

Supporting **S**tudents' **S**elf-**R**egulation of **A**ssessment: an **A**gentic **A**pproach

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Professor Carol Evans: evansc101@cardiff.ac.uk

Universidad del Desarrollo
Facultad de Psicología
Centro de Investigación y Mejoramiento de la Educación

Centro de Investigación para el Mejoramiento de la Educación (CIME)
Psicología UDD

SEGUNDO ENCUENTRO VIRTUAL
INTERNACIONAL: Enseñanza, Aprendizaje
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The EAT Framework: Supporting student self-regulation (SRL)

- Engagement & SRL
- Challenges
- Using EAT
- Lessons Learnt
- Where to next?
- Resources

AdvanceHE



Understanding Pedagogy
Developing a critical approach to teaching and learning
Michael Waring and Carol Evans





What is EAT?

A model that helps you to think about features of effective assessment practice and the interrelated nature of them



EAT's Premise

How students come to co-own their programmes 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)

Law 21.091 (2018): Principles for HE in Chile: autonomy, quality, cooperation, diversity, inclusion, academic liberty, participation pertinence, civic compromise, respect for human rights, transparency and articulation of the HE system.

Role of Training / Managing Diversity

Core Concepts



Agentic Engagement

- Ownership of the assessment process
- Ability to utilise the environment effectively to support one's own learning & enhance it.

Self-Regulation

- Metacognitive understanding of one's own learning
- Management of cognitive and affective processes

Assessment Literacy

- Understanding of the requirements of the task
- Understanding what good looks like
- Understanding of context(s)

Student



Confidence

Ability

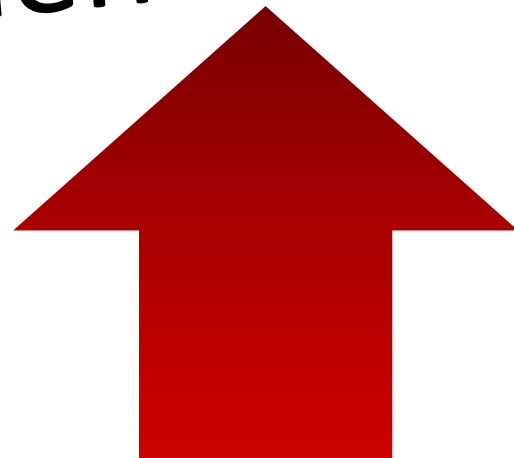
Willingness

Engagement

Enabling design

Confidence

Training



Lecturer

- **Conceptions** of what learning & teaching should look like.
- **Mindsets** around 'power' to change the status quo.
- **Confidence** to contribute
- **Knowledge of context**
- **Belief in ability to do well**
- **Previous experiences of success**
- Experience of **self-regulatory approaches**



Engagement: a complex multidimensional construct

the ability to **manage** one's learning environment and **adapt** it to address one's learning needs...achieved through the combined and effective use of metacognitive (strategic), cognitive (processing) and affective skills (management of emotions) that enable the selection of the **most appropriate strategies**, and **accurate deployment** of them to meet one's **goals** (e.g., task requirements).

What is it to be, act, think, and interact within your discipline?

Knowledge and ability to develop and use understanding in adopting a reasoned stance to complex issues

