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Using the EAT framework to enhance student-centred assessment practices: a 'train the trainers' workshop

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Enhancing Equity, Agency, and Transparency in Assessment Practices in Higher Education

EU (Erasmus+) FUNDED EDUCATION PROJECT 2020-1-UK01-KA203-079045

AIM: To enhance understanding of a research-informed self-regulatory approach to assessment and feedback.

To support this:

- Enhance understanding of different cultural contexts with European partners.
- Produce a suite of resources to support translation of research into practice.

Workshop Aims

Discussing the challenges of assessment in each individual's personal context

Introduce the EAT Framework

Suggest and model ways of using the EAT Framework to support 'rethinking' assessment

To support you in implementing the EAT framework to support assessment and feedback enhancement in your institution/school/module/personal practice

EAT Instructors Guide

Background to EAT

Approaches for setting scene

Suggested workshop activities

Key challenges and issues



Core Concepts of EAT (2022):

(i) **inclusivity** is facilitated through

(ii) a **holistic approach** that considers the lived experience of the learner,

(iii) **promotion of learner agency** through the development of **self-regulation** capacity supports sustainability,

(iv) **sensitivity to context** and the dynamic interrelationships between the learner and the learning context,

(v) **partnership** between student and teacher in coming to **shared understandings, beliefs, and values, and as part of team-based** design,

(vi) **authenticity and relevance of assessment design** to current and future needs, and at both individual and societal levels;

(vii) understanding of the **integrated** nature of all aspects of assessment. Gaining shared understandings of these concepts and principles is essential in building a shared assessment philosophy and dialogue.

Activity 1a: Beliefs and Context

Review these core concepts underpinning EAT (2022) with colleagues to consider how they would frame these within their own disciplines – what would the emphasis be, and the language to explain them?

Inclusive – includes understanding of individual differences

Holistic – experience of the student learning journey in its entirety

Agentic in promoting learner ownership of assessment.

Self-regulatory

Sustainable – of value now and in the future – manageable -

Partnership and the importance of **shared beliefs and values** between academics and students

Meaningful learning experiences that promote a deep approach to learning **that is authentic and relevant**

Integrative – interconnected

Pick <u>one</u> concept

How does this feature in your context?

How would you frame this, or explain it to a colleague or student?

Activity 1b: Affordances and Barriers

Identify what factors impact your ability to do well in assessment in your module/course

A. Institutional Factors: How does the way the course is organised help or hinder you?

e. g., How well is assessment organised within your module? Is it clear what the assessments are? Do you know what to do to do well? Is the nature of assessment appropriate etc.

In the space below, please list the things that help and hinder you most. Please list the **three** most important things under each of the headings below

Course things that help me with assessment	Course things that hinder me
e. g., Really useful and clear guidance	e.g., Assessment deadlines are too close together
1.	1.
2.	2.
3.	3.

Context, Barriers and Affordances

B. **Personal Factors:** How does your state of mind influence your engagement in assessment activities (e.g. commitment to your studies, ability to self-assess; ability to manage learning tasks; support of peers, tutors; response to feedback; contributions in sessions etc.)

Again, please rank in order the things about yourself that most impact your access to, and use of, assessment

Things about me that help with assessment	Things about me that hinder me with assessment
1.	1.
2.	2.
3.	3.

EAT Framework



Equity Agency Transparency

Systematic Review of High Impact Pedagogies & Student Engagement

Review of Learning Gain

Engagement with >50,000 research studies and development with disciplines across HE

EAT

© Evans, 2016

Enhancing assessment feedback practice in higher education: The EAT framework

©Carol Evans (2016)

To maximise the potential of pedagogical innovations, assessment is the lynchpin as it must keep pace with what disciplinary knowledge is seen as valuable and relevant within HE and wider contexts and needs to accurately measure meaningful learning. Pedagogies aimed at developing deeper approaches to learning are most successful when assessment practice is aligned to capture and reward a shared understanding of what constitutes 'deep' within a discipline. (Evans et al., 2015, p. 64)

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)

EAT Framework

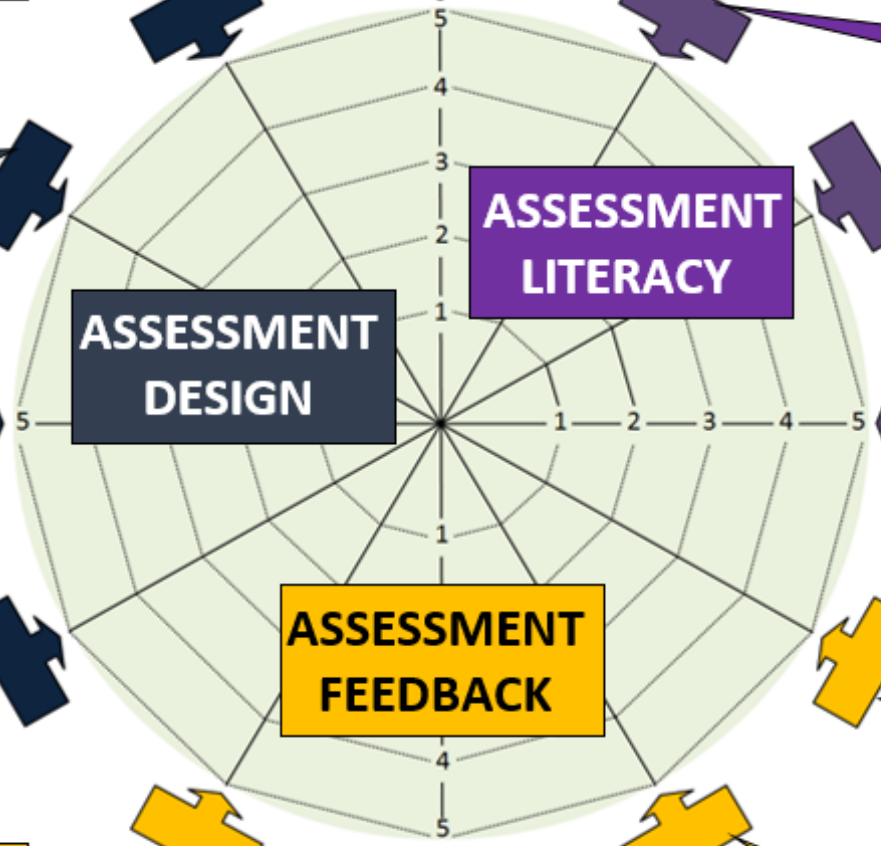


Equity **A**gency **T**ransparency

A focus on **three core areas** is recommended:

- Assessment Literacy
- Assessment Feedback
- Assessment Design

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

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

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.

EAT Framework

Assessment Literacy (AL)

Understanding concepts and potential uses of assessment

AL1 Clarify what constitutes good

Clarify what you want the students to do, and what a good outcome looks like.

