EAT Session 1: Familiarising yourself with the EAT Framework and the Case Study process

Dear Colleagues

Thank you so much for engaging with the EAT ERASMUS project

There are 2 tasks we are asking you to look at prior to the first training session if you can. See below for Task 1 and Task 2. You also need to look at the case study pack 1 documentation.

Key resources

**Access to EAT Framework:** [**https://www.eatframework.com/eat-framework**](https://www.eatframework.com/eat-framework)

**Intro Youtube video:** [**https://youtu.be/6f2v9pcU-II**](https://youtu.be/6f2v9pcU-II)

**Aims of the session**

* **Provide overview of EAT**
* **Start to plan for delivery for 2021-2022**

**Key outcomes we are looking for**

1. **Agree which teams and disciplines across 4 main groups (Arts and Hums, Social Sciences, Sciences, Health and Social Care**
2. **Agree time-lines for academic year 2021-2022.**
3. **Decide on scale of focus – module / programme**
4. **Identify what resources will be needed including support**
5. **Begin to consider approaches and foci**

**Documents:**

**Case studies Pack 1**

* Contains the template for writing up a case study

Copy of Appendix A – Principles underpinning assessment and feedback

Copy of Appendix F – Developing Student Engagement in Assessment

Erasmus Impact tool

Blank versions of lecturer and student versions of EAT

* Using the EAT Framework doc
* Self-Regulatory template for staff and students

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

Theories underpinning actions – practice impacting theory: **COGNITIVIST/SOCIO-CONSTRUCTVIST- SOCIO-CRITICAL**

Contextual and Individual Factors impacting practice: Causal mechanisms present within context which act to sustain the status quo, and potential effects

Case study – what is it focusing on

How measuring impact?

Outcomes for self, learners, community

What trying to do in assessment? -Assumptions underpinning actions

**Things to think about in preparation for the first session. Please familiarize yourself with the EAT Framework (The abridged version provides a more succinct summary and the document USING THE EAT FRAMEWORK is useful.**

**Task 1 : Key concepts underpinning the EAT Framework**

1. **What do these terms mean to you and your practice? To what extent do colleagues have shared understandings of the key underpinning concepts? Key aim is how we generate shared understandings with our teams to discuss in the session**

* **Self-regulatory**
* **Integrative**
* **Holistic**
* **Student-staff partnership – Appendix F**
* **Shared beliefs and values**
* **Promotes staff and student agency**
* **Meaningful learning experiences**
* **Sensitive to context**
* **Research-informed**

1. **To what extent are we all enacting the Assessment and Feedback Principles Appendix A (PAGE 6 OF CASE STUDY PACK).**
2. **Do these principles cause any issues for us within our own contexts? Do they need adapting to different cultural contexts? Useful to discuss these with staff and identify potential issues.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Holistic**  How does your design of assessment consider the student learning journey as a whole?  How are assessments promoting the synthesis of work from across the programme? | **Student-Staff partnership**  How are students involved in the assessment process?  e.g. contribution to delivery; evaluation of modules; co-teaching and marking | **Inclusive**  How are you ensuring that assessments and assessment design is not disadvantaging any groups of students?  How are you using principles such as Universal Design, for example, to ensure all students have access to the curriculum? | **Self-Regulatory**  How are you supporting students to manage their learning for themselves?  How are learner cognitive/metacognitive/ affective dispositions being developed? | **Sensitive to Context**  Are you aware of the differential needs of your student population, and what facilitators and barriers impact their assessment journeys?  How fine-tuned are assessments to ensure they are the most suitable means of assessing knowledge, understanding and skills within the discipline? |
| **Integrative**  How do all elements of assessment fit together within and across modules?  How coherent is your assessment design within your module? | **Research-informed – practice informed**  What theories/concepts inform what you do?  Why are these important?  How are you measuring student progression? | **Shared beliefs and values**  What are your beliefs and values about assessment and learning?  How are you sharing and developing understanding of assessment principles with students? (Appendix A) | **Promoting student and staff agency**  How are you promoting student/ lecturer ownership of learning and assessment?  Do students have the necessary resources to manage their assessments? | **Engagement in Meaningful Learning Experiences**  How are you ensuring the assessment learning outcomes, tasks, and practices are relevant?  How does your design encourage students to develop a deep approach? |