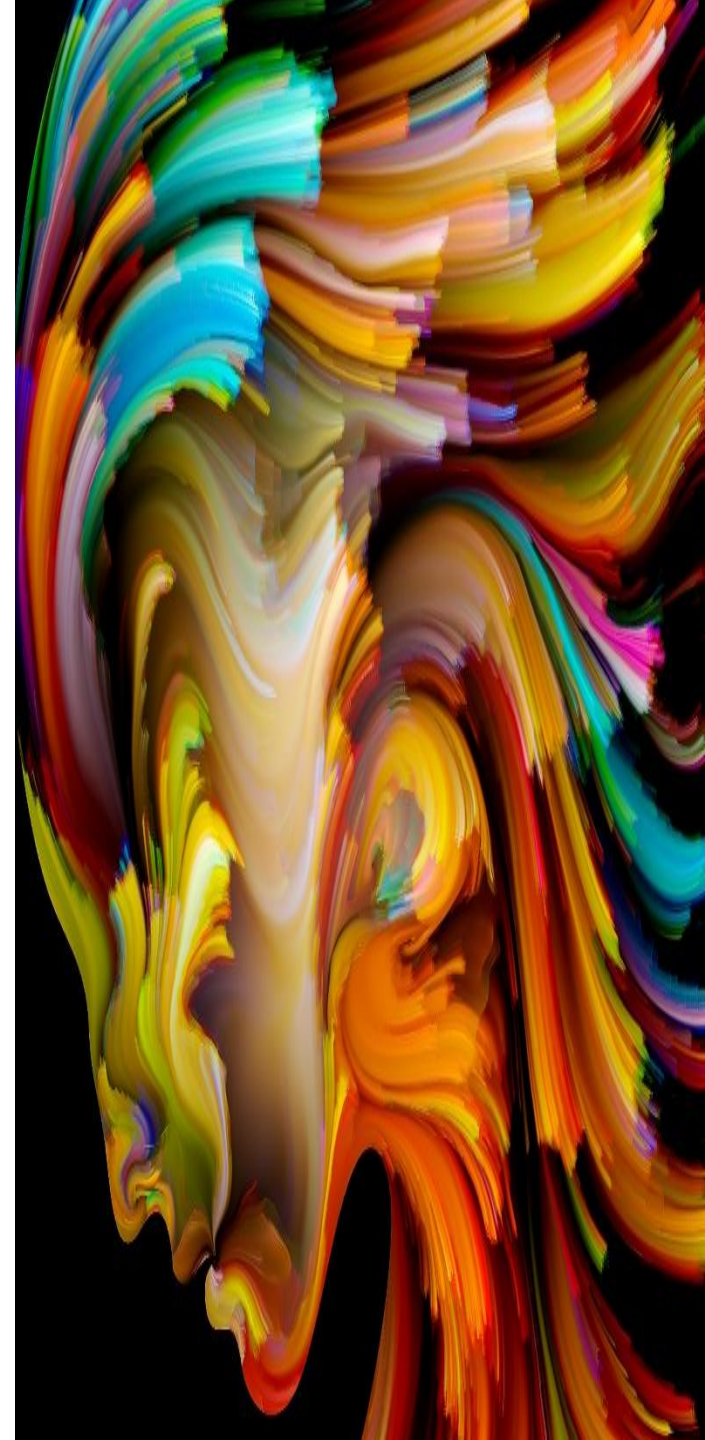
Sensitivity to context alertness to opportunities to develop and apply understanding whenever the situation allows

Willingness to adopt deep approaches & *readiness* to monitor and discuss the process of learning and developing understanding within the discipline
(*Awareness*)

What are the dispositions that matter?

“Students’ strategies for learning and exam preparation, for effort regulation, and goal-setting demonstrate stronger relationships with achievement than their personalities or personal backgrounds”

(Schneider and Preckel, 2017, p. 595)



What does a deep approach look like and at different scales of enquiry? (overarching, task and skill levels)

- Focus on meaning-making & willing to put their ideas out there
- Internalising
- Self-management skills (discerning in use of time)
- Perspective
- Noticing (effective filtering and use of appropriate cues)
- Resilience (persistence and **adaptability**)
- Managing personal response to feedback
- Pro-active feedback-seeking behaviour (networked)
- Forward thinking
- **Able to get the environment to work for you**

Evans' Savvy feedback seekers (2013, 2014, 2015)