AL 2 Clarify how assessment elements fit together

Explain *the purpose* of the assignment, and how it fits with other parts of the course

AL 3 Clarify student entitlement

What the students can expect in terms of support, feedback, and *when*

AL 4 Clarify the requirements of the discipline

What are the specific skills required and why is it important to the discipline?

EAT Framework

Assessment Feedback (AF)

Guidance that encourages self-regulation and independence

AF 1 Provide accessible feedback
Can the students understand the feedback? Is it meaningful comments? Is it motivating?

AF 2 Provide early opportunities for students to act on feedback
Can the students alter their learning/behaviour *during* the course, so that they succeed by the end?

AF 3 Prepare students for meaningful dialogue/peer engagement
Are students encouraged/enabled to discuss their work with the lecturer and/or each other?

AF 4 Promote development of students' self-evaluation skills; e.g. self-monitoring/self-assessment and critical reflection skills.
Does the feedback help students to develop the skills needed to recognise good/bad elements in their work *ON THEIR OWN?*

EAT Framework

Assessment Design (AD)

The aims of the assessment and how it fits in overall

AD1 Ensure robust and transparent processes and procedures
Do students understand what will happen to the work? How will it be marked,? How will you ensure consistency and fairness?

AD 2 Promote meaningful and focused assessment
Provide an appropriate range and choice of assessment opportunities that support **development of authentic skills**

AD 3 Ensure access and equal opportunities
All students can perform the task equally regardless of their personal situation

AD 4 Ensure ongoing evaluation to support the development of sustainable assessment & feedback practice
Constantly reflect on the processes used for assessment – change and improve where necessary

Core Concepts

In using the EAT Framework with colleagues, it is important to explore:

- How colleagues **understand these concepts** in relation to their own practice.
- How teams come to have **shared understandings** of the core concepts, and develop the language to describe the concepts within a specific discipline.

POTENTIAL CHANGES TO ASSESSMENTS USING THE EAT FRAMEWORK

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		

Using EAT

BIG CHANGES

Evaluate all the dimensions – use as a diagnostic tool

Focus on one theme/dimension across a School

Use as a set of principles/headlines for an assessment guide

Use as a tick-box list for the design of an assessment or assessment programme

Manage student expectations about A&F

Engage students as partners in these processes

EAT	Key consideration	Specific questions	Sources of information	Overall rating 1-5	Module Ratings 1-5	Key areas to focus on
ASSESSMENT DESIGN CONSIDERATIONS						
AD1	The rules and processes of assessment are clear	• Explicit information is available to staff and students on how final grades are calculated (assessment algorithm) • The full mark range is used when assessing students work • Students are given explicit guidance on who to contact and how if they are unhappy about any stage of the assessment process				
AD2	Emphasis is on promoting a deep approach to learning relevant to acquisition of 4th industrial skills	• Learning outcomes are pitched at an appropriate level • Assessment tasks are valid and reliable* Note: i.e.: Do assessment tasks cover the knowledge and skills indicated in LOs? Does the method of testing satisfactorily probe understanding at the required level?				
AD3	Equality of access and equal opportunities to do well	• Reasonable adjustments are embedded within assessment design within modules • Resources are available to all students prior to commencing a module/programme • Data evidences that no specific groups of students are being disadvantaged by the nature of assessment				
AD4	Students are engaged in development of assessment	• Student feedback activities are built into module design to ensure students have regular opportunities to feedback on their learning experiences. • It is clear how student feedback is being used to inform assessment design				

Dimensions of EAT framework

EAT decision making cards and focused audit questions

Using EAT

Engage students as partners in these processes

SMALL CHANGES

Prompt ideas of small changes you might make in an assessment

Focus on one dimension and design some engagement activities around that

Discuss logistics and entitlements with students (e.g. AL3/AF2)

Use the framework to suggest some activities for a tutorial

Involve students in the review of an assessment or the assessment guidance

POTENTIAL CHANGES TO ASSESSMENTS USING THE EAT FRAMEWORK

ALL THE EAT 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

LECTURER

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

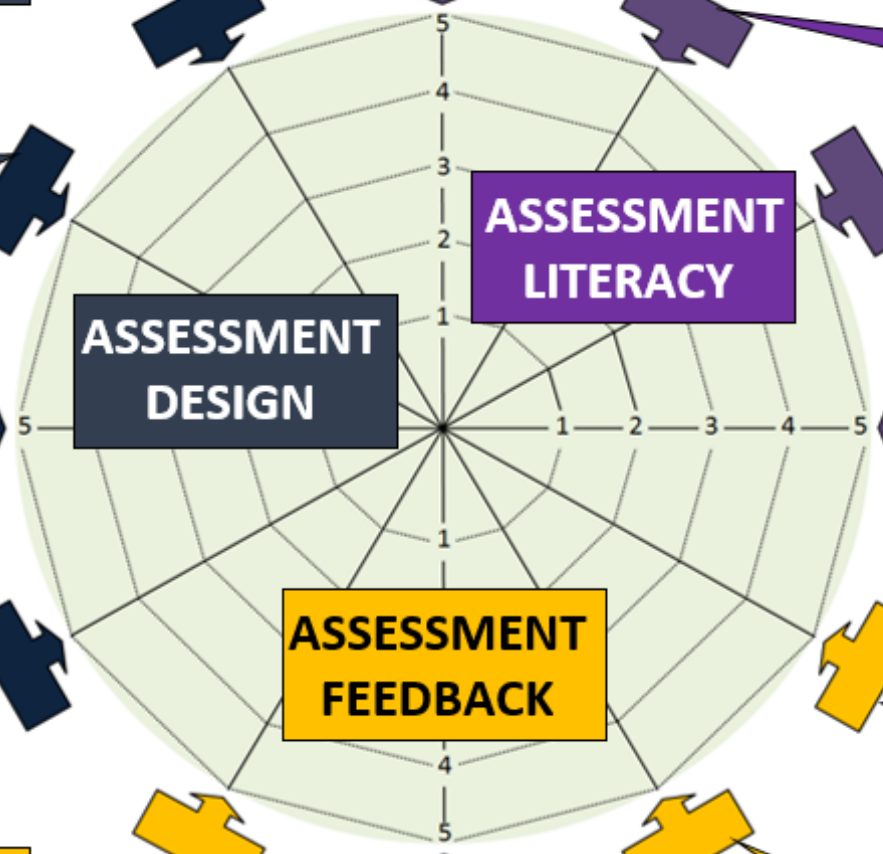
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ACTVITY 2
USING EAT
Holistic Review

(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 dimensions

(1 = Very low; 5 = Very high)

(10 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*

Other person (gently) ask questions

(5 minutes)

To a partner explain:

One way that you could engage students in enhancing this dimension, either:

*(a) As **active partners** in redesign or authorship*

*(b) By **engaging them actively** in understanding/ appreciating the key factors in the dimension*

