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Self-regulatory Assessment and Feedback Approaches that Make Sense in HE

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Source for Webinar

Evans, C., & Waring, M. **Prioritising a self-regulatory approach to assessment and feedback (SRAF) in higher education** in forthcoming, in C. Evans and M. Waring, Research Handbook on Innovations in Assessment and Feedback in Higher Education: Implications for Teaching and Learning.

https://www.researchgate.net/publication/373196398_Prioritising_a_Self-regulatory_Assessment_and_Feedback_Approach_in_Higher_Education



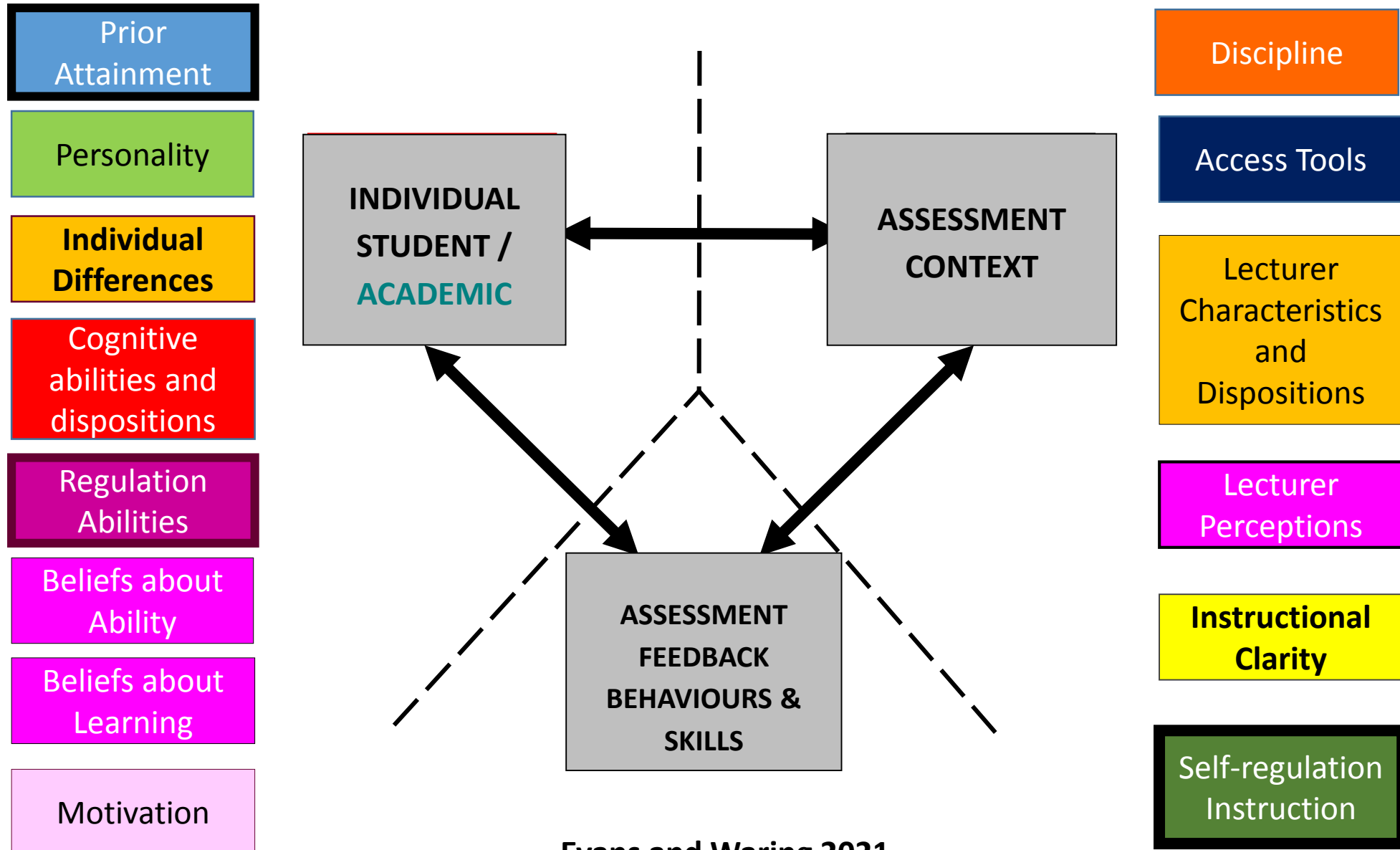
1 in a series of 3:

1. **Step 1: Overview of SRAF**
(theoretical beginnings)
2. Step 2: Integrating SRAF into
assessment processes using
EAT (in practice)
3. Step 3: Effective professional
development strategies
(building capacity)



- Self-regulated learning is one of the most prevalent educational theories explaining student achievement.
- It is integral to the EAT Framework to support its effective translation into assessment & feedback practice.

Factors impacting learning outcomes



Evans and Waring 2021



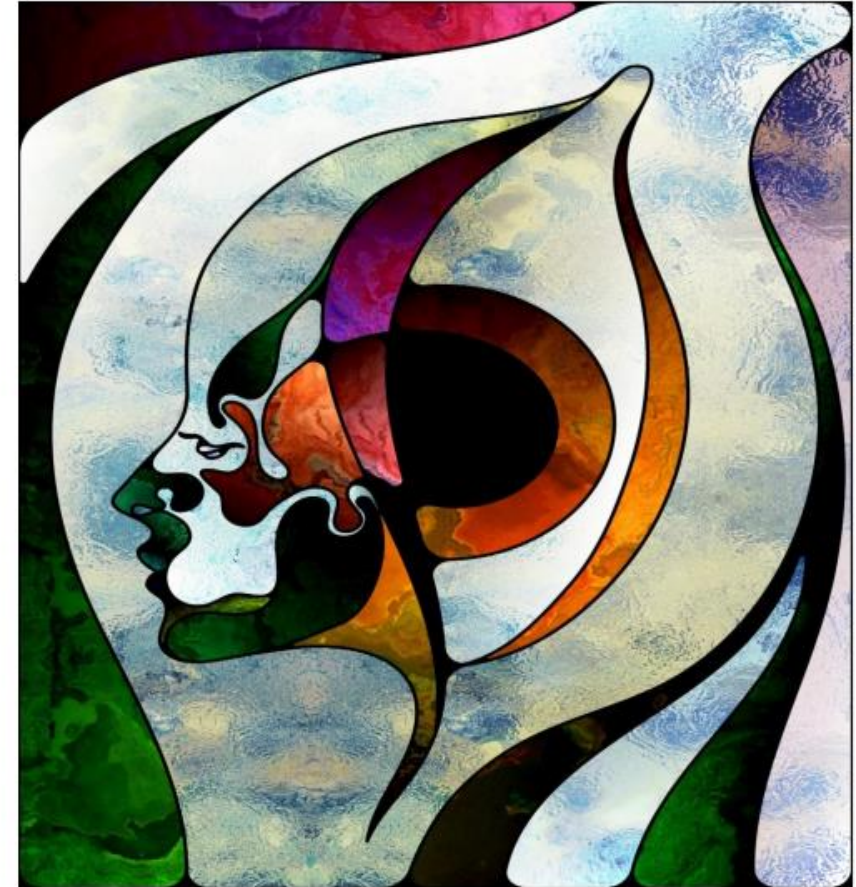
To support students' self-regulatory skills' development we need to focus on developing these skillsets with academics.

What is Self-regulation?

Self-regulation involves the **process learners go through when trying to master a task**: the ability to regulate your learning in the pursuit of goals, which is mediated by your interaction with your environment.

NOTE: It is rarely done alone!

(Bandura, 1986; Evans et al., 2021; Hadwin et al., 2017).