Self-Regulation

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

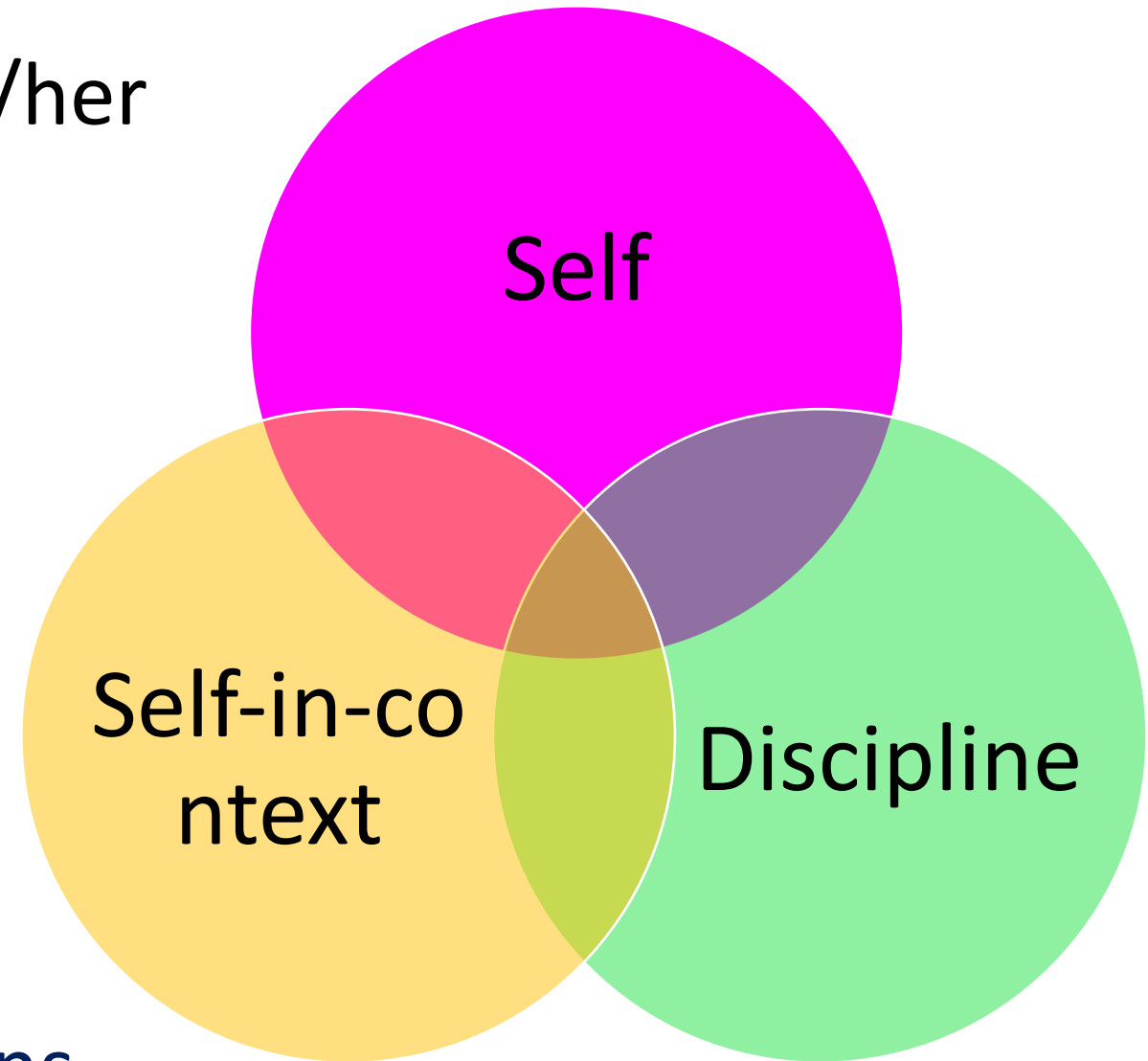
Cognitive how you process info

Metacognitive

understanding how you learn

Affective

how you manage your emotions



Self-Regulation as a **process**:
(forethought, planning, goal setting, undertaking a task, monitoring progress against goals, reflection on outcomes).

As a set of **constructs** (e.g. self-efficacy, grade goal, **beliefs about learning**, need for cognition etc.).

At different **scales** (specific task; general approach)

Individual and/or shared



Developing Key Self-Regulatory Skills

Metacognitive Level

- **Metacognitive strategy use:** choosing the right strategy and using it well
- **Accurate assessment of requirements of a task**
- **Quality of goal setting**
- **Contextual regulation** – using the environment well
- **Metacognitive monitoring:** (accuracy, best deployment of strategies to achieve goals; flexible use of strategies)
- **Self-evaluative capacity**

(see Evans & Waring, 2020)



Appendix A: Effective Assessment Feedback

Appendix F: Developing Student Engagement in Assessment



Core Principles

Equity

Agency

Transparency



The background features a faint, light-colored silhouette of a human head in profile, facing left. This silhouette is overlaid with vibrant, multi-colored brushstrokes in shades of blue, green, yellow, orange, and red, creating a dynamic and artistic effect.

