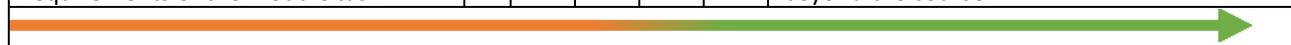


EAT:Appendix F: Developing Student Engagement in Assessment

Transactional	<i>Identify your position</i>					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 <i>for</i> students.						Assessment tasks designed <i>with & by</i> students.
Teacher summative assessment.						Student and teacher summative assessment.
Teacher ownership of assessment tasks.						Student ownership of assessment tasks.
Tasks designed exclusively to meet specific learning outcomes.						Tasks designed to meet learning outcomes and to go beyond.
Strongly scaffolded learning tasks- students regulated and told what to do.						Students taught to self-regulate as part of course design.
Resources to support learning provided but relationship between them not made explicit.						All key resources available from the outset to enable student control of learning & signposted in relation to tasks and key crunch points. Clear links to resources provided.
Guidance mainly provided by teacher.						Students supported to build networks and to identify guidance from range of sources.
Resources provided for students.						Students/teachers generate resources.
Limited opportunities for self-assessment.						Ongoing aligned opportunities for self-assessment from start to finish.
Limited opportunities for students to explore complexities of assessment. Teacher directs solution-finding.						Key threshold concepts identified from the outset. Students encouraged to provide resources to support understanding in areas seen as difficult, and to find own solutions.

Using Appendix F

This Appendix asks you to consider how you engage with students as partners along a continuum from left to right of the table, moving from a directional/telling approach to a more transformative approach that engages students actively in the design of learning and teaching.

In supporting the learning progression of students there may be times where a directive approach is the most suitable such as at key transition points into learning. However, if we are to promote student agency in learning, we need to actively engage them in taking a lead in their own learning.

In exploring effective student engagement this appendix draws on Evans (2013, 2015a) identification of students who were highly effective in navigating assessment – referred to as ‘savvy feedback seekers’ who shared the following characteristics: (a) they were focused on meaning making; (b) had good self-management skills; (c) demonstrated perspective; (d) accurately picked up cues from the environment (good noticing skills), (e) were resilient in persisting and bouncing back from unsatisfactory experiences; (f) managed personal response to feedback; (g) were pro-active in their feedback-seeking behaviours; (h) were adaptable and flexible – willing to try new ideas associated with a growth mindset (Dwek, 2012), and (i) forward thinking about how they could apply learning to future contexts. The attributions of a savvy feedback seeker demonstrate strong self-regulation skills in that learners are able to understand their own processes of learning, use cognitive strategies to process information effectively, and manage the emotional dimension of assessment feedback.

Key to supporting student progression in learning is how and when to remove scaffolding of learning to support their engagement with and ownership of learning and teaching.

Appendix F can be used:

- as a self-reflection tool to evaluate your own practice.
- to discuss teaching approaches with colleagues as an integral part of curriculum design to view key progression points in the student learning process and what approaches are best and where and when.
- to ensure a consistent approach to engaging students within the curriculum.
- shared with students to emphasize the importance of their role within learning and to clarify your expectations of them as partners within assessment.

Useful additional sources

Evans, C. (2016, 2018). Enhancing assessment feedback practice in higher education: The EAT Framework. Available via : <https://app.secure.griffith.edu.au/exInt/entry/9549/view>

Baloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Explicit Assessment Criteria as the Antithesis of ‘Spoon-Feeding’: How transparency in the assessment process can support students’ self-regulatory development. *Frontiers in Education*.