Effective professional development strategies (building capacity)

Session Focus

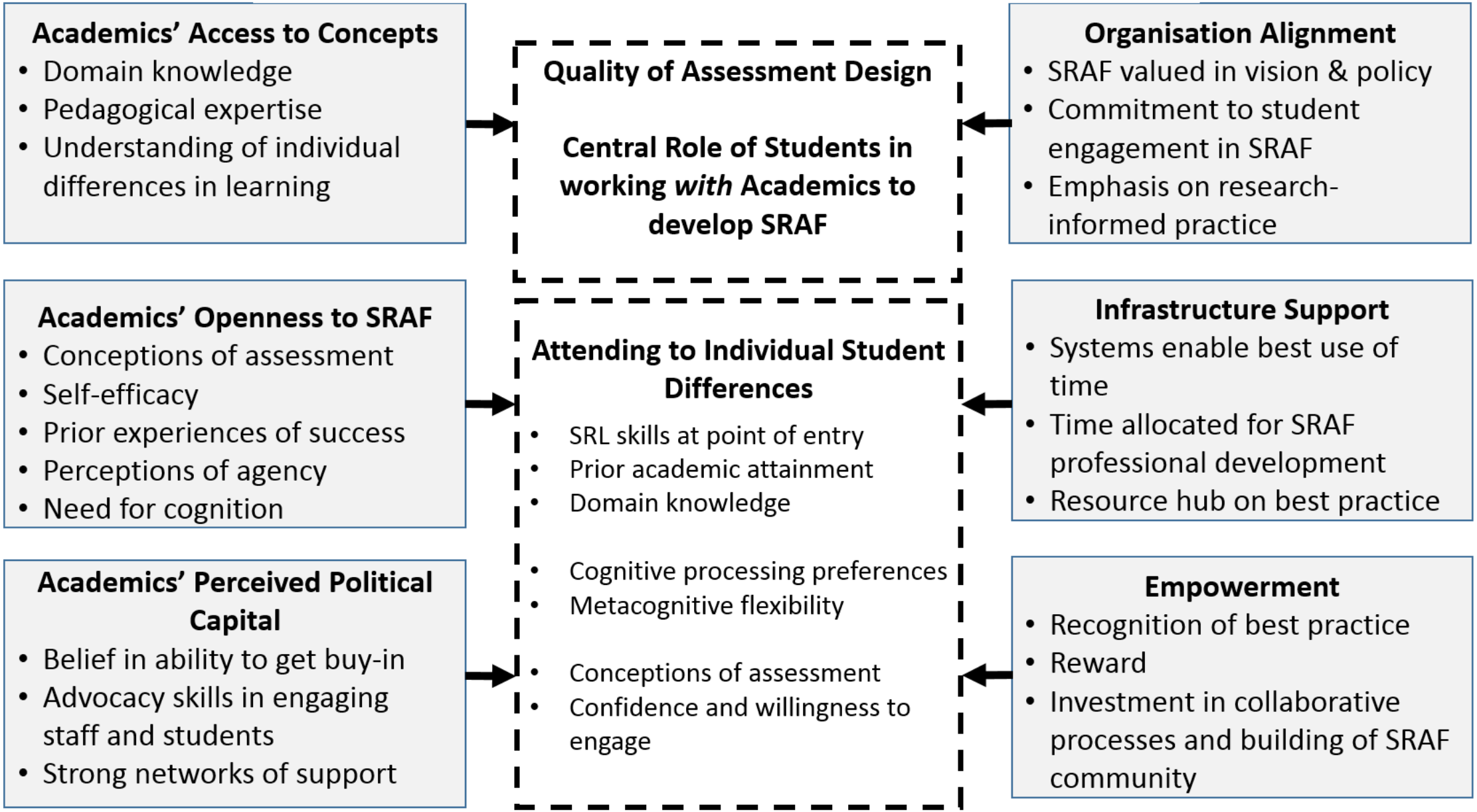
Professional Development Considerations

- The basics
- Where should we focus our attention?
- Practical approaches

Evans and Waring (2024) Prioritising a self-regulatory assessment and feedback approach in higher education

(https://www.elgaronline.com/edcollchap/book/9781800881600/chapter26.xml)

Building SRAF Capacity

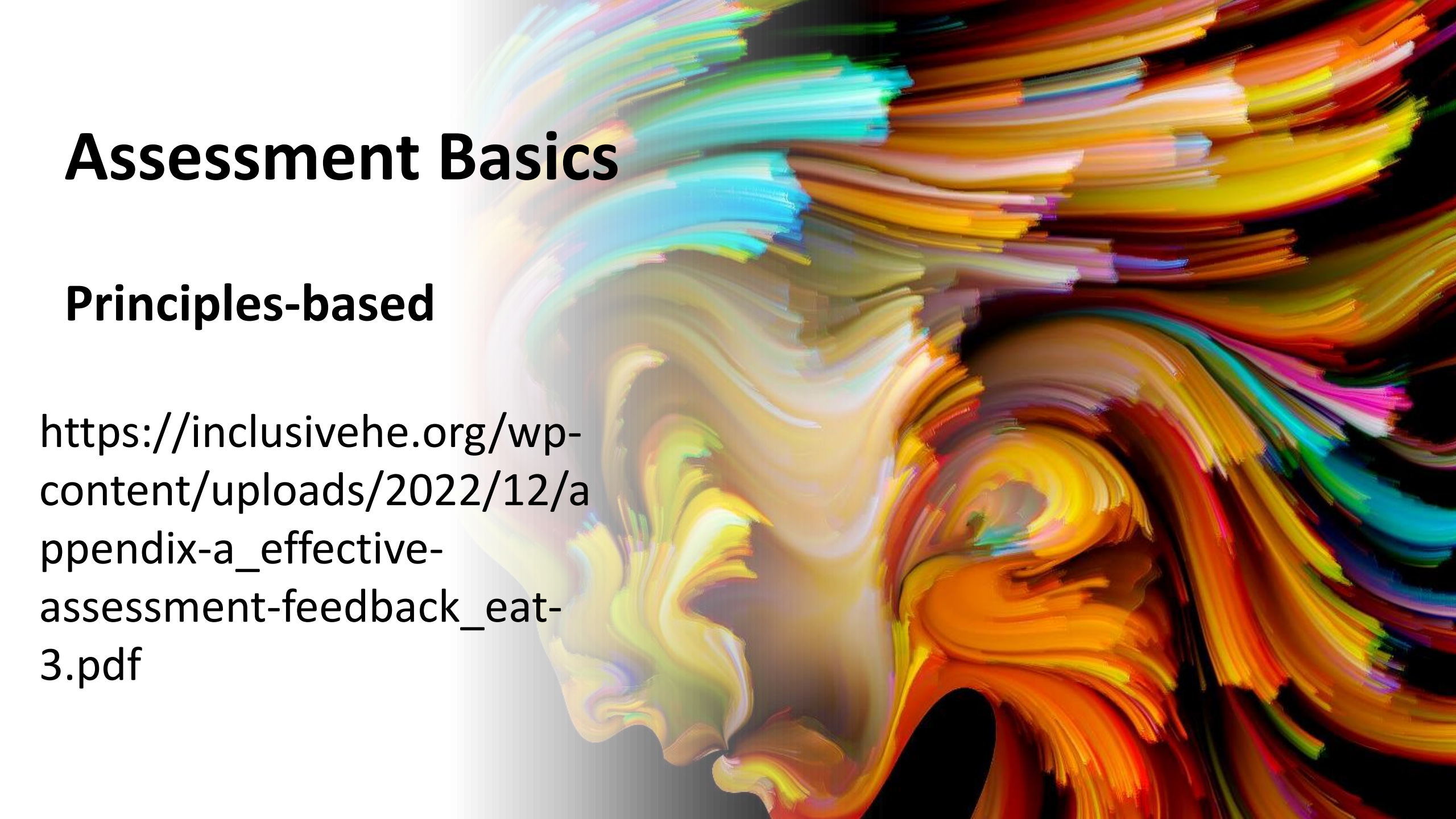


Evans et al. 2023: https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1357939/full

Assessment Basics

Principles-based

https://inclusivehe.org/wp-content/uploads/2022/12/appendix-a_effective-assessment-feedback_eat-3.pdf



EAT

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The EAT Framework

Enhancing assessment feedback practice in higher education

https://inclusivehe.org/wpcontent/uploads/2022/12/eat_framework_12_2022.pdf

Review of Educational Research

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Making Sense of Assessment Feedback in Higher Education

Carol Evans

First Published March 1, 2013 | Research Article | Check for updates

https://doi.org/10.3102/0034654312474350

Article information

Altmetric 34

Abstract

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.

Keywords

assessment, feedback, higher education, feedback gap, feedback landscape

https://journals.sagepub.com/doi/full/10.3102/0034654312474350

To support assessment literacy we should:

- **Clarify what the assessment is and how it is organised**.
- Explain the **principles** underpinning the design of assessment.
- **Provide explicit guidance** to students on the requirements of each assessment.
- **Clarify with students the different forms, sources, and timings of feedback** available.
- **Clarify the role of the student in the feedback process**.
- **Provide opportunities to work with assessment criteria.**

To facilitate improvements in learning we should:

- Ensure that there is **sufficient time** for students to apply the lessons learnt from formative feedback.
- **Give clear and focused feedback** on how students can improve their work.
- Ensure that **formative feedback precedes summative** assessment; that the links between formative & summative assessment are clear.
- Ensure that there are opportunities and support for students to develop **self- assessment/self-monitoring skills**
- Ensure **training opportunities** on assessment feedback.

To promote holistic assessment design we should:

- Ensure that opportunities for formative assessment are integral to curriculum design.
- **Ensure that all core* resources are available** to students electronically from the start of the semester.
- Provide an appropriate range and **choice of assessment opportunities.**
- Ensure that there are **on-going opportunities** for students to **feedback on learning and teaching.**
- **Ensure students are fully involved in the moderation process.**

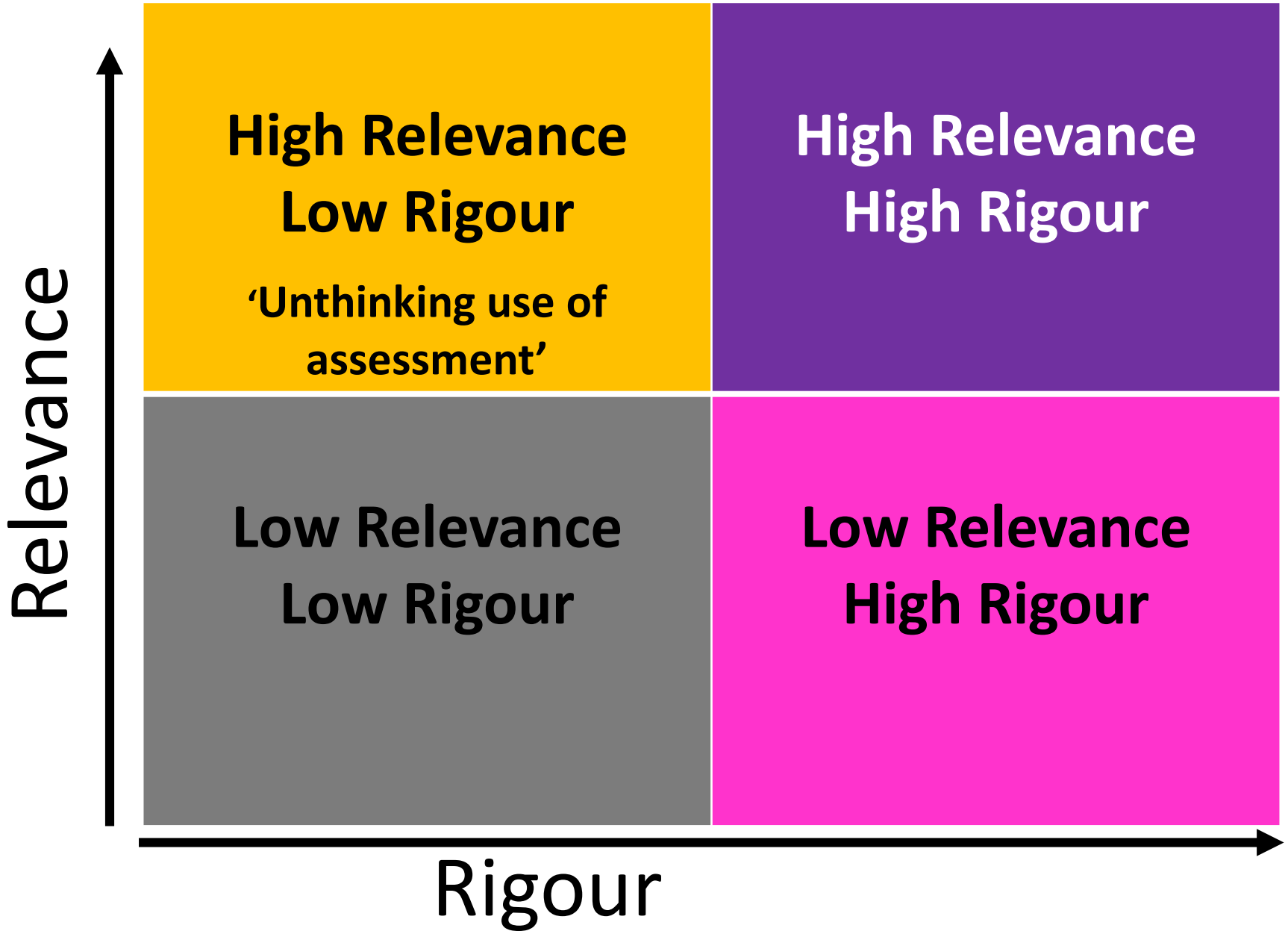
The quality issue

If the cake is burnt no amount of icing will rescue it

Rigour and Relevance (to include efficiency)