LECTURER

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

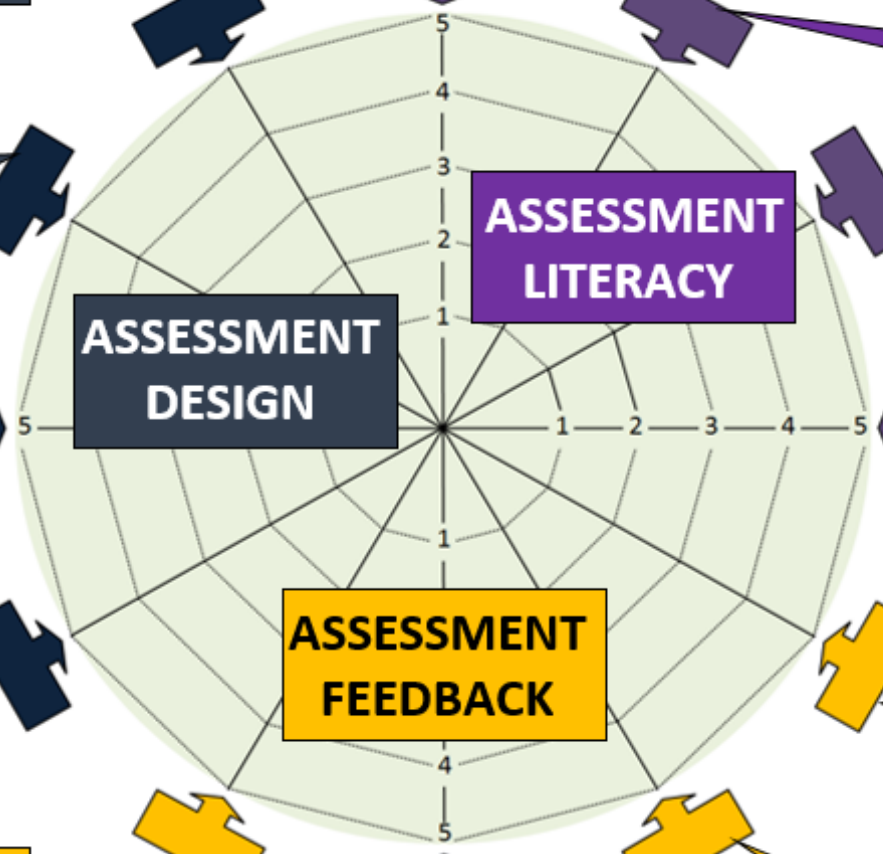
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STUDENT

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.

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 value regular opportunities to test my knowledge, understanding and skills in class and online.

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.

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.

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

Lecturer
Student

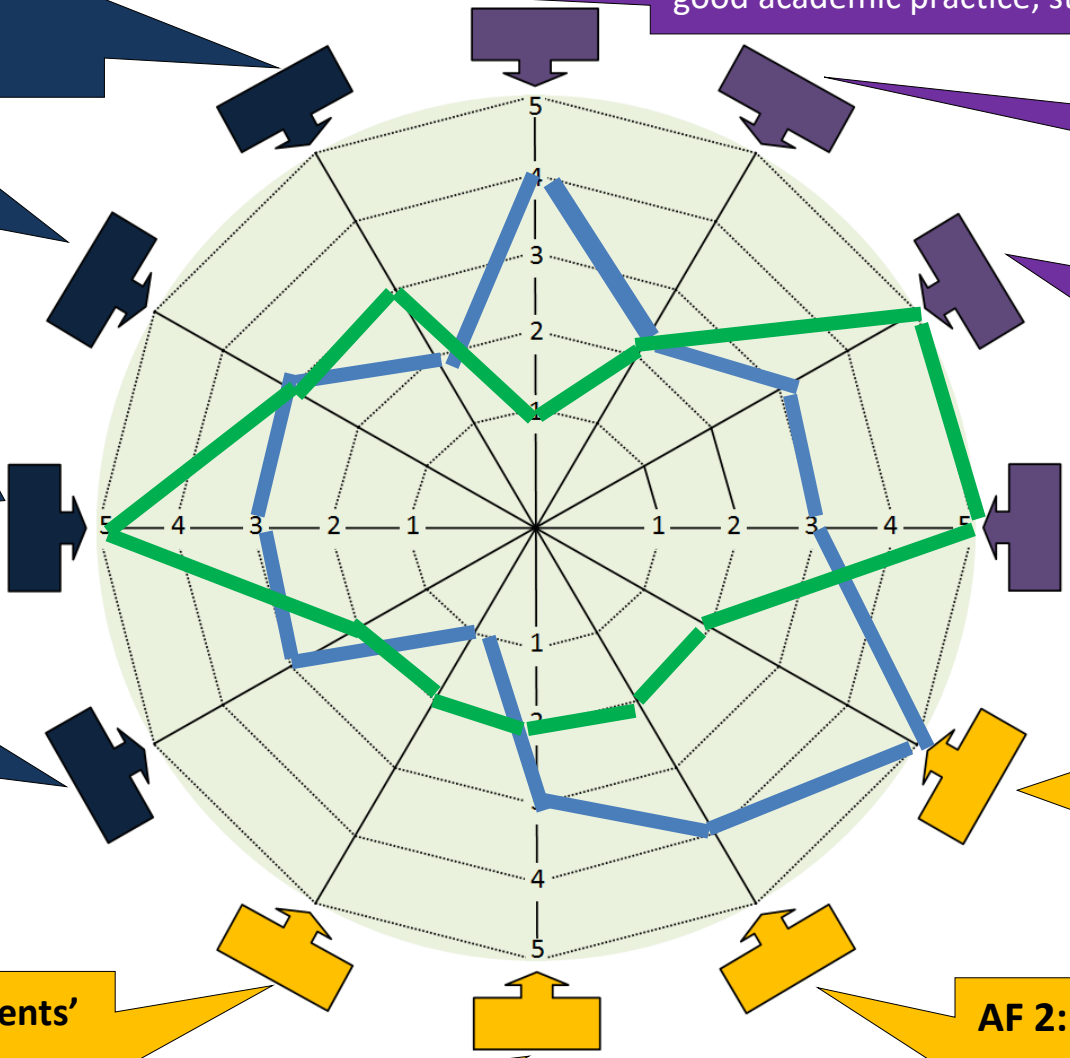
AD 3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice

AL 2: Clarify how assessment elements fit together

AL 3: Clarify student entitlement
Student/Lecturer roles and principles underpinning the 'What', 'When', and 'How' of feedback

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

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

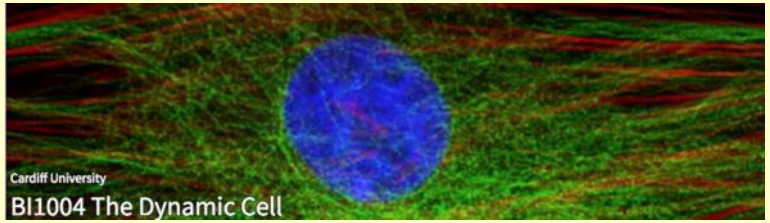
AF 4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection

AF 3: Prepare students for meaningful dialogue / peer engagement

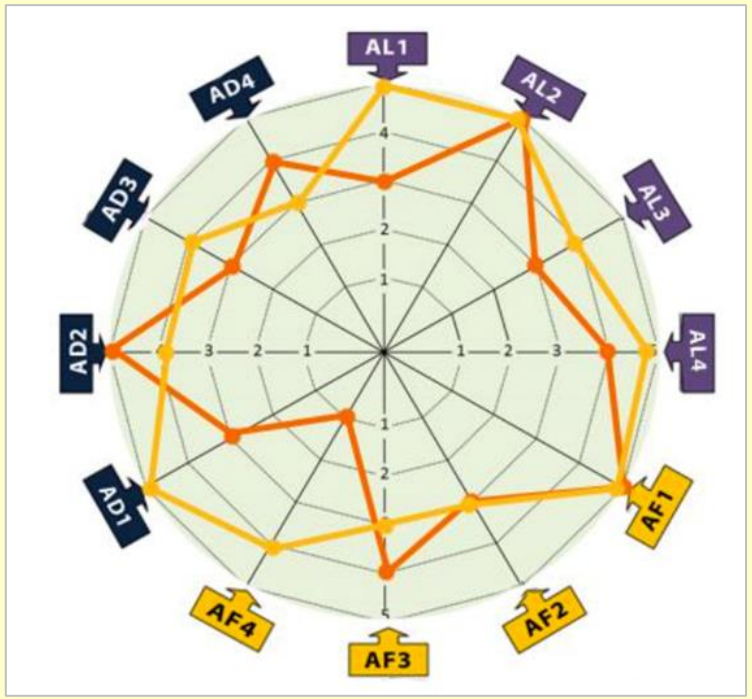
AF 2: Provide early opportunities for students to act on feedback
The pattern and timing of assessment, and alignment of formative to summative assessment





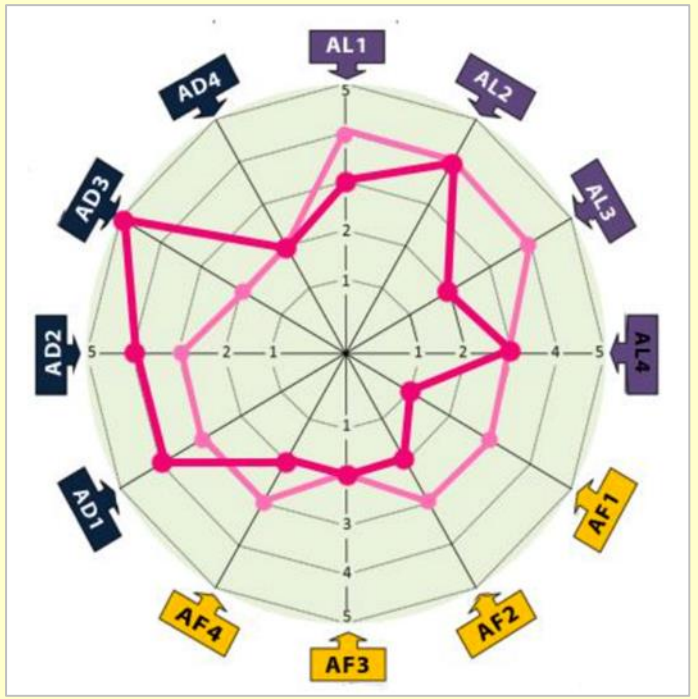


AL1: **Clarifying what constitutes 'good'**
AF4: student's self-evaluation
AD1: Quality assurance literacy



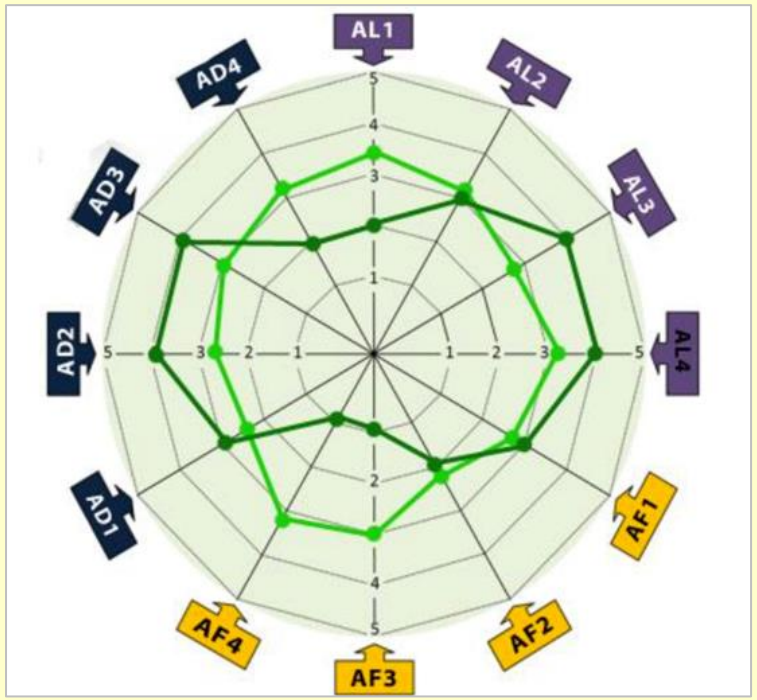
Lecturer; Students

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



Lecturer; Students

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



Lecturer; Students

POTENTIAL CHANGES TO ASSESSMENTS USING THE EAT FRAMEWORK

ALL THE EAT 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 THEME

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

- Assessment Literacy
- Assessment Feedback
- Assessment Design

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Identify key priority in a theme

FOCUS ON ONE DIMENSION

Drill down into one aspect of assessment and address it in each of the 12 areas of EAR, 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

ACTVITY 3
USING EAT - Specific Dimension
(10 minutes)
Pick ONE dimension

1. How does that dimension feature **in your context**?
2. What are the **issues** associated with it? Barriers? Affordances?
3. To what extent **do students engage actively** with this concept?
4. How is this **made explicit to students**?
5. How is this made explicit to **staff**?
6. How could you **engage students actively** in **addressing** this dimension?