— Core Principles

Inclusive- Autonomy Supporting

Self-regulatory

Integrative

Holistic

Student-staff partnership

Shared beliefs and values

Promotes staff and student agency

Meaningful learning experiences

Sensitive to context

Research-informed

Starting Points

EAT (©Evans, 2016)



© 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 Origins

Research-Informed Approach

Systematic Review of Assessment:
Making Sense of Assessment Feedback in Higher Education

Systematic Review of Cognitive Styles (**Personal Learning Styles Pedagogy**)

Systematic Review of High Impact Pedagogies & Student Engagement

Review of Learning Gain

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

The screenshot shows the journal's interface. At the top, the journal title 'Review of Educational Research' is displayed, along with the AERA logo and the issue number '8.985'. Navigation links include 'Journal Home', 'Browse Journal', 'Journal Info', and 'Stay Connected', with a prominent 'Submit Paper' button. The article title 'Making Sense of Assessment Feedback in Higher Education' by Carol Evans is shown, with publication details: 'First Published March 1, 2013 | Research Article' and a DOI link. An 'Article Menu' sidebar on the left offers options to 'Download PDF' and 'Open EPUB', and lists the 'Content List' (Abstract, Defining Assessment Feedback, The Higher Education Context, Aims of the Study) and 'Figures & Tables'. The abstract text is visible on the right, and a 'Keywords' section lists 'assessment, feedback, higher education, feedback gap, feedback landscape'.

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

Eatframework.com

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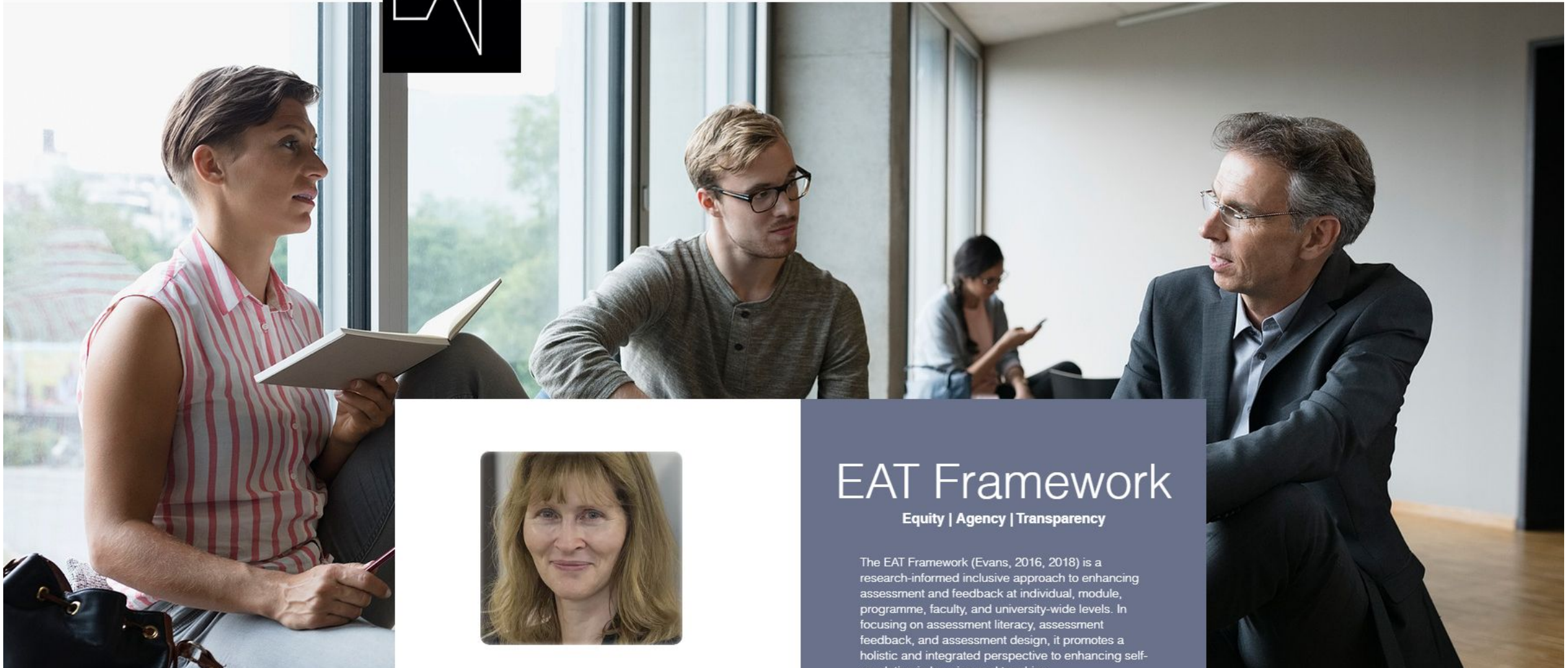
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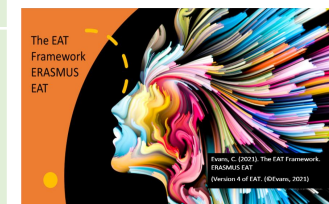
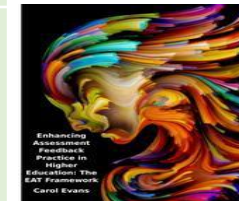
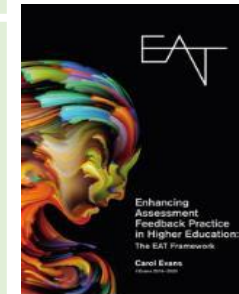
EAT Framework