**Overarching concepts**

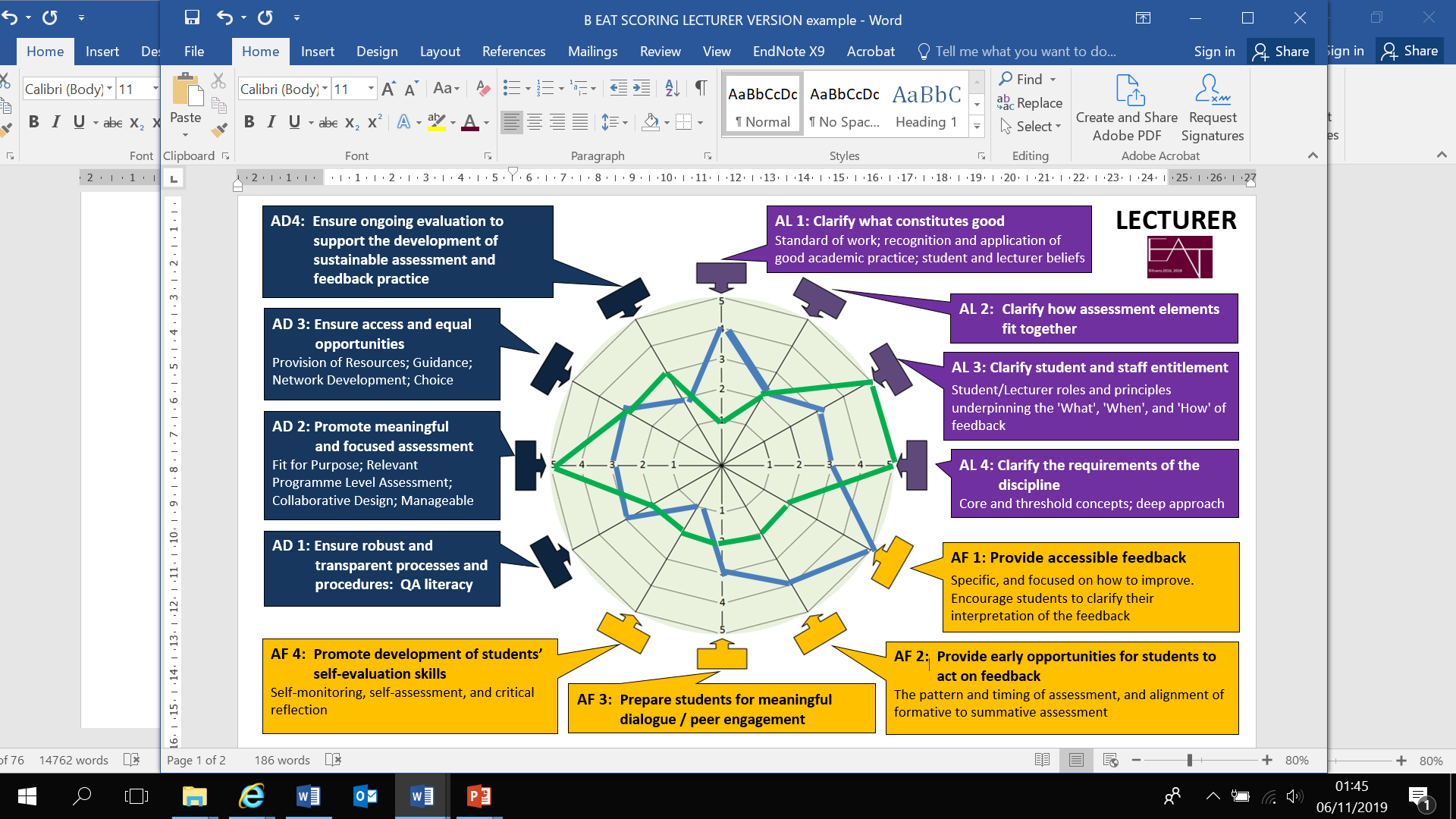
**Task 1**

1. **Use the EAT wheel to identify which areas you think are most and least well developed ( 1= least developed and 5 = most developed**

**Task 2**

**If you look at the 12 areas of practice and the extent to which you engage students. Which areas are least well developed and why?**

1. **1. Use the wheel to identify which areas of assessment you think are most and least well developed.**



1. **2. What is your main assessment priority and why?**
2. **3. What factors support and hinder you in developing this.**
3. **4. How do you get round the barriers?**

|  |  |  |  |
| --- | --- | --- | --- |
| ASSESSMENT PRIORITY | FACTORS HELPING YOU | FACTORS HINDERING YOU | WAYS AROUND THE PROBLEM |
|  |  |  |  |
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|  |  |  |  |

**Note:**

A useful activity to do with colleagues and students – is the facilitators and barriers exercise – an example of a template for this is shown on the next page

The wheel we have used with students and staff as part of induction and then repeated during the course/module.

**Facilitators and Barriers to Assessment: LECTURER VERSION (EAT resource: Developmental Space concept (Van der Zwet et al. 2011)**

Name: Date:

**WHAT ARE THE KEY FACTORS THAT ENABLE AND ALSO HINDER YOUR DESIGN AND DELIVERY OF ASSESSMENT**

1. These can include factors at discipline, faculty and university levels as well as external factors related to your discipline and more broadly. It can also include networks you are part of. Could also include student related issues.

**What three things are most important**

**Things that help me with assessment Things that hinder me with assessment**

1.

2.

3.

1.

2.

3.

Secondly, how does your state of mind influence your ability to design and deliver assessment practices

T**hings about me that help with assessment Things about me that hinder me with assessment**

1.

2.

3.

1.

2.

3.