POTENTIAL CHANGES TO ASSESSMENTS USING THE EAT FRAMEWORK

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 EAR, 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

Key Pointers when Discussing the Dimensions and Sub-Dimensions of EAT

When using all the materials outlined above – useful additional questions to consider include:

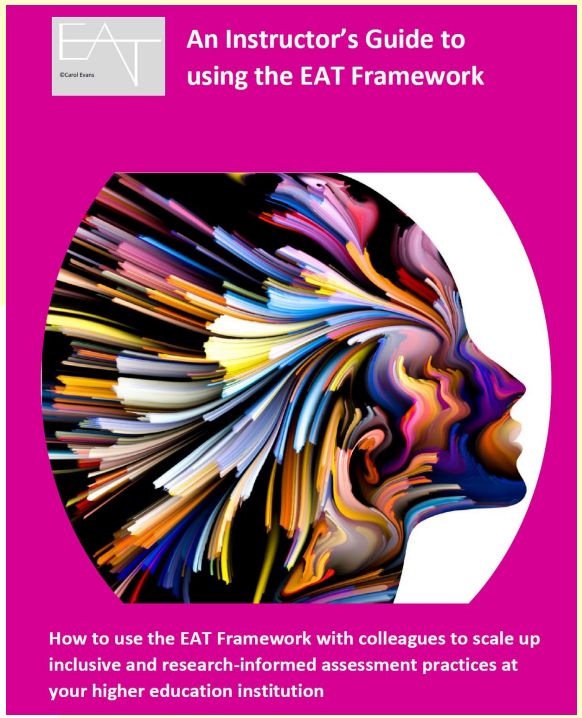
Assessment Design

AD1: Processes and Procedures

- To what extent do staff have **shared understanding of policy and procedures**? (There is a need to address myths around policy rights and wrongs).
- To what extent do students get opportunities to **experience the processes of marking and moderation?**
- To what extent is the **algorithm for calculating final grade clear** to staff and students?

AD2: Meaningful Assessment

- Does the design of assessment require students to use a **deep approach** to their learning?
- Does the **assessment have value beyond the immediate assessment** point to the individual and wider community?
- Is the **assessment relevant** and aligned to the 21st century knowledge and skill demands? (This is dependent on the appropriateness of the learning outcomes in the first place).



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).
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6S	Work with students to ensure 'buy in' to the assessment (creative engagement).

ASSESSMENT DESIGN PROGRAMME DIRECTOR QUESTIONS

AD2	
1	How are you promoting meaningful assessment practices?
2	How are you streamlining assessment to ensure that you do not over-assess (e.g., focus on programme level assessment -key considerations include: ensuring coherence of modules; streamlining programme structure; rationalising learning outcomes; rethinking the types and patterns of assessment across the programme as a whole to ensure an integrated and developmental experience for the learner; rethinking the balance of formative and summative assessment)?
3	How are you encouraging collaborative design (e.g. involving colleagues beyond the module (programme team; QA team; Library Services etc.)?
4	How are you ensuring mechanisms for the development of programmes are appropriate to enable assessment practice to be responsive to needs?
5	How are you providing opportunities for teams to consider assessment holistically across modules to ensure progression; managed choice; rationalisation of learning outcomes?
6	How are you ensuring that all lecturers have a clear understanding of how their module(s) fit within the overall programme structure? Do you have a one page outline summarising this?

Quality Assurance Assessment Practice Checklist

	Assessment Design
Dimension	**Description**
AD1: Ensure robust and transparent processes and procedures	
AD1.1	Assessment policies should be created in partnership with students.
AD1.2	Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.
AD1.3	Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.
AD1.4	Student performance should be equitably judged against the standards set.

POTENTIAL CHANGES TO ASSESSMENTS USING THE EAT FRAMEWORK

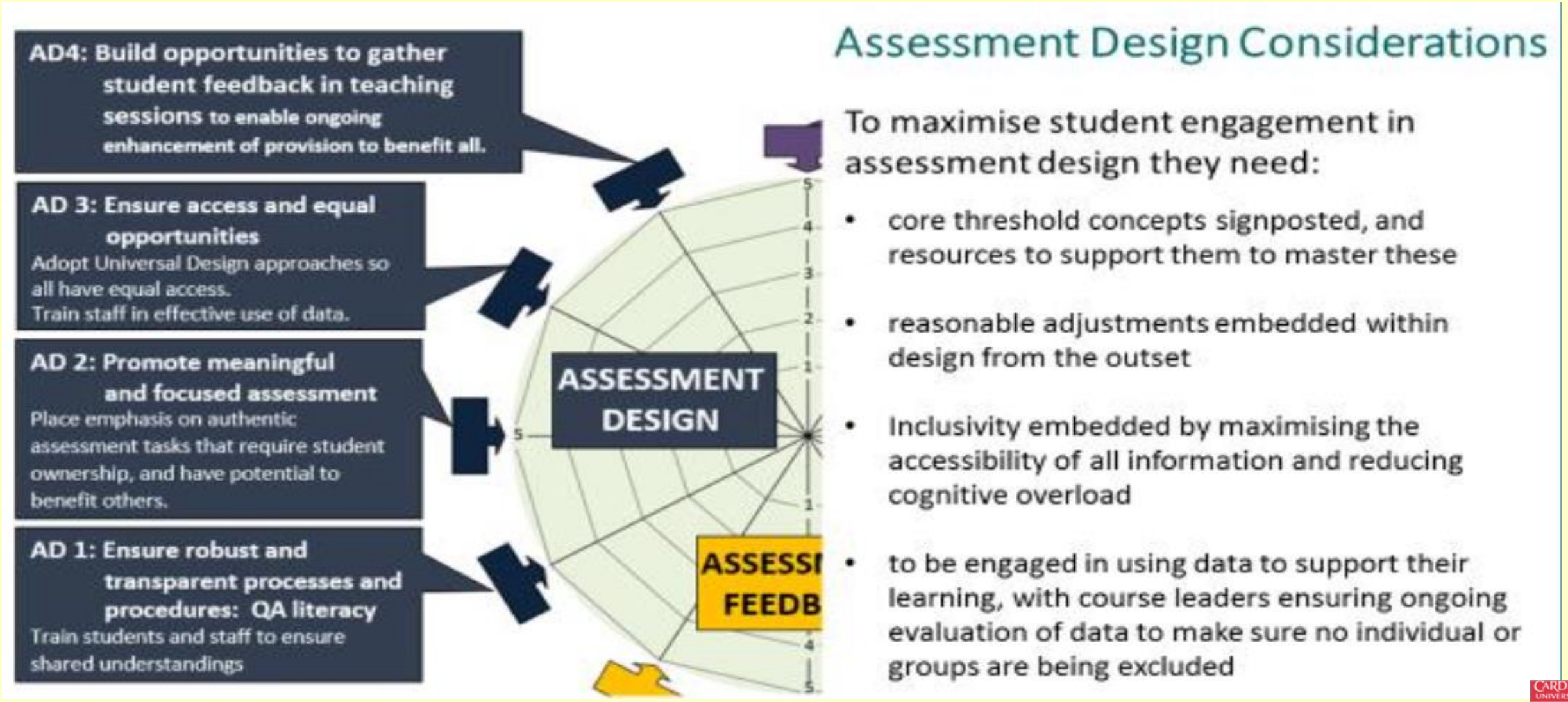
Individual lecturers can plot their position on each of the 12 points and this can be used as a starting point to focus attention on **relative areas of strength and weakness in assessment provision**, to be revisited following professional development and opportunities to develop practice to look at pre and post profiles using the wheel.

As a teaching tool, each dimension and sub-dimension of the framework can be explored and **adapted to specific contexts using the blank versions of EAT**. **It is possible to take one element** (e.g. feedback and look at how each other sub-dimension needs to be attuned to it). For example, not understanding what good looks like (AL1) impacts one's ability to be able to judge the quality of their own work (AF4), so the wheel can be used to look at connections and to explore individual elements of assessment and feedback.