Equity | Agency | Transparency

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

EAT Versions

2016 Original Version	<u>Southampton</u>	First Version. Core document with EAT wheel and decision making cards
2020 Integrated versions including 2018 updates	<u>Full pdf version</u>	Additional resources from OfS project including mapping to Advance HE Fellowships. Alternative EAT wheel
2020 Integrated versions including 2018 updates	<u>Full</u> version	Full version as above with OFS project documents but with original (normal format) wheel documents
2021 Abridged version	<u>Abridged</u> <u>Australia</u>	Core documents only and mapped to Australian HESF Framework
2021 ERASMUS EAT Version	<u>EAT</u> Erasmus European	Core document without decision making cards but with Appendix F on student role in assessment and transitions doc. Word wheel docs that you can amend easily





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

(Sadler, 2013)

Utility of EAT

Conceptual Framework to support professional development

Diagnostic Tool – identify strengths and areas to develop

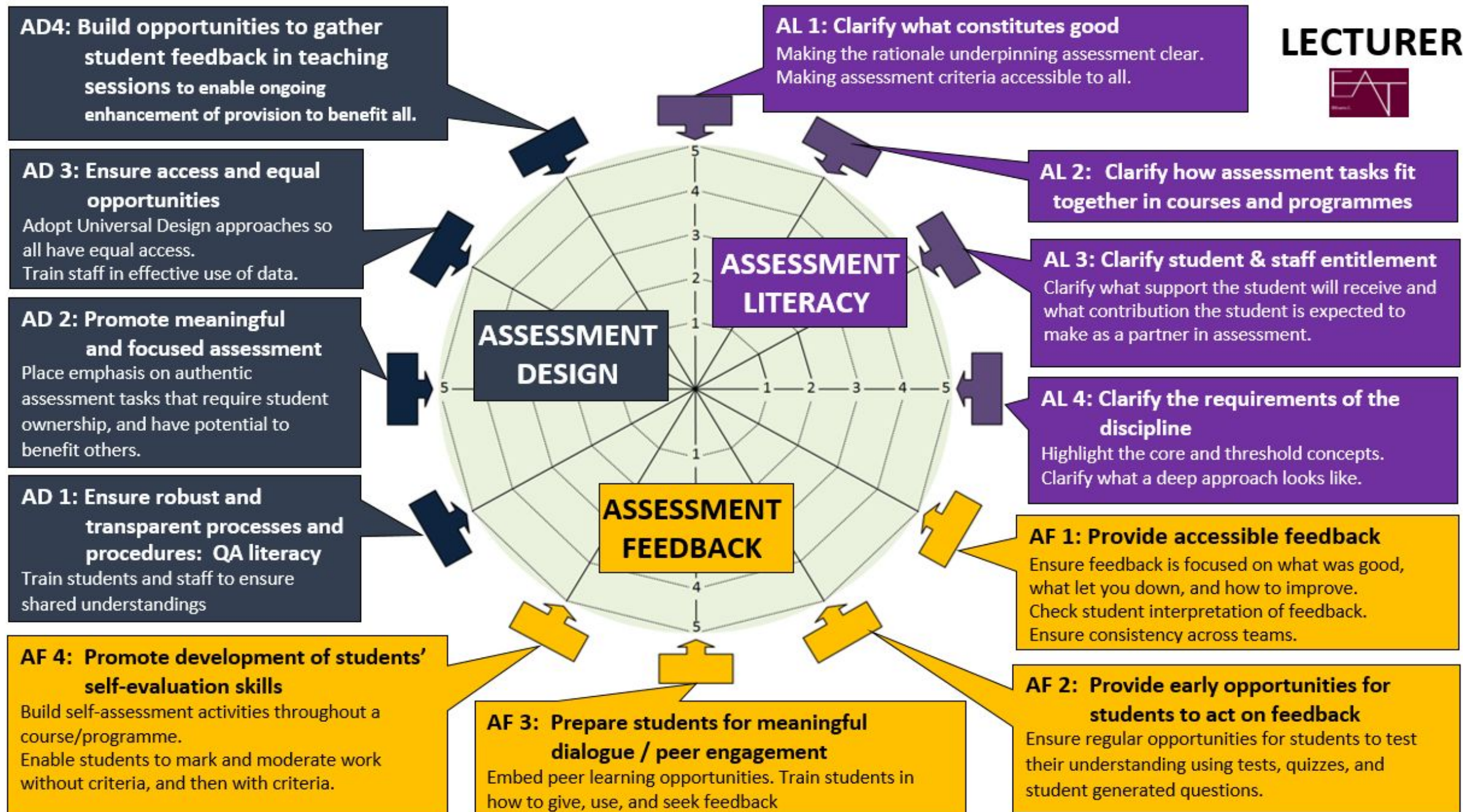
Uncover beliefs and values and cultures of practice

Predictive *EAT Survey* Tool

Developmental Tool to explore changes over time

Individual, team and institutional levels of analysis (small – large scale)





AL 1: What constitutes good? What am I aiming for?
Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes?

AL 2: How assessment elements fit together
Have I mapped how the assessment works in / across modules and how I am going to manage this?

AL 3: Student and staff entitlement
Do I know what: feedback looks like; support I am entitled to; my role in feedback is?

AL 4: Am I clear about the requirements of the discipline?
Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

AF1: Ensuring I know how to improve
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

AF2: Using formative feedback opportunities
Am I making full use of opportunities to get feedback on my work? Do I actively seek out feedback opportunities?

AF3: Have I done the necessary preparation to participate fully in peer dialogue?
How do I support others in giving and receiving feedback?