What constitutes high quality pedagogical research (Evans et al., 2021)

https://www.tandfonline.com/doi/full/10.1080/02602938.2020.1790500

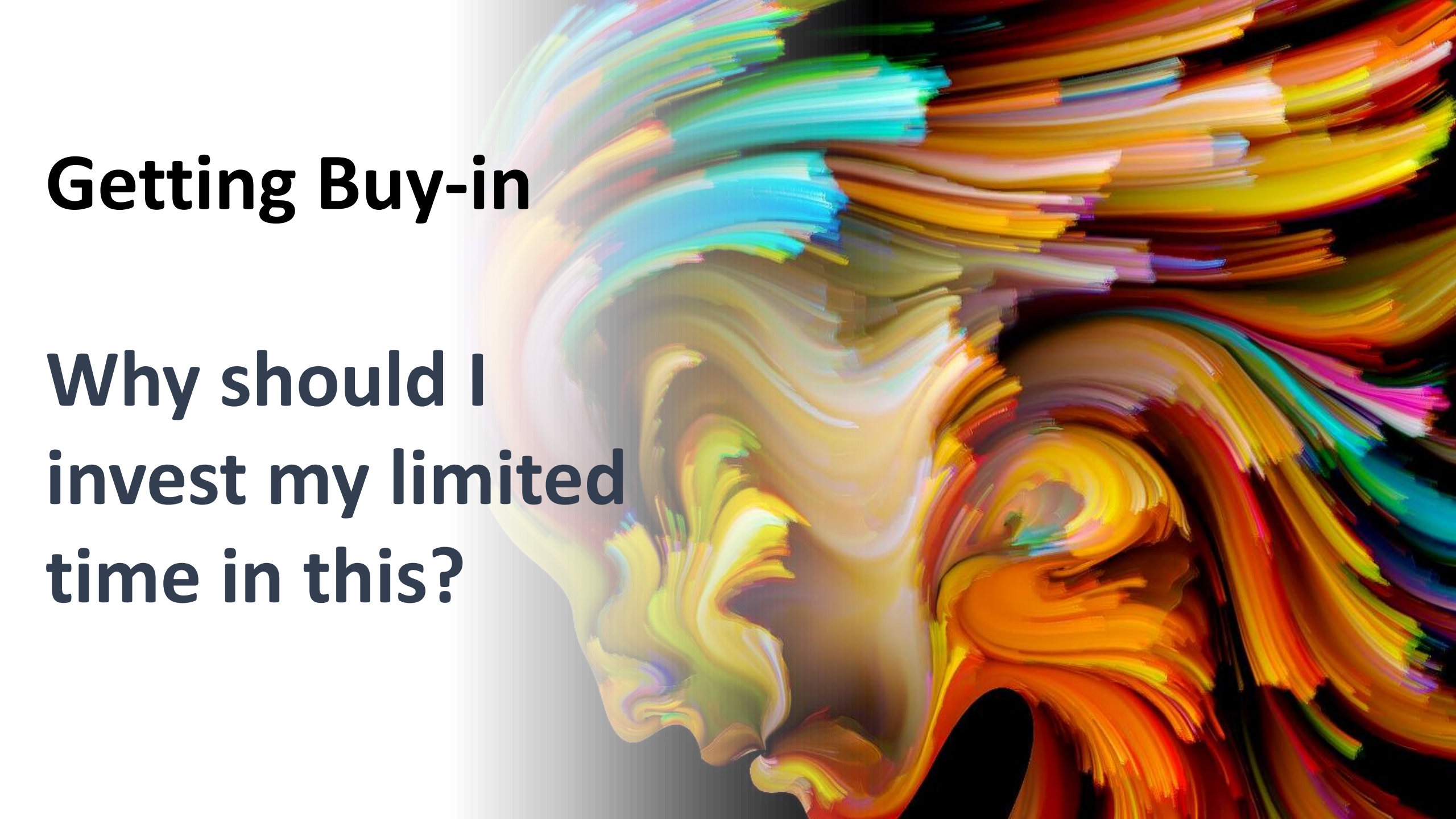


Ensuring the Basics are in Place

- Are learning outcomes (LOs) relevant?
- Are assessment criteria (AC) aligned with LOs?
- Is there progression in the level of difficulty (e.g., Levels 4-6)?
- Are modes of assessment the most appropriate?
- Does the weighting of AC make sense?
- Does the assessment algorithm make sense? Does it privilege certain types of learner?
- Does feedback relate to AC?

Getting Buy-in

Why should I invest my limited time in this?



The Bottom line: Motivation considerations:

How will it benefit me?

- Do I perceive it to be important (enhance my own practice and self belief; align with strategic priorities; save me time; support my promotion; increase my pay etc…).

Is it doable?

- It is manageable? Do I have the skillsets? Do I have the autonomy to effect change? Who will support me?

Am I interested?

- Does it intrigue me? Is it something I want to invest my time in for my own self-knowledge and competence?

What should we be spending our time on?

Different CPD strategies are needed dependent on levels of confidence and perceived value of specific approaches

Self-regulatory skills that support student self-efficacy, goal-setting, choice and use of the most appropriate learning strategies in any specific assessment situation

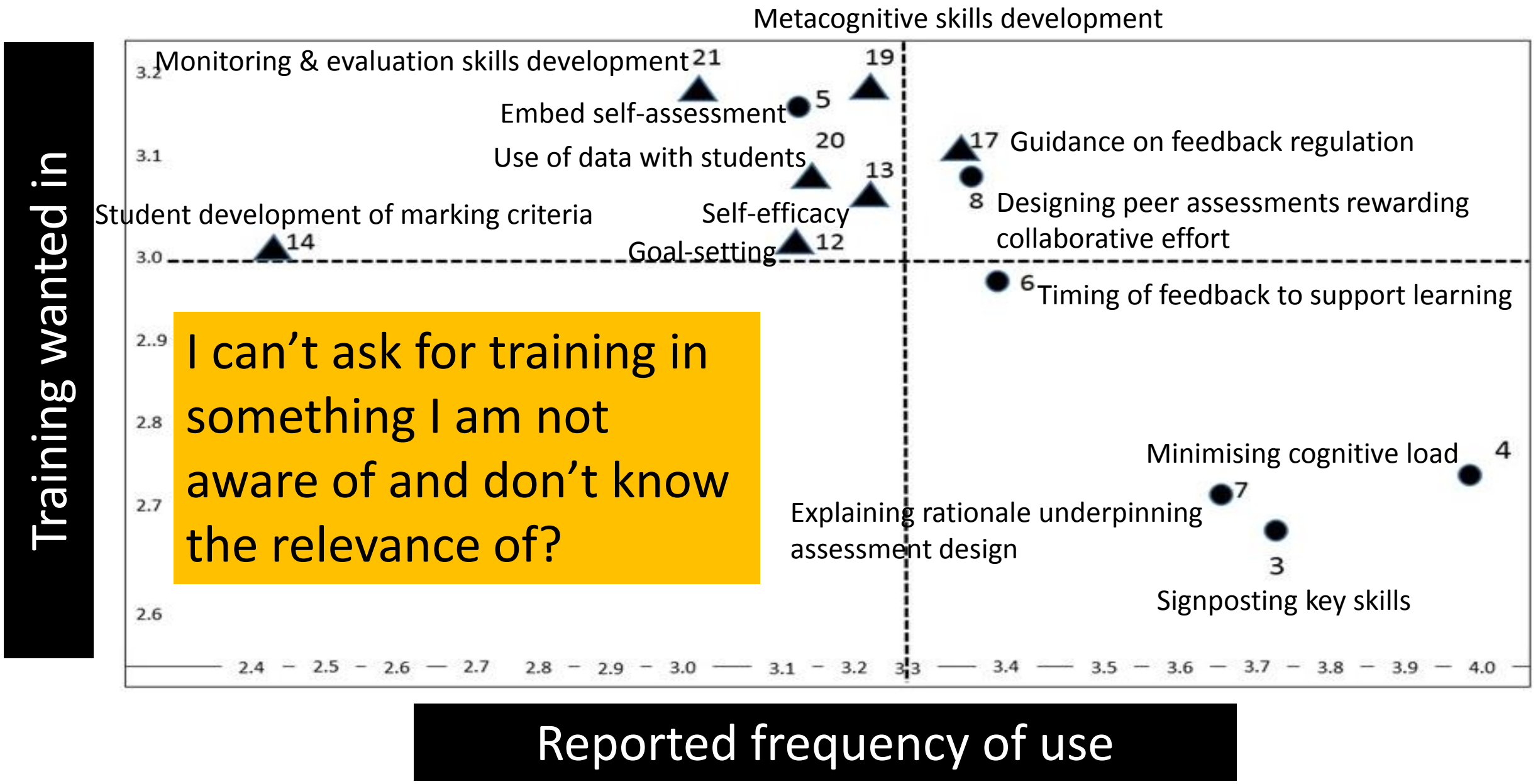
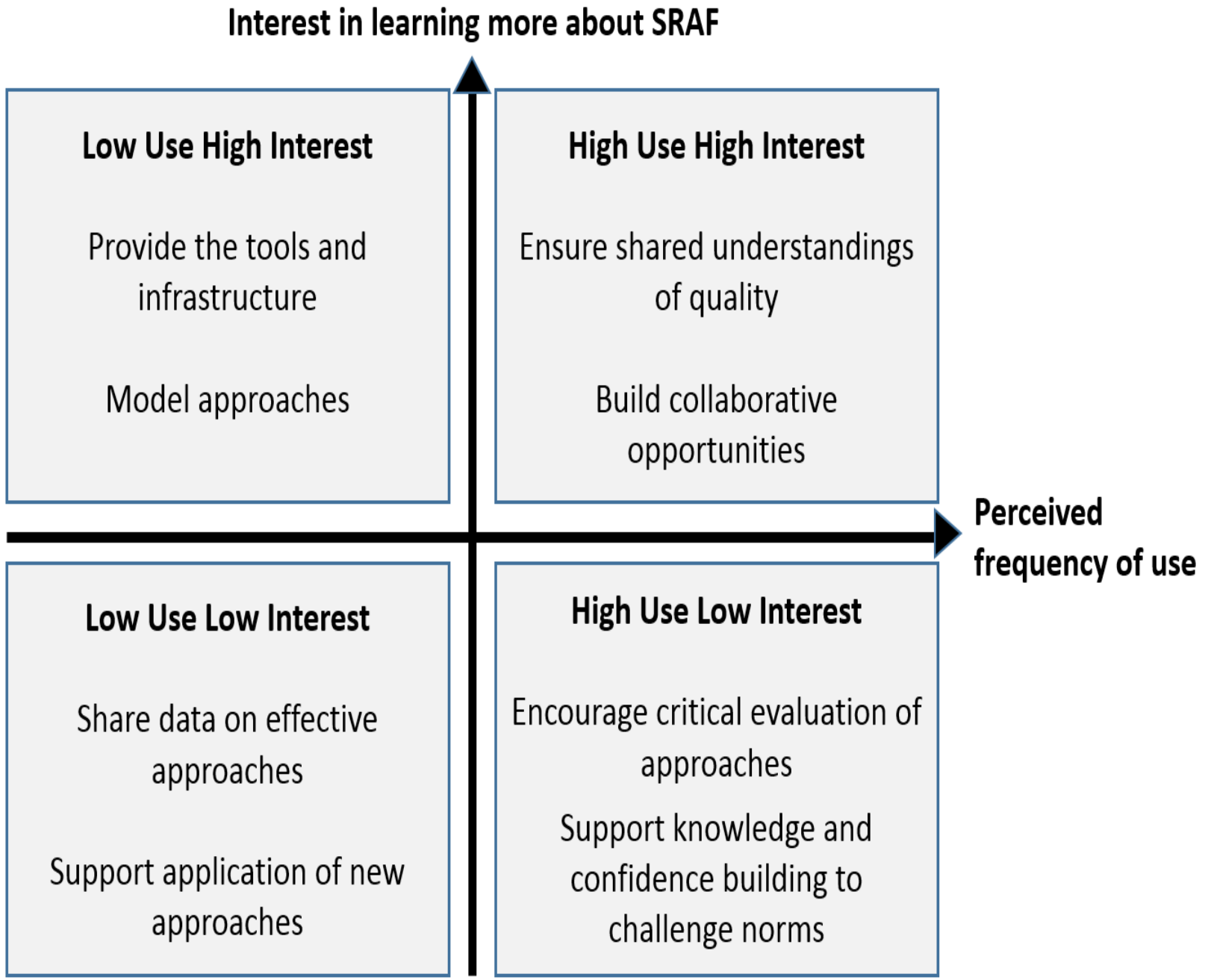


Figure 2 The relationship between practice frequency and support required for SRAF items

Perceived use of, and interest in SRAF



Evans & Waring, 2024 (https://www.elgaronline.com/edcollchap/book/9781800881600/chapter26.xml

Keeping it Simple

One step at a time – on one initiative that all pivot on -– respecting different ways of achieving this - as long as all are aligned with key underpinning EAT principles

Key principles from Evans (2013): https://inclusivehe.org/wp-content/uploads/2022/12/appendix-a_effective-assessment-feedback_eat-3.pdf

Ways of Engaging with EAT

- Embed in professional development pathways and assessment activities that relate to internal/external accreditation (e.g., PGCert; AdvanceHE fellowships; NTF; CATE etc).