The EAT Wheel can be used to **explore different lecturer's and students' perceptions** of the same module, and staff/student profiles can be overlaid, and discussions developed around different perceptions of engagement opportunities. Difference across disciplines, other modules, and the profile of modules for a programme can all be explored.

Students can be asked to map their profiles at the start of their programmes and again following training to support their engagement with assessment and feedback. Perceptions of engagement can be, but not always, powerful predictors of how students will achieve. It is worth **exploring with students their attitudes and beliefs around their roles in assessment and feedback** and those of lecturers, as to the extent to which students are enabled to engage.

Engaging students as partners in assessment design



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:

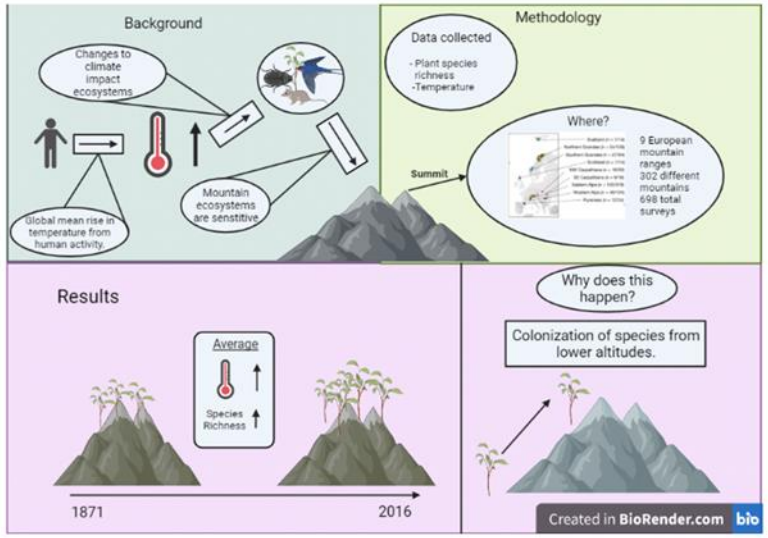


Fig.1: Accelerated increase in plant species richness on mountain summits is linked to warming. Illustrated through Biorender and original paper sources (BioRender, 2021) (Steinbauer et al., 2018).

References:

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

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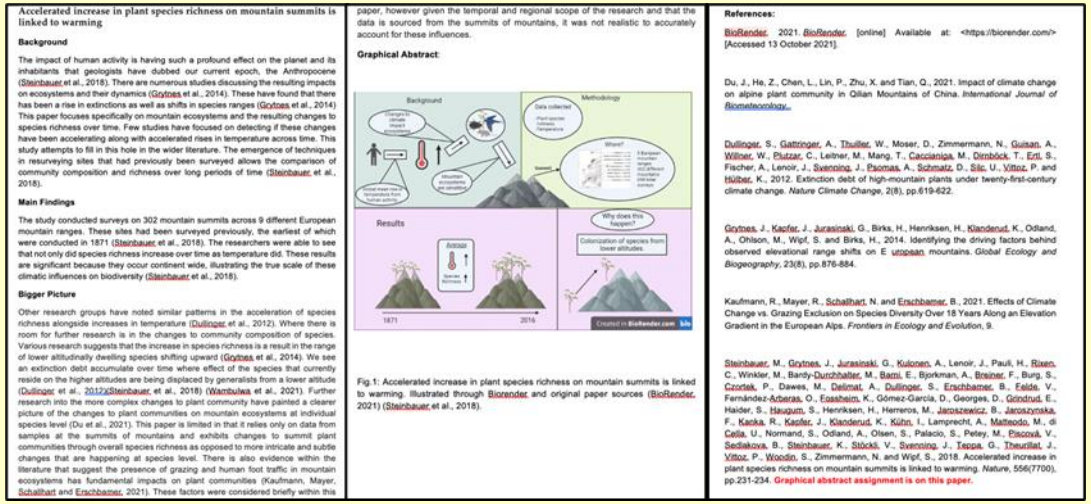
Dullinger, S., Gattringer, A., Thuiller, W., Moser, D., Zimmermann, N., Guisan, A., Willner, W., Plutzar, C., Leitner, M., Mang, T., Caccianiga, M., Dirnböck, T., Ertl, S., Fischer, A., Lenoir, J., Svenning, J., Psomas, A., Schmatz, D., Silc, U., Vittoz, P. and Hülber, K., 2012. Extinction debt of high-mountain plants under twenty-first-century climate change. *Nature Climate Change*, 2(8), pp.619-622.

Grytnes, J., Kapfer, J., Jurasinski, G., Birks, H., Henriksen, H., Klanderud, K., Odland, A., Ohlson, M., Wipf, S. and Birks, H., 2014. Identifying the driving factors behind observed elevational range shifts on E uropean mountains. *Global Ecology and Biogeography*, 23(8), pp.876-884.

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Steinbauer, M., Grytnes, J., Jurasinski, G., Kulonen, A., Lenoir, J., Pauli, H., Rixen, C., Winkler, M., Bardy-Durchhalter, M., Barni, E., Bjorkman, A., Breiner, F., Burg, S., Czortek, P., Dawes, M., Delimat, A., Dullinger, S., Erschbamer, B., Felde, V., Fernández-Arberas, O., Fossheim, K., Gómez-García, D., Georges, D., Grindrud, E., Haider, S., Haugum, S., Henriksen, H., Herreros, M., Jaroszewicz, B., Jaroszynska, F., Kanka, R., Kapfer, J., Klanderud, K., Kühn, I., Lamprecht, A., Matteodo, M., di Cella, U., Normand, S., Odland, A., Olsen, S., Palacio, S., Petey, M., Piscová, V., Sedlakova, B., Steinbauer, K., Stöckli, V., Svenning, J., Teppa, G., Theurillat, J., Vittoz, P., Woodin, S., Zimmermann, N. and Wipf, S., 2018. Accelerated increase in plant species richness on mountain summits is linked to warming. *Nature*, 556(7700), pp.231-234. **Graphical abstract assignment is on this paper.**

Student-led CL session: peer-marking exemplars



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

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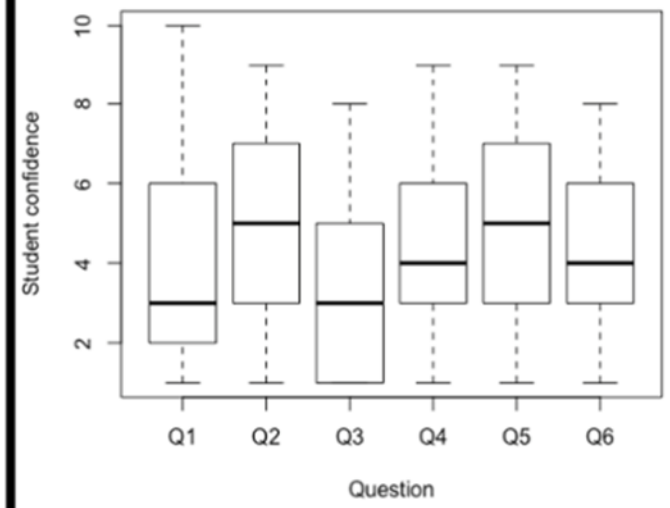
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Section	Criteria	Marks available	Mark	Comments
Written summary (Page 1) 40%	Is sufficient scientific **background** information included and cited? *Evidence of using reviews OR textbooks to find & check accuracy of info?*	1 - 10		
	Is **structure** 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		