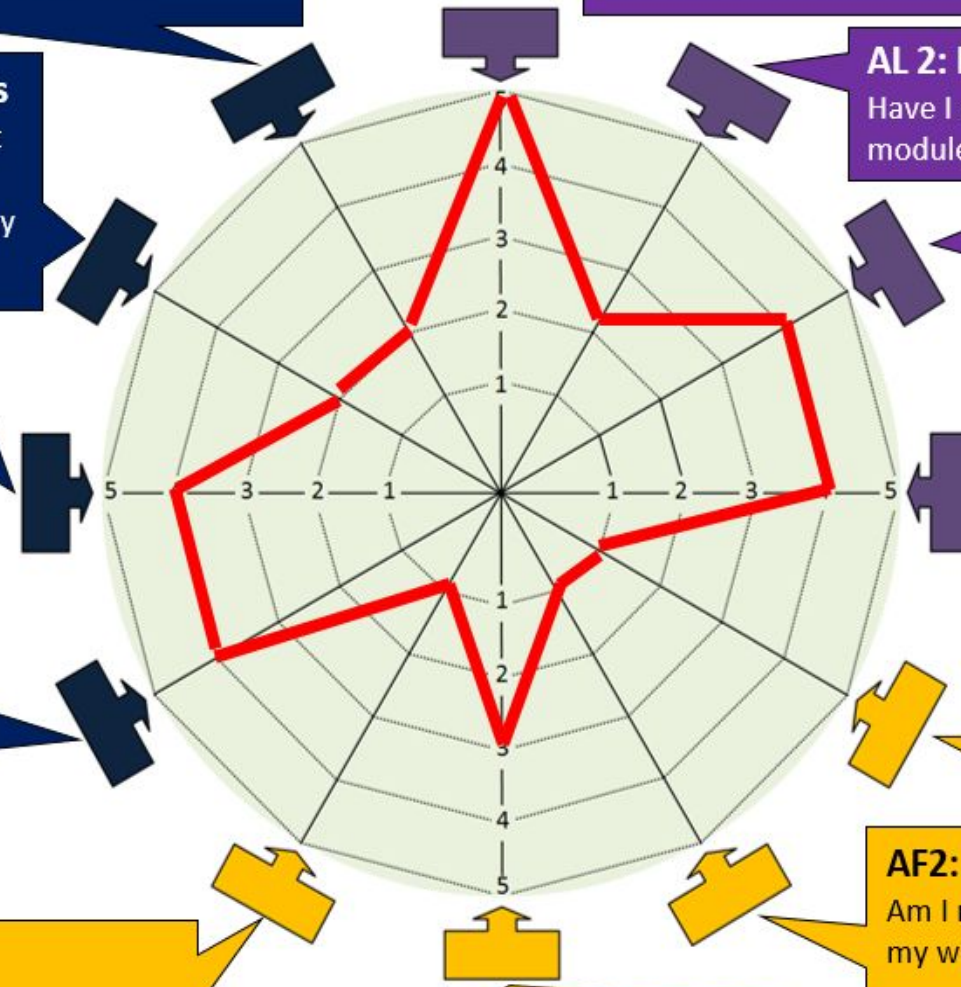
AD4: Supporting the development of the programme
Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?

AD 3: Making best use of resources
Do I know how to access and make best use of resources?
Am I developing networks to support my learning now and into employment?

AD 2: Meaningful work
Am I using the knowledge acquired across modules to inform my overall development?
Am I adopting a deep approach in my work?

AD 1: Do I have a good understanding of HE assessment processes / requirements?

AF 4: Self-evaluation
Do I know how I am doing?
Do I know what to do when I do not know?
How am I managing myself?



Assessment Literacy

Metacognitive: **Designed with** and not for students
(e.g. co-design of rubrics; generating criteria
and not just using them)

Affective: **Exposing the rationale** (why are we doing this?)
Focus on GOALS (aligning goals)
Belonging & identification with others

Cognitive: Access to information and challenging networks
Assessment criteria at the level of a task
Exposing what it is to think, act and be within a
discipline
Links to good resources





Assessment Feedback

Metacognitive: Creating the opportunities for students to be able to understand for themselves

Widening definition of feedback

Affective: Focusing on supporting progress - what can be achieved

Cognitive: Maximising chance for message to be received.

Simplification

Assessment Design

Affective: Authenticity – relating to real world contexts

Metacognitive: Challenges students to produce something meaningful – emphasis on translation, creation, adaptation

Cognitive: Clear route map through a programme – spotlighting key knowledge and skills – hierarchy of concepts

SIMPLIFICATION



Metacognitive strategy use

Task analysis

Planning regulation of a task

Contextual regulation

Metacognitive monitoring

Self-reflection

Integrating cognitive, metacognitive
and affective regulation

Observation of skills



Emulation with support



Self-Control – Independent application of skills in practice under controlled conditions ‘approximations of practice’



Adaptation and Translation: being able to adapt SRL skillsets across contexts – integral to way of being....