- Work with module and programme leads and teams – to ensure consistency in assessment and embedding of core principles –

- Embedding principles into revalidation of courses/ modules.

- Work with Deans/ Associate Deans/ Senior leadership to embed principles in strategy and policy guidelines.

Frameworks and tools to support you

Assessment Engagement Scale:

0 = not engaged

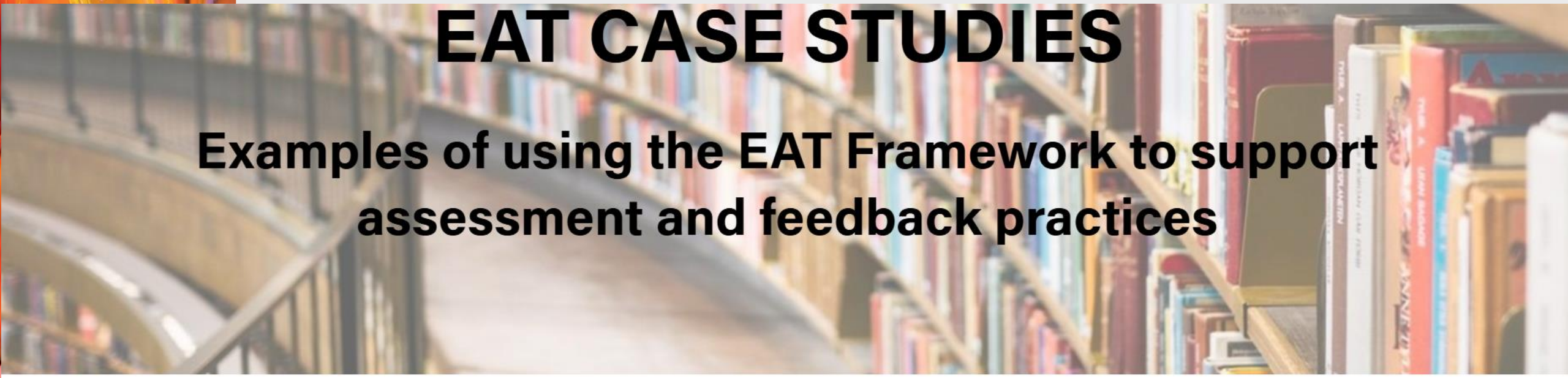
1 = minimally engaged

5 = fully engaged

Evans & Zhu (2023) The development and validation of the assessment engagement scale.
https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1136878/full

Practical Approaches

Practical Approaches: Case Study Library



CASE STUDY SHOWCASE VIDEOS

Here are links to YouTube videos of Case Study developers presenting their Case Studies in our 'Case Study Showcase'

Click Here

Case Studies for Engaging Students in developing Assessment Literacy

Experiences from practitioners on their approach to adopting the EAT Framework in their teaching to enhance student engagement and their understanding of assessment.

Click here

Case Studies for Enhancing the Impact of Assessment

Experiences from practitioners on approaches to enhance the impact of assessment on student learning

Click Here

Case Studies on how to use EAT

Case Studies of practices that support the development of students' engagement with assessment, and their assessment literacy

These Case Studies are focused on approaches which have engaged students in the development of their assessment literacy, and being active agents in their assessments and/or feedback

- Reimaging a module assessment as a student-led Portfolio in Linguistics – Katy Jones (Cardiff)
- Enhancing Understanding of Marking Criteria – Sara Ponz-Sanz and Melody Pattison (Cardiff)
- Augmenting the guidance and support for a Group-based assessment – Steve Rutherford (Cardiff)
- Using the EAT framework to empower students to enhance assessment literacy – Kaisa Ilmari and Sheila Amici-Dargan (Bristol)
- Development of an online interactive assessment and feedback portfolio – Bex Pike, Rose Murray et al. (Bristol)

Case Studies of practices that enhance student and staff evaluation of assessment practices

These Case Studies are focused on approaches which have engaged either students or staff in evaluating assessment practices, and refining/improving them

- Using EAT to prompt discussion in Educator Professional Development – Learning and Teaching Academy (Cardiff)

Practical Approaches

EAT Framework Case Studies

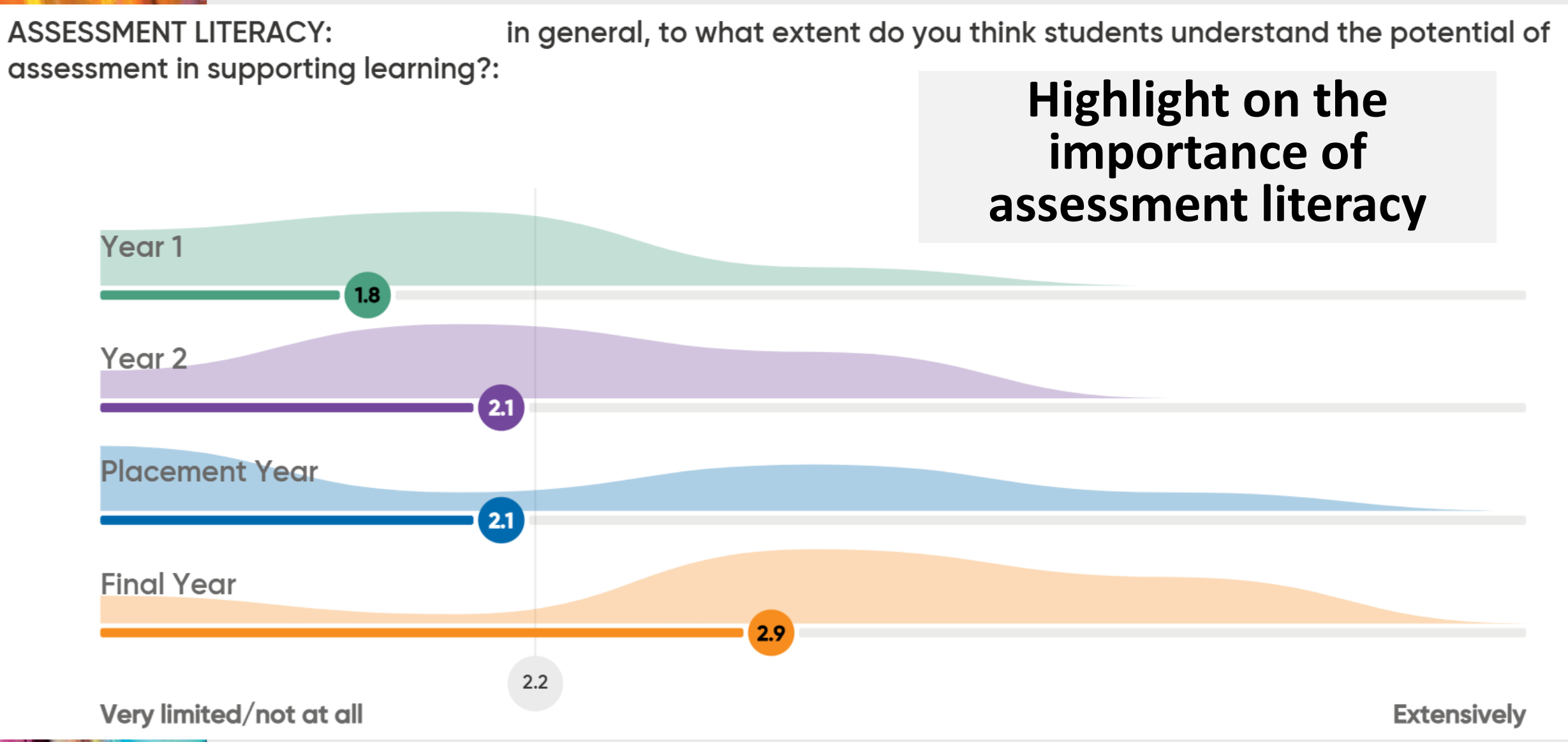
EAT-Erasmus Case Study Showcase 1 - Dr Melody Pattison and Dr Sara Pons-Sanz, Cardiff University

Some experiences by Dr Melody Pattison and Dr Sara Pons-Sanz of Cardiff University on their approach to adopting the EAT Framework in their teaching.

Practical Approaches

INSTITUTION	SCHOOL	PROGRAMME	MODULE	INDIVIDUAL ASSESMENT
Institutional audit	Organisation audit to prioritise areas for focus	Evaluation of spirality in the curriculum of skills	Engagement with students to create a community	Understanding a key aspect of the assessment or criteria
Unifying principles and perceptions	Student partnership	Coherence of the programme	Emphasis of key criteria	Opening a dialogue between students and staff
Enhancement/ Training scheme	Standard template for assmt briefs	Employability	Emphasising relevance of assmt	Develop SR skills
Identifying a key theme of focus	Standardised design approaches	Student feedback and engagement in review/redesign	Encourage student buy-in to formative assessment	Change mode of assessment to enhance learning
Model for effective practice/design	Conversation starter w students	Staff conversations		

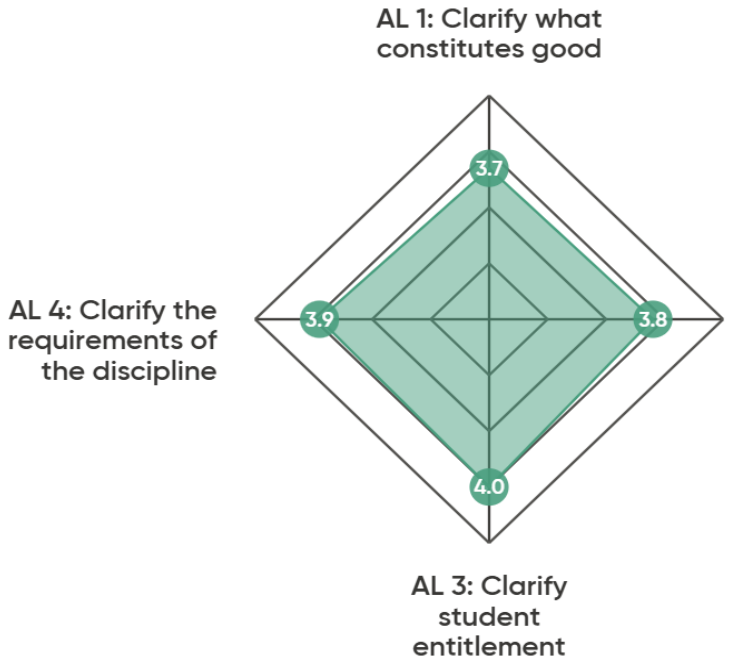
School-Level Change

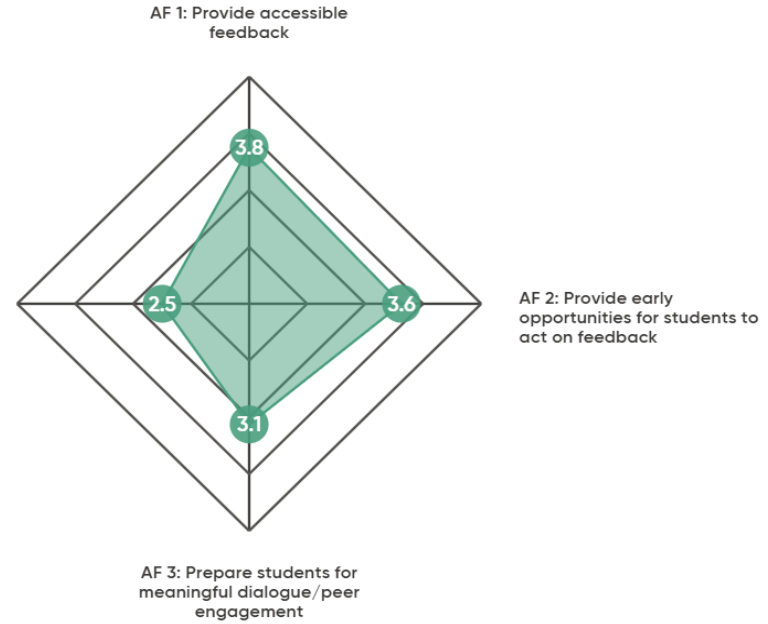


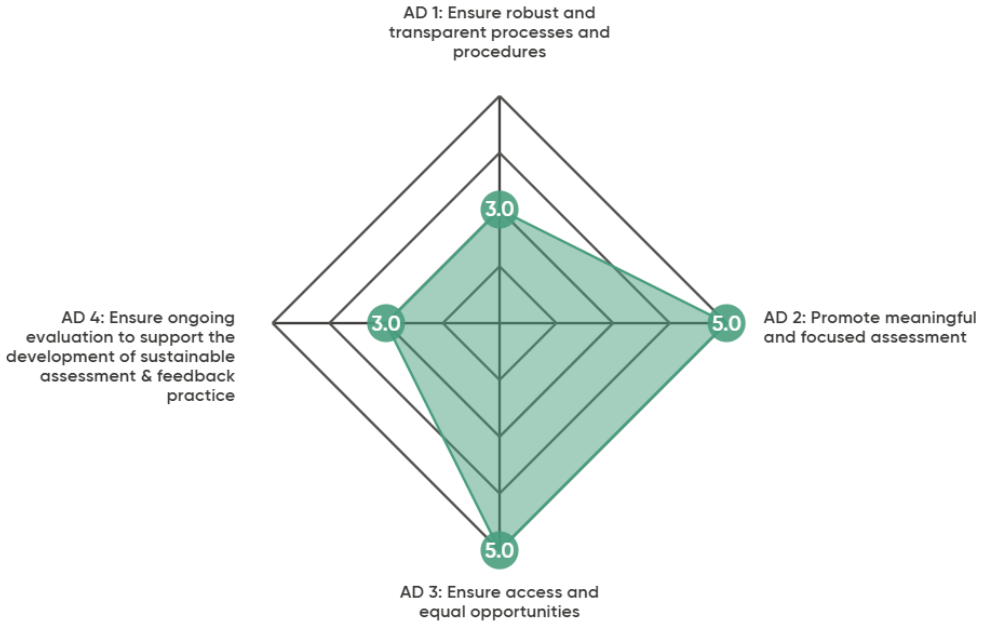
Highlight on the importance of assessment literacy

School-Level Change

Focus on the sub-dimensions at different educational levels across all courses



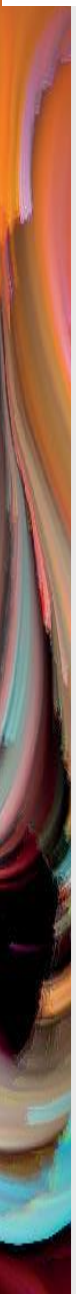




Prompt for discussion of areas of potential focus or need

Self-agreed areas for priority focus, and areas where the situation does *not* need revising

Practical Approaches



COVER ALL THE EAT SUB-DIMENSIONS

Use the whole EAT Framework as a tool for evaluating aspects of an assessment/assessment programme

Compare student and staff perspectives

Open a discussion on student/ staff perceptions of A&F

Identify areas of challenge

FOCUS ON ONE DIMENSION

Use the 4 dimensions of the theme as a guide to developing literacy/feedback/design

Clarify collegiate perceptions of a key concept

Focus on a broad concept for organisational change/ enhancement

Identify key priority in a theme

FOCUS ON ONE SUB-DIMENSION

Drill down into one aspect of assessment and address it in each of the 12 areas of EAT, and identify student/staff perceptions

Develop strategies/policies to enhance one aspect

Focus on student/staff engagement with one aspect

Starting point for a larger change programme

Learning & Teaching CPD

LECTURER

AD4: Build opportunities to gather student feedback in teaching sessions to enable ongoing enhancement of provision to benefit all.