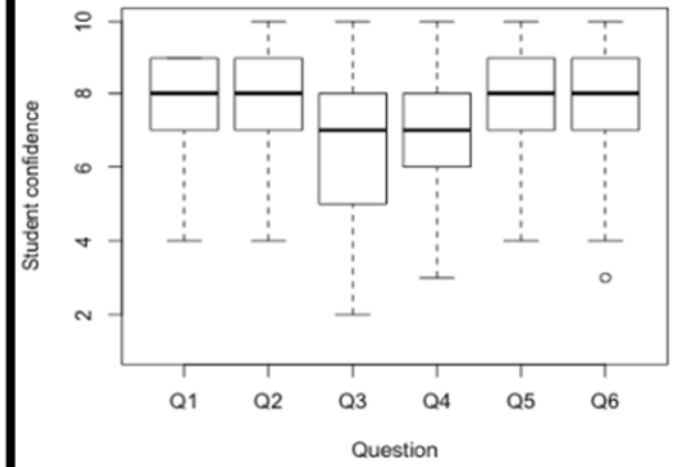
Before



Collaborative learning session



After



Q1. Do you know what a good abstract looks like?
Q2. Do you know the assessment criteria and learning outcomes for this assessment?
Q3. Do you know how this assessment links with other assessments in the future?
Q4. Do you know how to get support with this assessment?
Q5. Do you know what is expected from you?
Q6. Overall, do you know how to complete this assessment?

RESOURCES

www.EAT-Erasmus.org



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





Easy-to-follow guides to effective approaches in assessment and feedback

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

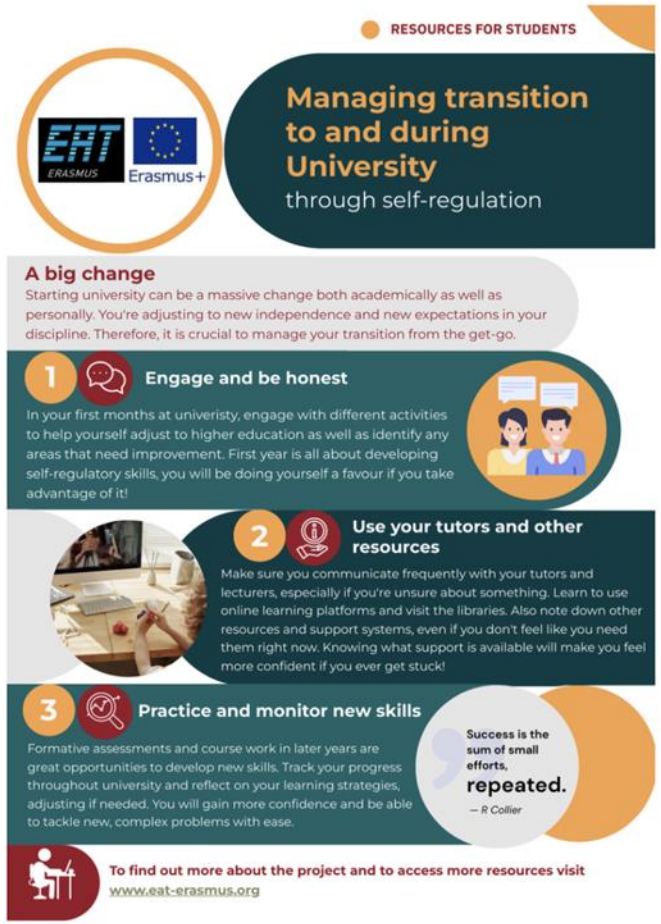
Resources for Students

Infographic guides for students to support and guide self-regulated learning

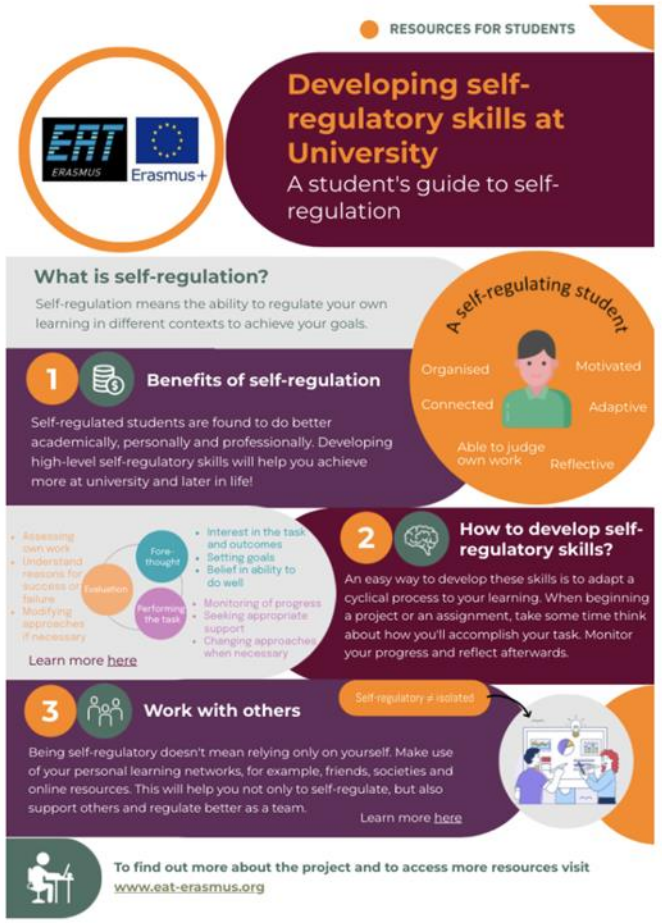
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Click on any of the images below to download the infographic

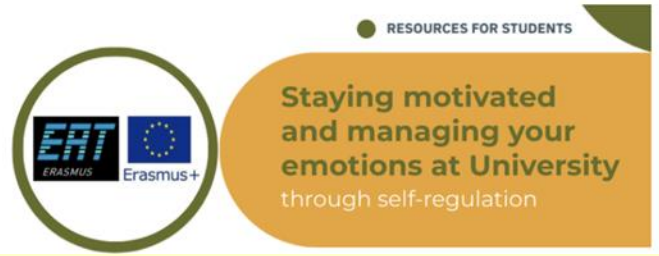












EAT Accreditation Guidance

Acknowledging and Rewarding Excellence in Assessment Practices in Higher Education



EAT ©Evans C

An EAT ERASMUS+ Resource

Reward and recognition

Assessment Specialist Award (ASA)

Case studies focused on dimensions of EAT as evidence of impact

Assessment specialist awards (ASA)

- **Individual pathway**
- **Leadership pathway**

} **Case studies, evidence of impact & reflection**

In completing the case studies

The **Individual Excellence pathway** requires you to focus on what you did to enhance assessment within your own context and what you learnt from the process

The **Leadership pathway** requires you to focus on how you led assessment and supported others to promote sustainable enhanced assessment practices. Examples should demonstrate your leadership of initiatives.