(adapted from Zimmerman, 2000)

- What **key discipline-specific and/or generic self-regulatory skill(s)** can you identify and signpost for students as part of your programme blue print?
- Clarify what a deep approach look like? And the language to go with this.
- Focus on progressively supporting students to develop key skill(s) throughout a programme?
- **Ensure the acquisition of high level skills is rewarded.**
- Explore how you can use data with students to demonstrate the efficacy of specific approaches.



Developing a Blue Print – A shared language – route map –
threading self-regulatory activities throughout



It is the Quality and Conditional Use of Strategies that Matters (Dinsmore, 2017)

Enhancing Students' Assessment Feedback Skills Within Higher Education FREE

Carol Evans, Griffith University and Michael Waring, Griffith University

<https://doi.org/10.1093/acrefore/9780190264093.013.932>

Published online: 27 August 2020

Summary

In higher education (HE) considerable attention is focused on the skills sets students need to meet the requirements of the fourth industrial revolution. The acquisition of high-level assessment feedback skills is fundamental to lifelong learning. HE has made significant investment in developing assessment feedback practices over the last 30 years; however, far less attention has been given to the development of inclusive agentic integrated assessment systems that promote student agency and autonomy in assessment feedback, and from an individual differences perspective.

“Inside the Black Box,” a seminal work, opened the potential of assessment as a supportive process in facilitating students in coming to know (understanding the requirements of a task and context, and their own learning) through the development of formative assessment. However, overall, the assessment for learning movement has not changed students’ perceptions, on entering HE, that feedback is something they receive rather than something they can generate and orchestrate despite being predicated on a self-regulatory approach. HE promotes students’ use of self-regulated learning approaches although these are not sufficiently integrated into curriculum systems. In moving forward assessment feedback, it is important to adopt a theoretically integrated approach that draws on self-regulatory frameworks, agentic engagement concepts, understanding of individual differences, and the situated nature of assessment.

Institutional Change

<https://eua.eu/resources/publications/921:student-assessment-thematic-peer-group-report.html>

17 March 2020 | Report

Student assessment: Thematic Peer Group Report

Learning & Teaching Paper #10

Report editors: Carol Evans, Luisa Bunescu

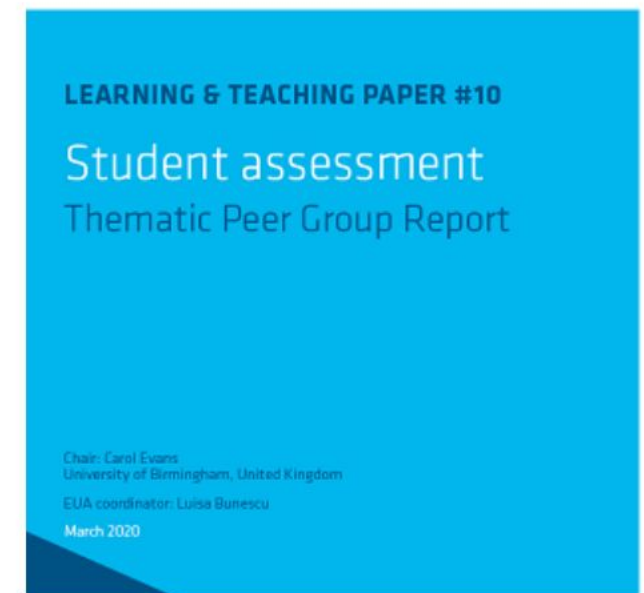
Assessment is an essential and influential element in the learning journey of all students. There is commitment across universities to promoting a holistic assessment design, based on co-creation between students and academic staff. Nevertheless, the design and implementation of student assessment remain challenging.

This paper presents the work and conclusions of the [EUA Learning & Teaching Thematic Peer Group](#) on "Student assessment", which discussed an integrated framework of assessment practice, covering assessment literacy, design and feedback.

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Thank you

Universidad del Desarrollo, Chile

2nd Virtual Meeting on Teaching, Learning
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Professor Carol Evans

evansc101@Cardiff.ac.uk

Honorary Visiting Professor Cardiff University, UK

Visiting Professorial Fellow, University of
Southampton, UK