AD 3: Ensure access and equal opportunities
Adopt Universal Design approaches so all have equal access.
Train staff in effective use of data.

AD 2: Promote meaningful and focused assessment
Place emphasis on authentic assessment tasks that require student ownership, and have potential to benefit others.

AD 1: Ensure robust and transparent processes and procedures: QA literacy
Train students and staff to ensure shared understandings

AF 4: Promote development of students' self-evaluation skills
Build self-assessment activities throughout a course/programme.
Enable students to mark and moderate work without criteria, and then with criteria.

AF 3: Prepare students for meaningful dialogue / peer engagement
Embed peer learning opportunities. Train students in how to give, use, and seek feedback

AF 2: Provide early opportunities for students to act on feedback
Ensure regular opportunities for students to test their understanding using tests, quizzes, and student generated questions.

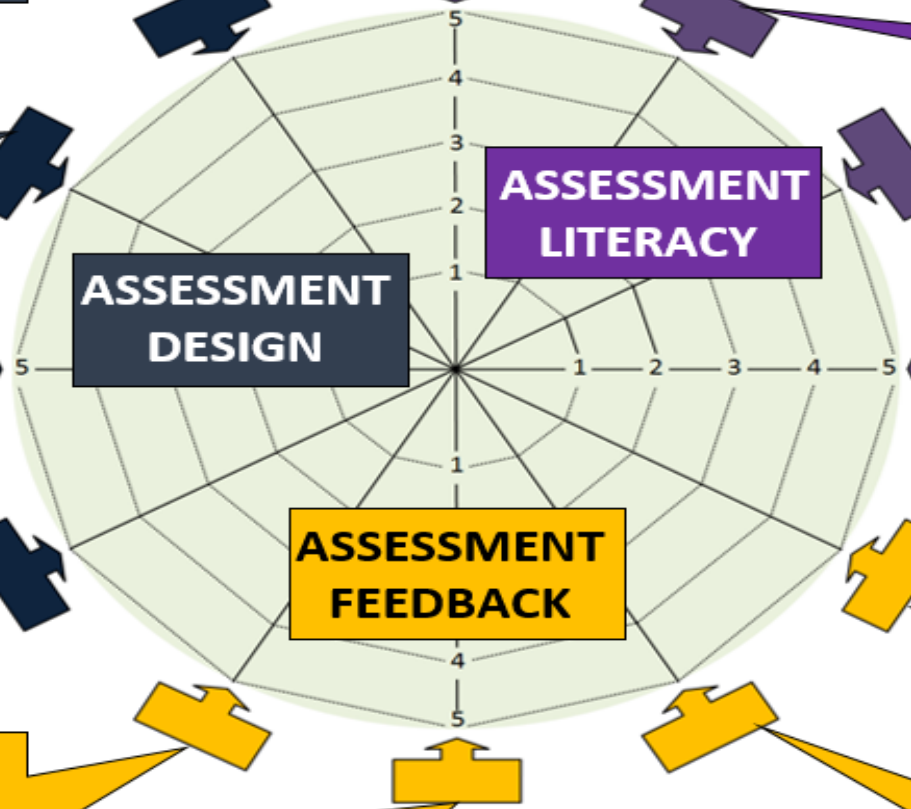
AF 1: Provide accessible feedback
Ensure feedback is focused on what was good, what let you down, and how to improve.
Check student interpretation of feedback.
Ensure consistency across teams.

AL 4: Clarify the requirements of the discipline
Highlight the core and threshold concepts.
Clarify what a deep approach looks like.

AL 3: Clarify student & staff entitlement
Clarify what support the student will receive and what contribution the student is expected to make as a partner in assessment.

AL 2: Clarify how assessment tasks fit together in courses and programmes

AL 1: Clarify what constitutes good
Making the rationale underpinning assessment clear.
Making assessment criteria accessible to all.



Learning & Teaching CPD

USING EAT
Holistic Review

ACTVITY 1 (10 minutes)

Explain the 12 sub-dimensions

BRIEFLY highlight the different elements of the framework

Highlight the student version for an alternative perspective

Learning & Teaching CPD

USING EAT
Holistic Review

ACTVITY 2 (5 minutes)

For **ONE** assessment that you've designed/delivered/been involved with, use the EAT wheel to evaluate the extent to which you address each of the 12 sub-dimensions

(1 = Very low; 5 = Very high)

Learning & Teaching CPD

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

AD 3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice

AD 2: Promote meaningful and focused assessment
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable

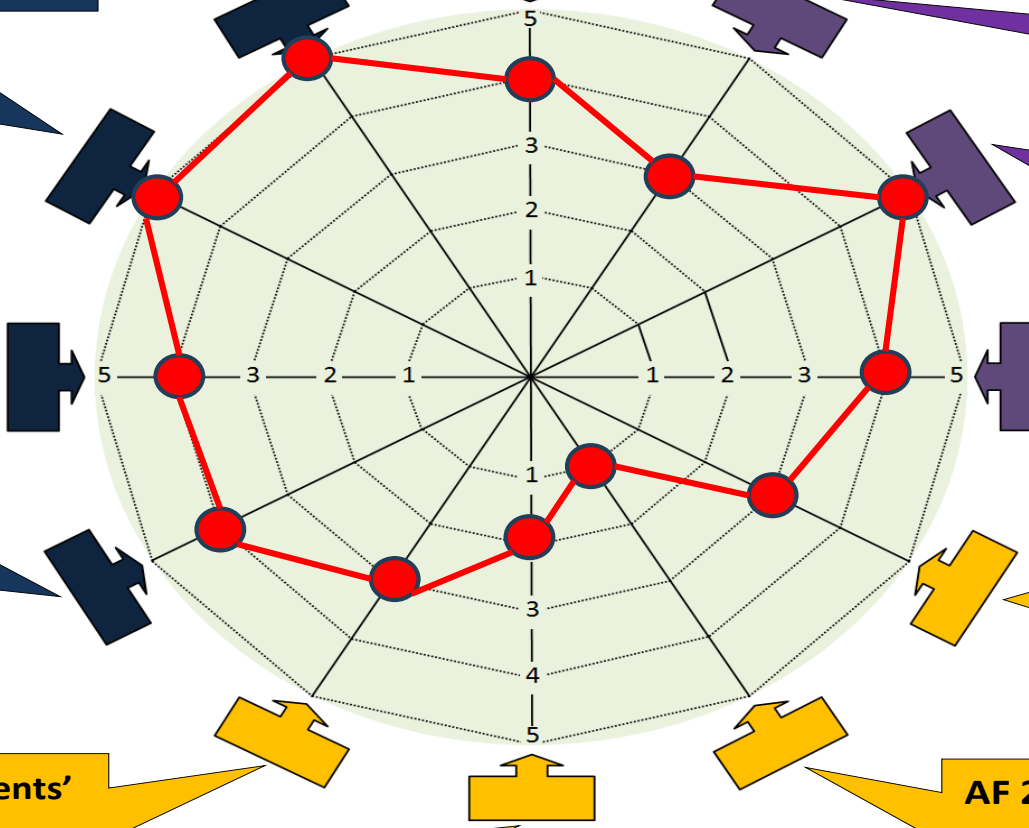
AD 1: Ensure robust and transparent processes and procedures: QA literacy

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

AL 4: Clarify the requirements of the discipline
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
The pattern and timing of assessment, and alignment of formative to summative assessment

AF 3: Prepare students for meaningful dialogue / peer engagement

AF 4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection

Learning & Teaching CPD

ACTVITY 3 (15-20 minutes)

To a partner explain:

a) One aspect that you scored highly; what do you do that makes you give it a high score?

b) One low-scoring aspect you think could improve, *and why you rated it that way*

Other person (gently) ask questions

Learning & Teaching CPD

ACTVITY 4 (15-20 minutes)

For that low-rated sub-dimension

To a partner explain:

How might you engage students actively (as active participants in the assessment and/or partners in redesign/review) to address some of the issues identified.

Other person (gently) ask questions

Learning & Teaching CPD

USING EAT
Holistic Review

ACTVITY 1 (10 minutes)

Explain the 12 sub-dimensions

BRIEFLY highlight the different elements of the framework

Highlight the student version for an alternative perspective

Engaging students in review

STUDENT

AD4: AD4: Supporting the development of the programme
I give constructive feedback on how the course could be improved. I have contributed to the development of resources through my engagement with the course.

AL 1: What constitutes good?
I have a good understanding of the assessment requirements, and how to do well.

AD 3: Making best use of resources
I know how to use the learning environment well to support my needs (e.g. accessing resources; getting support; knowing who can best help me, developing strong networks).

AL 2: How assessment elements fit together
I have a good understanding of how the assessment tasks I am doing now relate to the rest of my programme.

AD 2: Meaningful work
I do my best to understand the fundamental ideas and concepts so I can apply them effectively and adapt them to new contexts. I am keen to advance knowledge within my discipline.

AL 3: Student and staff entitlement
I am clear about my role in assessment and how I can contribute, and what support I am entitled to.

AD 1: I have a good understanding of assessment rules and processes (e.g. marking and moderation)

AL 4: Am I clear about the requirements of the discipline?
I am aware of the key concepts I need to know, the main ways of working and thinking in my discipline, and feel a strong connection to my discipline.

AF 4: Self-evaluation
I am able to accurately judge the quality of my own work. I am able to monitor my progress against my goals and change my strategies as necessary.

AF1: Ensuring I know how to improve
I know how to ask for feedback and use feedback effectively to enhance the quality of my work.

AF2: Using formative feedback opportunities
I value regular opportunities to test my knowledge, understanding and skills in class and online.

AF3: Have I done the necessary preparation to participate fully in peer dialogue?
I make sure I have done the essential preparation work so I can contribute fully to discussions, give effective support to my peers, and receive and act on feedback from my peers.