For ASA awards at Individual or Leadership levels:

3 case studies* are required at Stage 1 to apply for a level 1 award.

6 case studies** are required for Stage 2 to apply for a level 2 award.

12 case studies*** are required for Stage 3 to apply for a level 3 award.

The case studies need to be drawn from the 12 areas of the EAT Framework.

* At least one case study must cover an aspect of assessment literacy, assessment design and assessment feedback.

** At least two case studies must cover each of the areas of assessment literacy, assessment design and assessment feedback.

*** The 12 case studies need to be drawn from all 12 areas of the EAT Framework.

Submission Document A: INDIVIDUAL PATHWAY

Address succinctly in relation to the nature and number of case studies you are submitting (i.e. Stage 1, 2 or 3)

Research-Informed		Assessment and Feedback Principles	Examples of how met for individual pathway
	1	What makes your **assessment inclusive**? How are you monitoring the impact of assessment activities on different types of learner?	
	2	How are you encouraging a **holistic approach** and monitoring the lived experience of the learner – how does the whole experience add up.	
	3	In promoting **learner agency** through the development of **self-regulation**: What core self-regulatory skills are you promoting with students? How do you signpost these?	
	4	How are you building **student confidence and willingness to engage in assessment**?	
	5	**Sensitivity to context**: What strategies are you employing to get all students up to speed around the initiatives you are promoting in assessment?	
	6	How are you engaging students in **meaningful partnerships in assessment**? How are you supporting them to step up and take responsibility for assessment from the outset?	
	7	How are you supporting the development of **shared understandings, beliefs, and values** about assessment? Whose beliefs and values matter? How are you tackling this in your design?	
	8	**Authenticity and relevance of assessment design**: How are you clarifying what a deep approach looks like in your discipline and profession? To what extent are you harnessing the power of assessment in the creation of useful products that have value to the individual beyond the assessment point and to wider communities?	
	9	Understanding of the **integrated nature** of all aspects of assessment. How are you ensuring consideration of the different elements of assessment when designing assessment activities?	

Submission Document A: LEADERSHIP PATHWAY

Address succinctly in relation to the nature and number of case studies you are submitting (i.e. Stage 1, 2 or 3)

Research-Informed	Assessment and Feedback Principles	Examples of how met for leadership pathway
	How are you ensuring shared understandings, and embedding of **inclusive practice**? How are you **monitoring the impact of assessment design on different types of learner** across a programme?	
	How are you ensuring a **holistic approach** to the design of assessment across a programme? *(How joined up is assessment across a programme; is progression clearly built in, duplication reduced, overloading minimised, links made clear etc.)*	
	How are you supporting colleagues to embed a **self-regulatory approach** to assessment? How are you ensuring a focus on **high level self-regulatory skills**?	
	How are you promoting students' **meaningful engagement** in assessment?	
	How are you supporting colleagues to ensure **disciplinary requirements** are made explicit to students?	
	How are you promoting a **student partnership approach** to assessment?	
	How are you supporting the development of **shared understandings, beliefs, and values** and building a strong assessment community of practice?	
	How are you ensuring that **assessment is relevant and authentic** across modules within a programme?	
	How are you supporting an **integrative understanding of assessment**? How are you using a **research-informed approach** to ensure best use of resource to maximise outcomes for the greatest number of students? How are you training lecturers and students in the **effective use of data** to inform module/programme design and to support learning?	

DOCUMENT B: Case Study Template

Indicate pathway: **Individual OR Leadership**

1. What was your assessment focus and why within your specific context? **(EXPLAIN THE RATIONALE FOR WHAT YOU DID BASED ON YOUR UNDERSTANDING OF THE CONTEXT)**

2. What did you do? How was this informed by the concepts underpinning EAT and principles of effective assessment and feedback practice? **(REFER TO EAT FRAMEWORK CONCEPTS (pp. 6-9; 74-75 EAT 2022) Framework AND PRINCIPLES OF EFFECTIVE PRACTICE (APPENDIX A)**

3. What was the impact of what you did on lecturers and students? **(USE IMPACT GUIDANCE, in this document, pp. 18-19)**

4. Explain the relative effectiveness of what you did (lessons learnt, did some types of students benefit more than others etc.)? Did an approach work better in one context and not in another? **(USE REFLECTIVE TOOL GUIDANCE, pp. 20-21)**

5. What have been your personal key learning points from things that worked well and less well? How can you extend the significance and reach of your work? **(USE REFLECTIVE TOOL and IMPACT GUIDANCE)**

6. How can others use your approach – please provide an example of a useful resource you have developed with clear bullet points on how to use it and key things to think about when using it. **(Add weblinks and supporting information where possible)**

Table 4: Critical Reflection Tool

Factual strand *Describe the experience*	• What happened to make you want to amend your assessment practice? • What did you feel like, think and do? • What aspects of assessment did you decide to focus on and why? • What informed what you did? • What were the key moments in developing your approach (positive *and* negative)? • Why were those moments key? • What were the key outcomes of what you did (expected and unexpected on students and/or lecturers)? • What worked well and why? • What did not work well and why? • Any surprises? (Things you did not expect)
Retrospective strand *Reflect on the experience as a whole*	• In retrospect, what would you change, and why? • What did you learn about yourself? • What did you learn about other people? • What new understandings arose from the experience?
Sub-stratum strand *Understand your values, beliefs and assumptions*	• What have you learned about assessment practices within your discipline? • What discipline-specific knowledge, practices and personal experiences were used? • What beliefs and values impacted what you did and your interpretation of others? • What moral and ethical issues were raised for you? • How has the experience impacted your own identity within your discipline/profession?
Connective strand *Relate what you have learned to other contexts (personal, professional, other)*	• How has the experience influenced the way you might act in the future? • How has the experience influenced the way in which you think about your future? • As a result of the experience, what do you need to find out more about, and why? • Has the experience changed the way you think about assessment? If so, how?

Adapted from de Cossart and Fish (2005) and Waring and Evans (2015)



www.EAT-Erasmus.org

EAT-Erasmus@cf.ac.uk

Link for if you would like to be involved or kept updated

https://forms.office.com/r/ZpXY4BWiQi

Link to the slides and other resources

https://tinyurl.com/5dwxk4jp

www.linkedin.com/in/eat-erasmus

EAT-Erasmus: Self-Regulation in Assessment

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