Engaging students in review

STAFF
STUDENT

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

AD 3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice

AD 2: Promote meaningful and focused assessment
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable

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

AL 1: Clarify what constitutes good
Standard of work; recognition and application of good academic practice; student and lecturer beliefs

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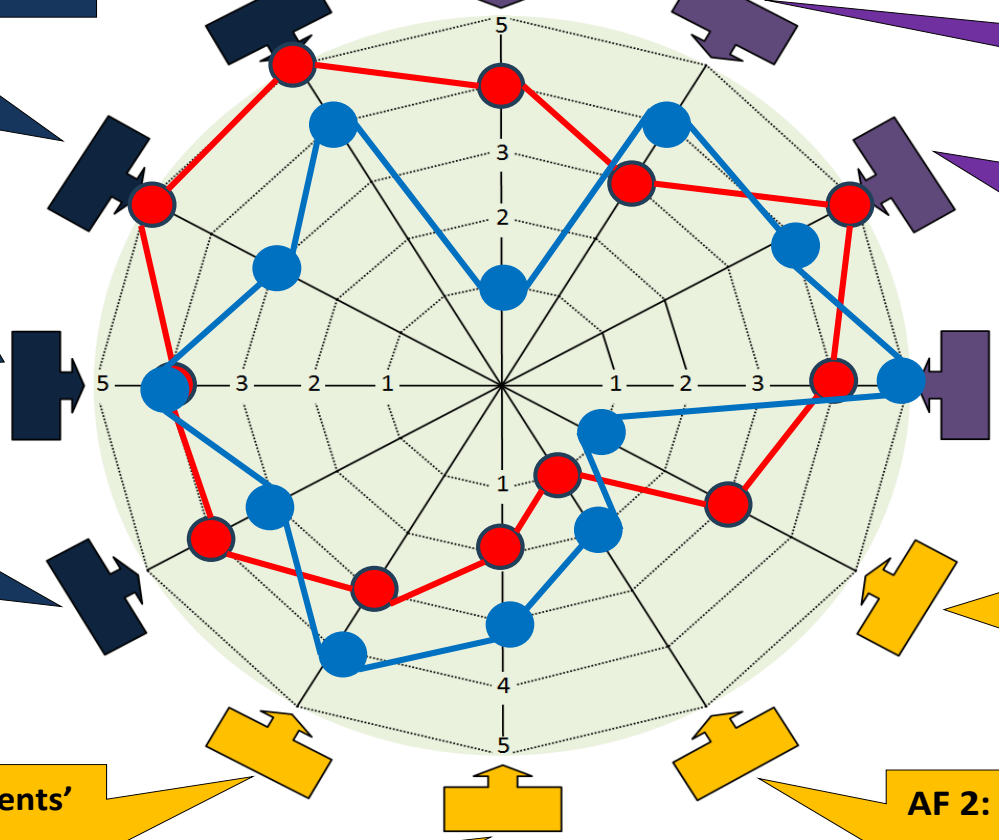


AF 1: Provide accessible feedback
Specific, and focused on how to improve. Encourage students to clarify their interpretation of the feedback

AF 2: Provide early opportunities for students to act on feedback
The pattern and timing of assessment, and alignment of formative to summative assessment

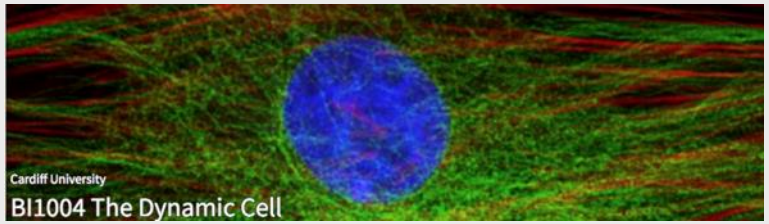
AF 3: Prepare students for meaningful dialogue / peer engagement

AF 4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection

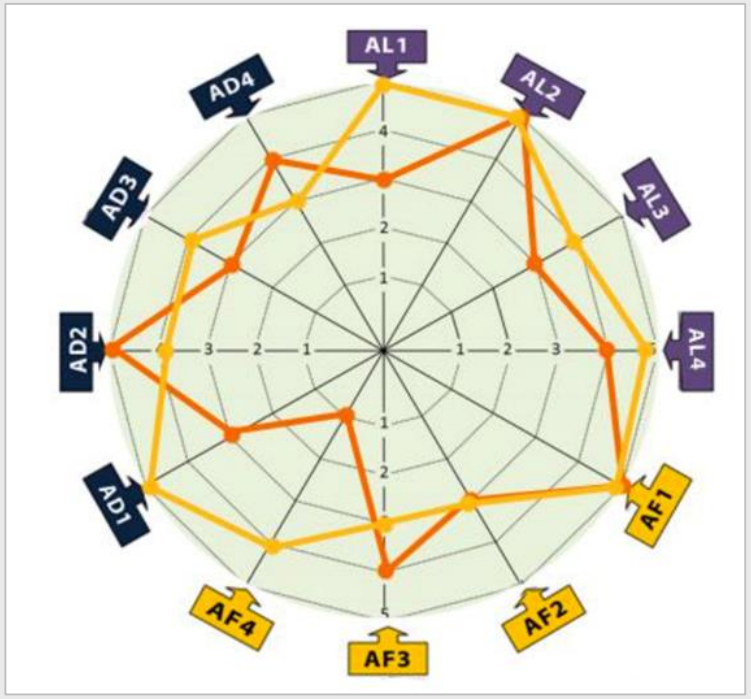
Engaging students in review

AL1: **Clarifying what constitutes 'good'**
AF4: student's self-evaluation
AD1: Quality assurance literacy

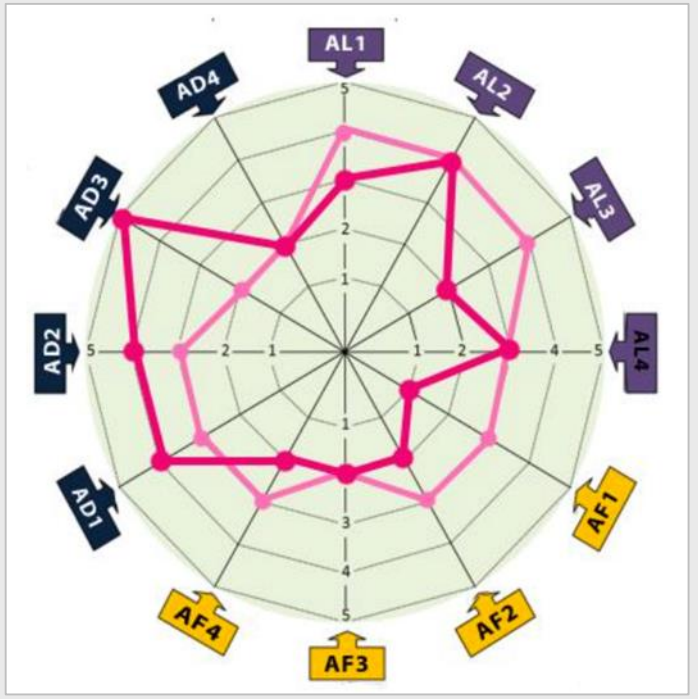
AL3: Clarifying student entitlement
AF1-4: Feedback (L&S)
AD3: Access and equal opportunities



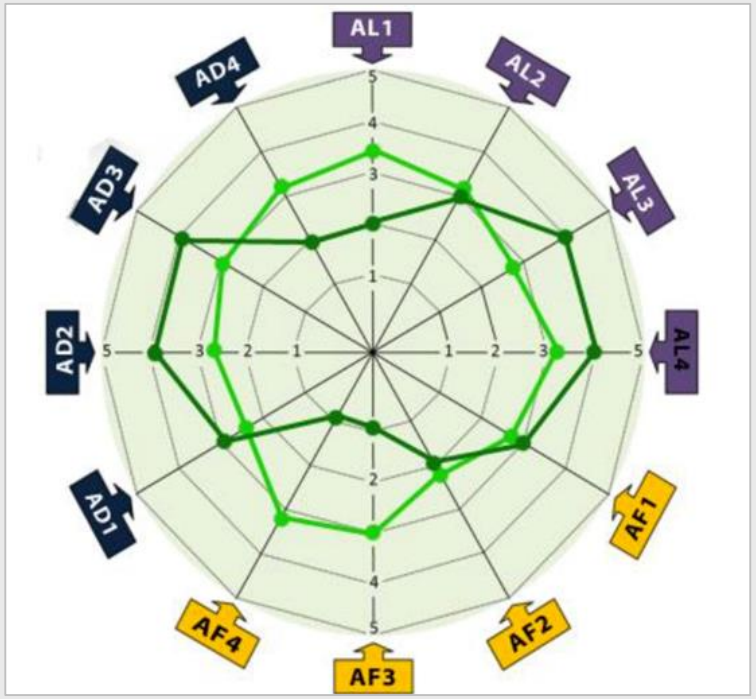
AL1: Clarifying what constitutes 'good
AF4: student's **self evaluation**
AD2: How assessments fit together



Lecturer; Students



Lecturer; Students



Lecturer; Students

Engaging students in review

AD 2: Promote Meaningful and Focused Assessment

Lecturer / Teacher Focused (LT)

Key Foci

Ensuring the mode of assessment is the most appropriate to test understanding required by the learning outcome and being explicit on the range of ways in which meeting the requirements of the learning outcome can be achieved.

Working as co-producers with the wider community on real problems.

Emphasis on inquiry based, project/product based learning requiring depth of understanding.

Training for staff and students in the development of self-regulatory skills.

Students as mentors to other, and trained in mentoring.

Designing assessments that require engagement.

1LT	Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
2LT	Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
3LT	Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
4LT	Involve students in developing and mapping learning outcomes within modules, and across the programme.
5LT	Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
6LT	Work with students to ensure 'buy in' to the assessment (creative engagement).
7LT	Modelling approaches to support students' developing key skills.

EAT decision-making cards

Student Focused (S)

1S	Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
2S	Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
3S	Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
4S	Involve students in developing and mapping learning outcomes within modules, and across the programme.
5S	Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
6S	Work with students to ensure 'buy in' to the assessment (creative engagement).

https://inclusivehe.org/wp-content/uploads/2022/12/appendix_e_eat_decision_making_cards.pdf

Engaging students in the assessment

AL1 – "What does Good Look Like?"
i.e. Marking Criteria:

5 minutes per class

Week 1: Structure
Week 2: Critical Analysis
Week 3: Use of evidence
Week 4: Development of an argument

Enables Dialogue with students

FOCUS ON ONE DIMENSION

Drill down into one aspect of assessment and address it in each of the 12 areas of EAT, and identify student/staff perceptions

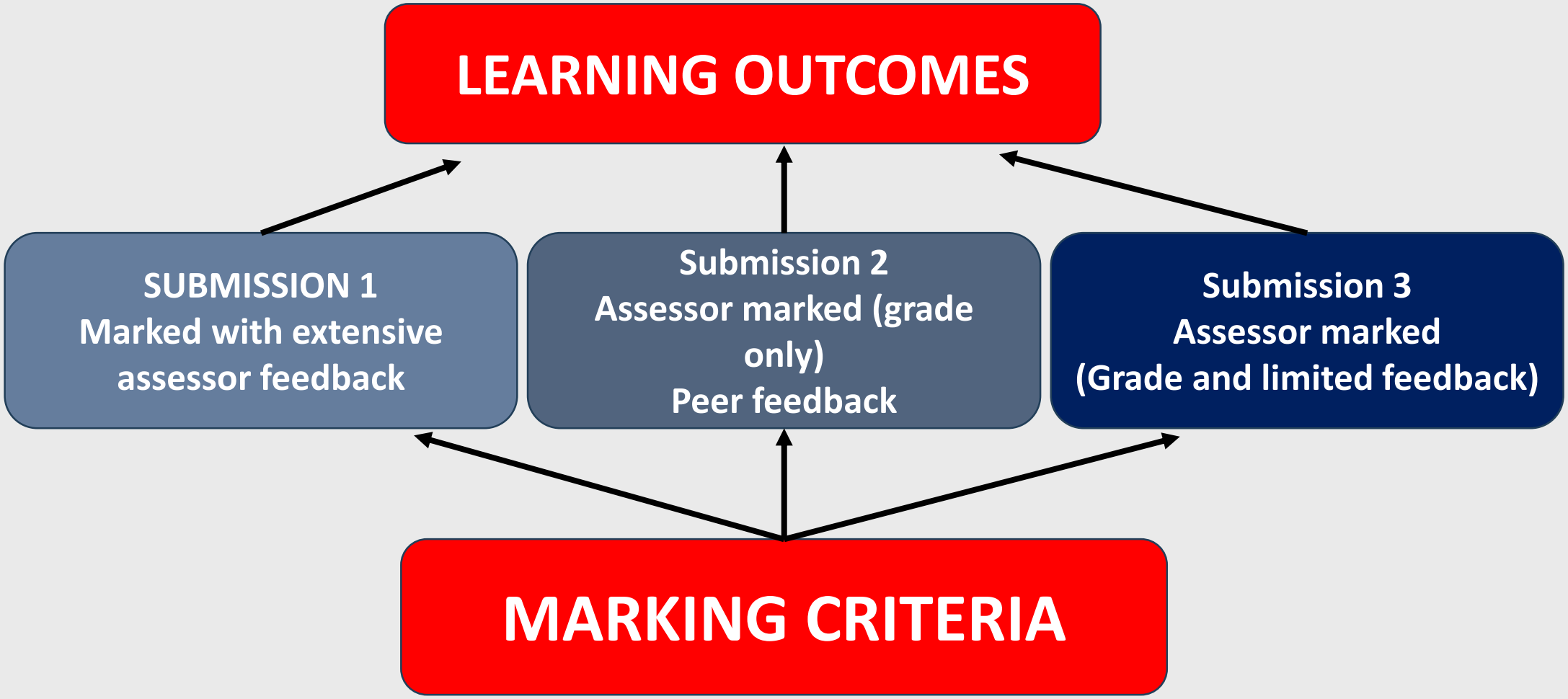
Develop strategies/policies to enhance one aspect

Focus on student/staff engagement with one aspect

Starting point for a larger change programme

Engaging student agency

Critical Analysis



Engaging students as partners

AL1: Clarifying what constitutes ‘good’

Accelerated increase in plant species richness on mountain summits is linked to warming

Background

The impact of human activity is having such a profound effect on the planet and its inhabitants that geologists have dubbed our current epoch, the Anthropocene (Steinbauer et al., 2018). There are numerous studies discussing the resulting impacts on ecosystems and their dynamics (Grytnes et al., 2014). These have found that there has been a rise in extinctions as well as shifts in species ranges (Grytnes et al., 2014) This paper focuses specifically on mountain ecosystems and the resulting changes to species richness over time. Few studies have focused on detecting if these changes have been accelerating along with accelerated rises in temperature across time. This study attempts to fill in this hole in the wider literature. The emergence of techniques in resurveying sites that had previously been surveyed allows the comparison of community composition and richness over long periods of time (Steinbauer et al., 2018).

Main Findings

The study conducted surveys on 302 mountain summits across 9 different European mountain ranges. These sites had been surveyed previously, the earliest of which were conducted in 1871 (Steinbauer et al., 2018). The researchers were able to see that not only did species richness increase over time as temperature did. These results are significant because they occur continent wide, illustrating the true scale of these climatic influences on biodiversity (Steinbauer et al., 2018).

Bigger Picture

Other research groups have noted similar patterns in the acceleration of species richness alongside increases in temperature (Dullinger et al., 2012). Where there is room for further research is in the changes to community composition of species. Various research suggests that the increase in species richness is a result in the range of lower altitudinally dwelling species shifting upward (Grytnes et al., 2014). We see an extinction debt accumulate over time where effect of the species that currently reside on the higher altitudes are being displaced by generalists from a lower altitude (Dullinger et al., 2012)(Steinbauer et al., 2018) (Wambulwa et al., 2021). Further research into the more complex changes to plant community have painted a clearer picture of the changes to plant communities on mountain ecosystems at individual species level (Du et al., 2021). This paper is limited in that it relies only on data from samples at the summits of mountains and exhibits changes to summit plant communities through overall species richness as opposed to more intricate and subtle changes that are happening at species level. There is also evidence within the literature that suggest the presence of grazing and human foot traffic in mountain ecosystems has fundamental impacts on plant communities (Kaufmann, Mayer, Schallhart and Erschbamer, 2021). These factors were considered briefly within this paper, however given the temporal and regional scope of the research and that the data is sourced from the summits of mountains, it was not realistic to accurately account for these influences.

Graphical Abstract:

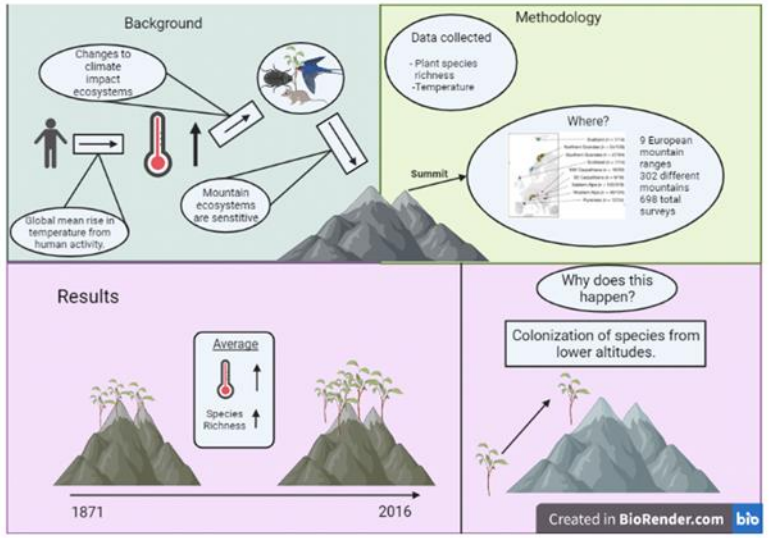


Fig.1: Accelerated increase in plant species richness on mountain summits is linked to warming. Illustrated through Biorender and original paper sources (BioRender, 2021) (Steinbauer et al., 2018).

References:

BioRender. 2021. *BioRender*. [online] Available at: <https://biorender.com/> [Accessed 13 October 2021].

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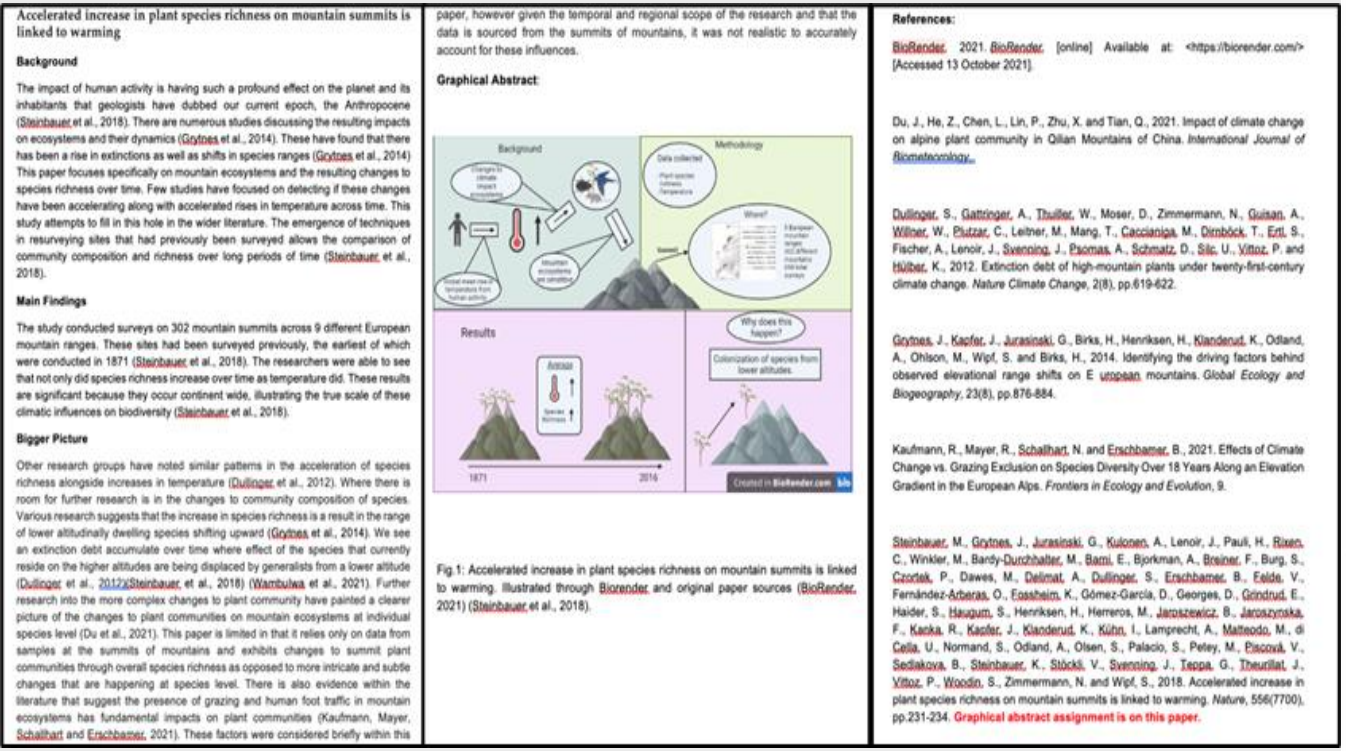
Engaging students as partners

AL1: Clarifying what constitutes 'good'

Student-led CL session: **peer-marking exemplars**



Accelerated increase in plant species richness on mountain summits is linked to warming

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Section	Criteria	Marks available	Mark	Comments
Written summary (Page 1) 40%	Is sufficient scientific **background** information included and cited? *Evidence of using reviews OR textbooks to find & check accuracy of info?*	1 - 10		
	Is **structure** correct? 3 sections: background, paper, discussion	0 or 5		
	Is the **rationale** provided? Is it clear why this research was done?	0 or 5		
	Are the main **findings presented correctly** and coherently?	1 - 5		
	Is the **significance and impact** of the findings clear?	1 - 5		
	Are **findings discussed in context** with those of other researchers? *Evidence of extra reading using high quality peer-reviewed sources?*	1 - 10		
Graphical Abstract (Page 2) 50%	Is the diagram **self-explanatory**? *Is it understandable WITHOUT reading the written summary first?*	1 - 10		
	Does the diagram **capture the experimental techniques and primary findings** of the chosen article?	1 - 10		
	Does the diagram indicate the **significance/impact** of article?	1 - 10		
	Does the **legend** explain the diagram concisely (abbreviations, etc)?	1 - 10		
	Is the diagram **clear with a logical structure**? Free from excess clutter; text used sparingly and of an appropriate size; good choice of colours; logical flow around diagram (from top to bottom, left to right, or in a circle)	1 - 10		
Style Layout & References (Page 3) 10%	Is the written summary on page 1 **confined to one page?**	0 or 2.5		
	Are **'in-text' references** in written summary? (Author et al, year)	0 or 2.5		
	Referencing list style correct? Authors (year) title, journal, pages	0 or 2.5		
	Reference list in **alphabetical order** by surname of first author?	0 or 2.5		

Self-Reflection

- **To what extent do your practices support self-regulated learning?**
- **Key questions to ask yourself and your colleagues**

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Appendix F: Developing Student Engagement in Assessment

Transactional	*Identify your position*					Transformational
Assessment Literacy	**1**	**2**	**3**	**4**	**5**	
Telling - one directional guidance on assessment criteria - lecturer to student.						Explaining / discussing requirements with students.
Teacher driven rubrics.						Student generated rubrics.
Provision of exemplars.						Student development of exemplars.
Provision of assessment criteria.						Student reworking/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.

Self-Reflection

Assessment Literacy	Self-Regulation Competences (examples) Our role	What we need to be developing with students:	Self-Regulation Overview	How (*with examples*) are we designing assessment to support students to develop these competences?	How (*with examples*) are we working with educators to highlight these competences?	How (*with examples*) are we working with students to highlight these competences?
AL1: What constitutes **'good'**	How are we clarifying what the goals of the course are, and what the core knowledge and skills required are? How would students gain an understanding of what 'good work' looks like? How are we supporting students to plan what they need to do to meet the learning outcomes?	○ **Alignment of personal goals** with **those required to be successful** in completing a specific task ○ Effective **goal management** to maintain focus/momentum ○ **Understanding the task requirements** ○ **Understanding what quality looks** like and how to achieve it ○ **Awareness of own strengths and limitations** in meeting task requirements, and how to utilise/develop these most effectively	**Goal setting and planning:** **Develops and implements a coherent and effective plan to set and meet assessment goals (includes effective choice and use of strategies)** **Internalisation of standards:** **Understands what quality looks like and in relation to academic levels of achievement**	Explaining the rationale underpinning assessment. Adapting assessment criteria to the requirements of the task with students. Engaging students in assessing a wide range of work.		
AL2: How assessment tasks fit together	Have we explained how the different assessment tasks fit together?	○ Ability to **identify connections** between assessment tasks ○ Ability to **discriminate between the specific learning requirements of different tasks**	**Task Management:** **Manages assessment load, recognises connections between tasks, knows where and when to invest time and effort to best effect**	Provide students with a routemap of how assessments fit together. Plan assessment journey with students.		

- **To what extent do your practices support self-regulated learning?**
- **Key questions to ask yourself and your colleagues**

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Considering Impact

Table 3: Considering Impact	
REACH: To what extent did your intervention reach your intended audience of lecturers and students?	
Outcomes: Performance; skills development; products What was significant about what you did? What was the scale of the difference it made? Was it worth doing? What were the unintended outcomes (positive and negative)?	
Student Learning Outcomes	
Prompts	**How would you measure this?**
• What were the impacts on students' learning outcomes? • Did it narrow gaps in attainment between more and less advantaged students? • Did all students benefit equally? • Did those who were more engaged do better than those who did not? • Did students produce high quality outputs/products?	
Impact on Behaviours/Beliefs	
How did your intervention impact student: • beliefs about their role in assessment • confidence • engagement in assessment • understanding of assessment requirements • ability to use, seek and give feedback • wellbeing • completion rate	

Measuring Impact

Sources of evidence

- Module/course specifications
- Module/course/programme handbooks
- Student grade profiles
- Student feedback and satisfaction scores (from surveys)
- Lecturer feedback
- External examiner feedback
- Student focus groups

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RESOURCES

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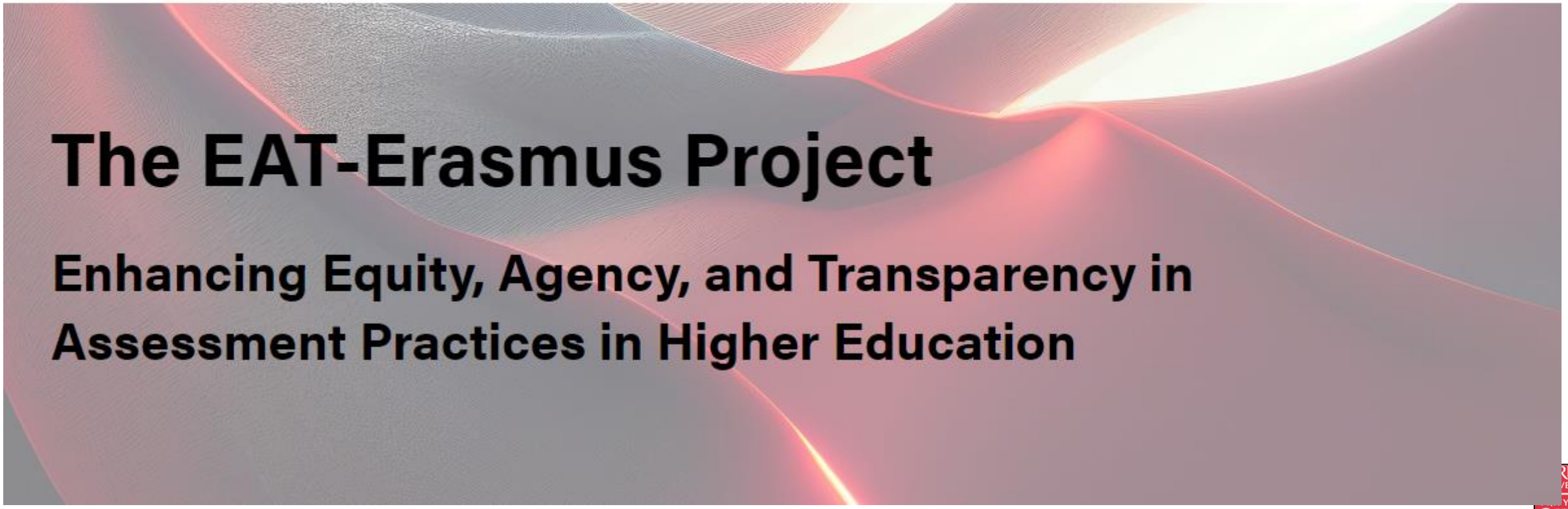
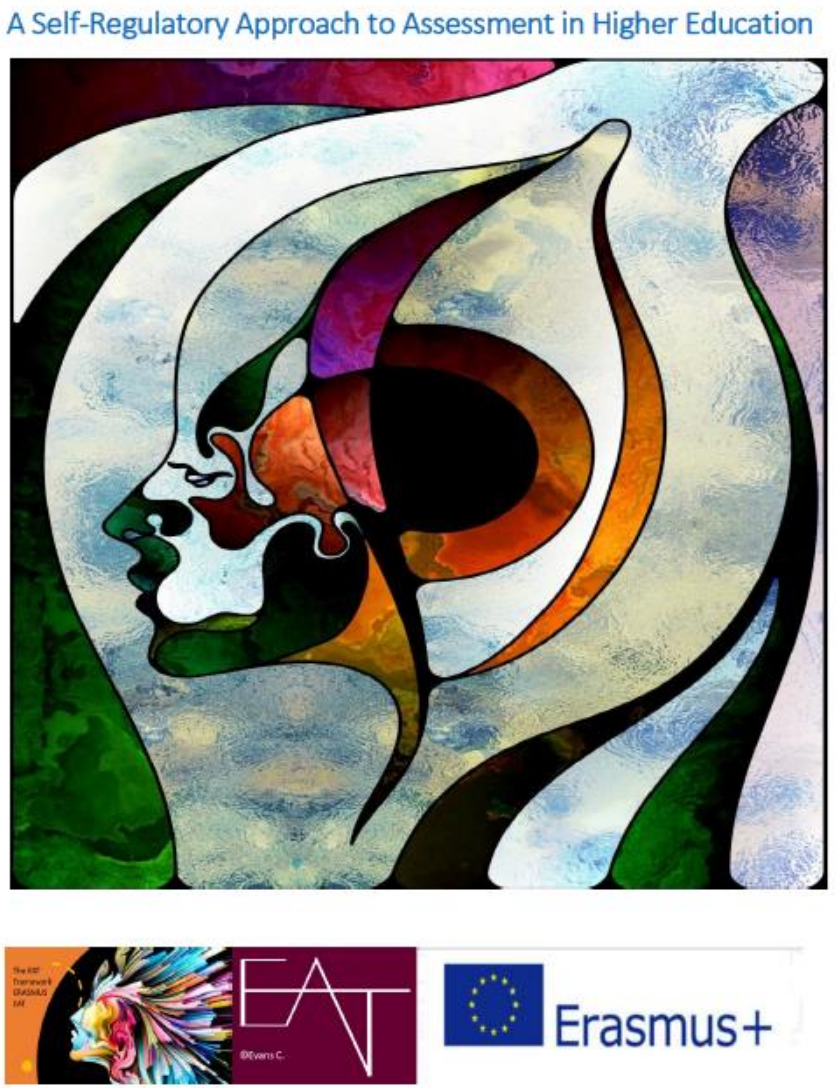


RESOURCES

Output 1 –

Assessment Self-Regulation Resources **Self-regulation Report**
(resource bank of concepts and research on the role of assessment in self-regulation)

Will be broken apart into a series of individual resources



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RESOURCES

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EAT Framework Instructors' Guide

Here is a resource to support you 'training the trainers' within your own institution, to support colleagues in embedding EAT into their assessment review practices.

Click Here

Erasmus Training Resources

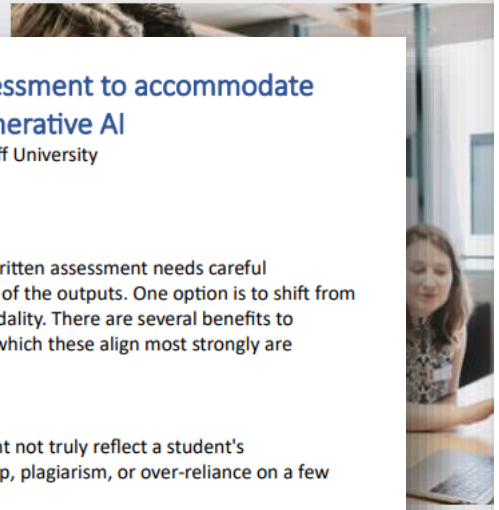
An introduction to EAT and how to design and evaluate your case studies. Includes case study template and other tools/templates to use from the Self-regulation report

Click Here

EAT Framework Case Studies

Experiences from practitioners on their approach to adopting the EAT Framework in their teaching.

Click here



Webinars and Seminars

Recordings to present the 'EAT Framework' and how to enhance your asessment and feedback

Click here

Revising an Essay or written assessment to accommodate challenges of Generative AI

Dr Nigel Francis, Cardiff University

Background rationale

Due to the advent of Generative AI, any take-home written assessment needs careful consideration as we cannot guarantee the ownership of the outputs. One option is to shift from a **product-driven** to a **process-driven** assessment modality. There are several benefits to adopting this approach (sub-dimensions of EAT with which these align most strongly are identified).

1. **Authenticity of learning** (alignment with **AD2**):
   - Product-driven: an essay written in isolation might not truly reflect a student's understanding. There is potential for external help, plagiarism, or over-reliance on a few sources.
   - Process-driven: by assessing the process, we can ensure that students genuinely engage with the learning material and develop a deeper understanding.

2. **Skills development** (alignment with **AL2**, **AL4**, **AD2**):
   - Product-driven: focuses mainly on the end result, which might emphasise content recall or presentation over other skills.
   - Process-driven: emphasises skills like critical thinking, research methodology, collaboration, and iterative development. These are essential graduate skills.

3. **Feedback and iteration** (alignment with **AD2**, **AF1** and **AF2**):
   - Product-driven: students receive feedback after the completion of their work, which might not be as beneficial for their learning journey.
   - Process-driven: continuous feedback can be integrated, allowing students to refine their work, understand their mistakes, and improve in real time.

4. **Reduction of academic misconduct** alignment with **AD1**):
   - Product-driven: there is a higher risk of plagiarism or purchasing essays from external sources.
   - Process-driven: continuous assessment and engagement with the student make it harder to cheat. The journey becomes as important, if not more so, than the final product.

5. **Holistic understanding** (alignment with **AL1**):
   - Product-driven: might encourage surface learning where students aim to produce an essay

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THEORY GUIDE

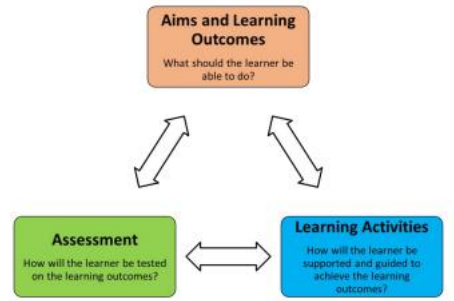
Concept: Constructive Alignment

Brief overview of concept:

Constructive alignment, proposed by Professor John Biggs (Biggs, 1999, 2003)[1], focuses on defining the intended learning outcomes (ILOs) we want our students to achieve, then aligning our teaching and assessments to enable ILOs to be met.

> "In constructive alignment we systematically align the teaching/learning activities, and the assessment tasks to the intended learning outcomes, according to the learning activities required in the outcomes" (Biggs & Tang, 2007, p.7).

At its core is the importance of designing assessment activities that enable individuals to fully demonstrate the learning outcomes of a course; it is therefore an outcomes based model. In this approach to demonstrate how well individuals have met the learning outcomes assessment criteria also need to be aligned.



In the EAT Framework (2022) the concept of alignment is developed much further and is evidenced throughout the framework. For example:

- To understand what good is (AL1) you need a good understanding of what products are needed to meet the required learning outcomes.
- In AD 2 which is all about designing assessment it is about ensuring that LOs, assessment criteria and assessment tasks are all aligned.

[1] Note the constructive alignment model is attributed to Biggs (1999, 2003) but the essentials were formulated by Tyler (1949) some 50 years earlier – and elaborated in the 1980s by Shuell (1986). At its most basic, the model requires alignment between the three key areas of the curriculum, namely, the intended learning outcomes, what the student

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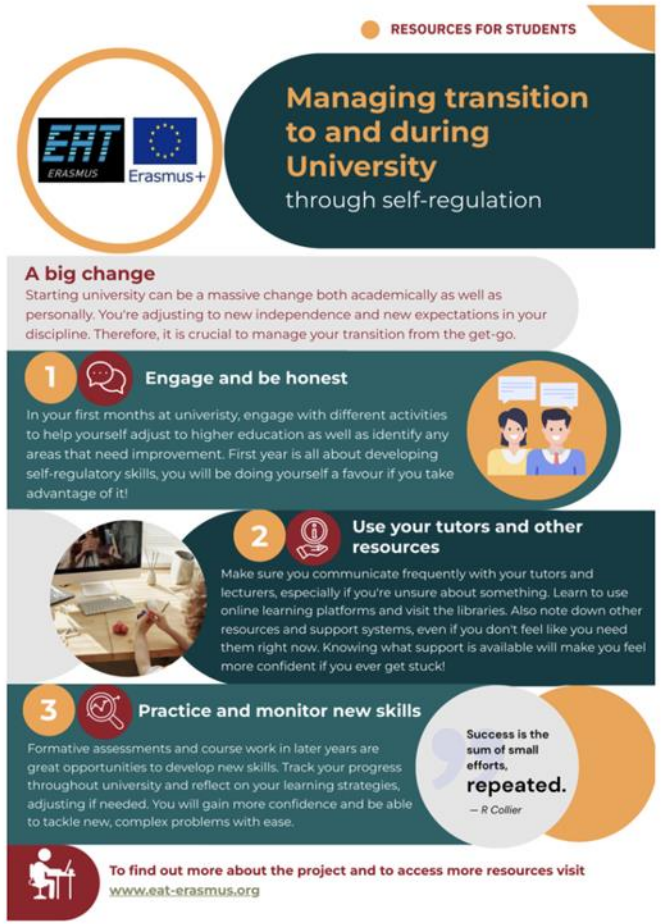

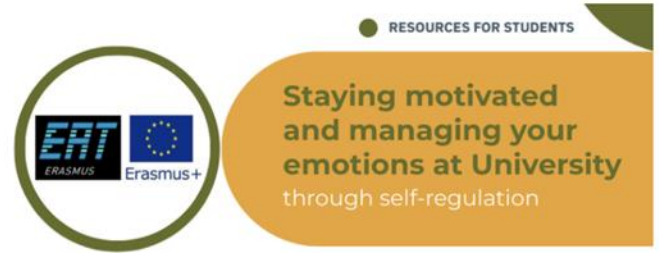

RESOURCES

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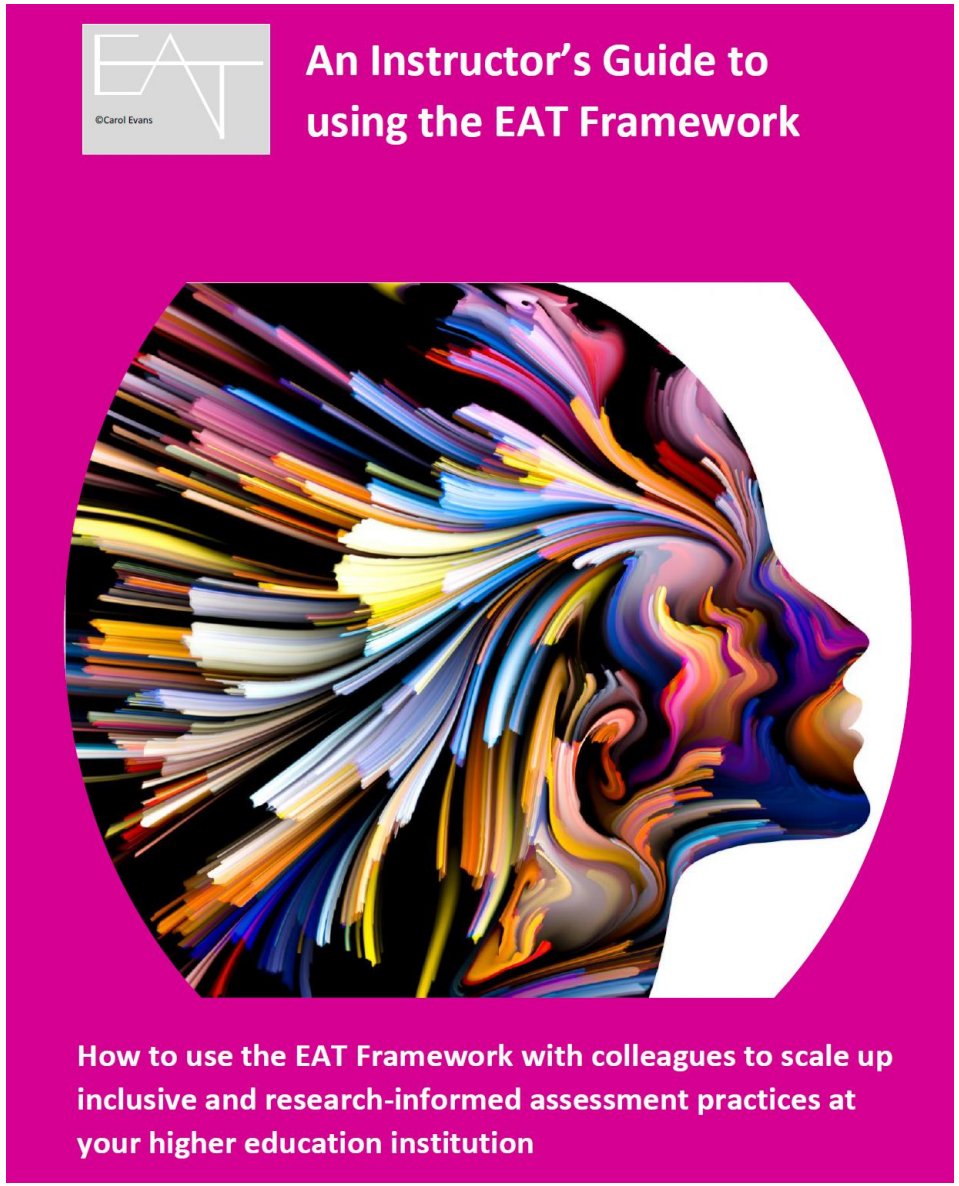

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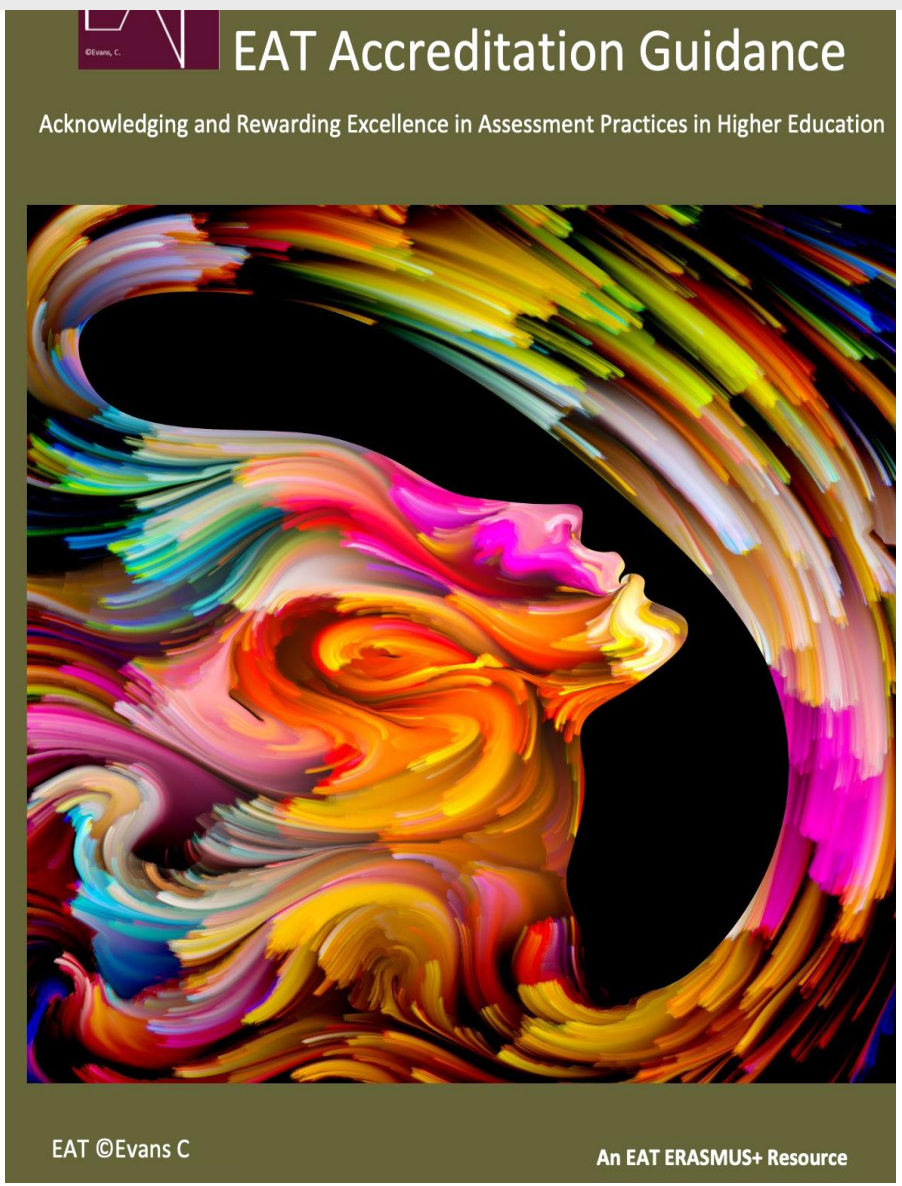

Thank you

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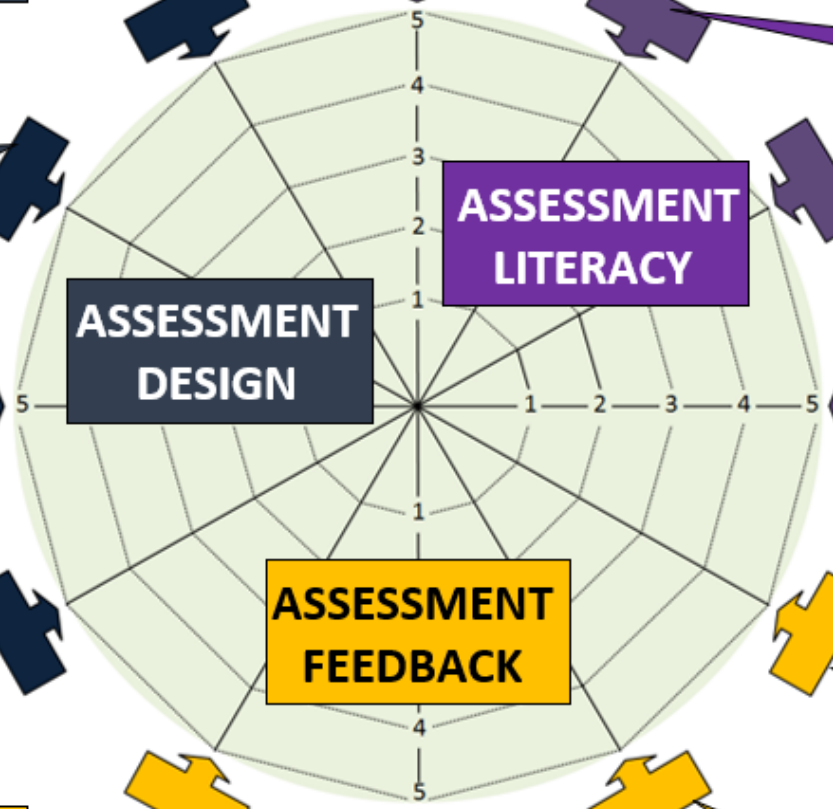
LECTURER



AD4: Ensure ongoing evaluation is embedded in teaching sessions
to support timely enhancements in practice.

AD 3: Ensure access and equal opportunities
Provide clear signposting to resources, appropriate scaffolding and support.
Train staff in effective use of data.

AD 2: Promote meaningful and focused assessment
Place emphasis on authentic assessment tasks that require student ownership, and have potential to have impact beyond the immediate task.

AD 1: Ensure robust and transparent processes and procedures: QA literacy
Train students and staff to ensure shared understandings

AL 1: Clarify what constitutes good
Ensure the rationale underpinning assessment is clear, that assessment criteria are accessible to all ,and time is aken to clarify goals with students.

AL 2: Clarify how assessment tasks fit together in courses and programmes

AL 3: Clarify student & staff entitlement
Clarify what support the student will receive and what contribution the student is expected to make as a partner in assessment.

AL 4: Clarify the requirements of the discipline
Highlight the core and threshold concepts.
Clarify what a deep approach looks like.

AF 1: Provide accessible feedback
Ensure feedback is focused on what was good, what let you down, and how to improve.
Check student interpretation of feedback.
Ensure consistency across teams.

AF 2: Provide early opportunities for students to act on feedback
Ensure regular opportunities for students to test their understanding using tests, quizzes, and student generated questions.

AF 3: Prepare students for meaningful dialogue / peer engagement
Embed peer learning opportunities. Train students in how to give, use, and seek feedback

AF 4: Promote development of students' self-evaluation skills
Build self-assessment activities throughout a course/programme.
Enable students to mark and moderate work without criteria, and then with criteria.

LECTURER

AD4: Build opportunities to gather student feedback in teaching sessions to enable ongoing enhancement of provision to benefit all

AL 1: Clarify what constitutes good
Ensure the rationale underpinning assessment is clear, that assessment criteria are accessible to all, and time is taken to clarify goals with students.

AD 3: Ensure access and equal opportunities through anticipatory design
Provide clear signpostging to resources, appropriate scaffolding and support.
Train staff in effective use of data.

AL 2: Clarify how assessment tasks fit together in courses and programmes

AL 3: Clarify student & staff entitlement
Clarify what support the student will receive and what contribution the student is expected to make as a partner in assessment.

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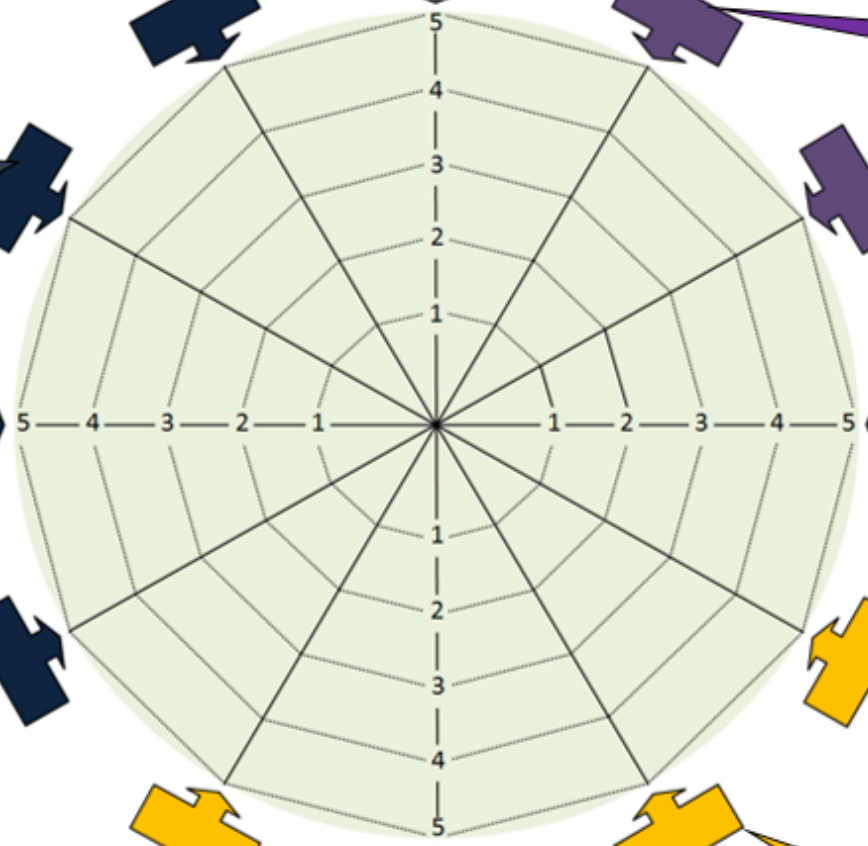
AL 4: Clarify the requirements of the discipline
Highlight the core and threshold concepts.
Clarify what a deep approach looks like

AD 1: Ensure robust and transparent processes and procedures: QA literacy
Train students and staff to ensure shared understandings.

AF 1: Provide accessible feedback
Ensure feedback is focused on what was good, what let you down, and how to improve.
Check student interpretation of feedback.
Ensure consistency across teams.



AF 4: Promote development of students' self-evaluation skills
Build self-assessment activities throughout a course.
Enable students to mark and moderate work without criteria, and then with criteria.

AF 3: Prepare students for meaningful dialogue / peer engagement
Embed peer learning opportunities. Train students in how to give, use, and seek feedback

AF 2: Provide early opportunities for students to act on feedback
Ensure regular opportunities for students to test their understanding using tests, quizzes, and student generated questions.

STUDENT

AD4: AD4: Supporting the development of the programme
I give constructive feedback on how the course could be improved. I have contributed to the development of resources through my engagement with the course.

AL 1: What constitutes good?
I have a good understanding of the assessment requirements, have clear goals, and how to do well.

AL 2: How assessment elements fit together
I have a good understanding of how the assessment tasks I am doing now relate to the rest of my programme.

AD 3: Making best use of resources
I know how to use the learning environment well to support my needs (e.g. accessing resources; getting support; knowing who can best help me, developing strong networks).

AL 3: Student and staff entitlement
I am clear about my role in assessment and how I can contribute, and what support I am entitled to.

AD 2: Meaningful work
I do my best to understand the fundamental ideas and concepts so I can apply them effectively and adapt them to new contexts. I am keen to advance knowledge within my discipline.

AL 4: Am I clear about the requirements of the discipline?
I am aware of the key concepts I need to know, the main ways of working and thinking in my discipline, and feel a strong connection to my discipline.

AD 1: I have a good understanding of assessment rules and processes (e.g. marking and moderation).

AF1: Ensuring I know how to improve
I know how to ask for feedback and use feedback effectively to enhance the quality of my work.

AF2: Using formative feedback opportunities
I recognise and make good use of opportunities to test my knowledge. understanding and skills in class and online.

AF 4: Self-evaluation
I can accurately judge the quality of my own work. I can effectively monitor my progress against my goals and change my strategies as necessary.

AF3: Have I done the necessary preparation to participate fully in peer dialogue?
I make sure I have done the essential preparation work so I can contribute fully to discussions, give effective support to my peers, and receive and act on feedback from my peers.