Drivers of self-regulation

- The need to understand – resolve curiosity – cognitive conflict – e.g., need for cognition
- The need to manage self-efficacy and sense of self
- The need to achieve (performance and mastery goals) individually, and as a team (Shared Regulation)

Models of self-regulation

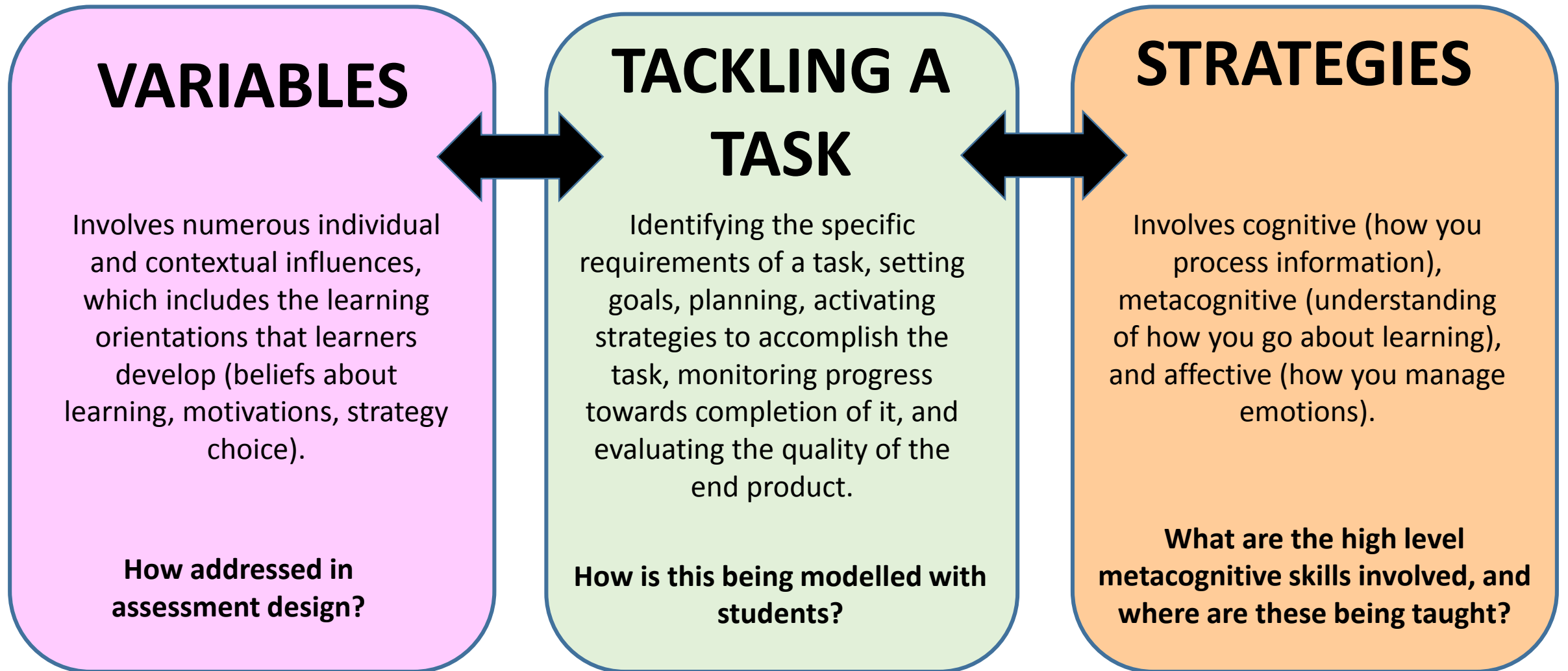
Phenomenological: how an individual experiences learning.

Social cognitive: how individuals acquire knowledge by observing and interacting with others.

Volitional: focused on motivations based on values and expectations

Cognitive constructivist: based on how individuals make sense of, store, and process information

Elements of Self-regulation



Where should we focus our attention?

- Acknowledging the role of **prior knowledge** – and addressing gaps.
- Focusing on **variables with biggest impacts** (e.g., self-efficacy; goal-setting; strategy selection and quality of use, and especially metacognitive strategies).
- Addressing **cognitive, metacognitive and emotional regulation** variables in conjunction with each other.
- **Social interaction** to support learner explicit verbalisation of own knowledge.
- **Challenge opportunities** that force learners to confront their own understandings.
- Making the implicit explicit– importance of **observation** – opportunities to **emulate** (copying with support), - **independently applying skills in practice** - **testing understanding** through ability to adapt ‘own approaches’ in new contexts.

What do we mean by a SRAF Approach?

- Attending to learner characteristics and personal goals, and how cognitive, metacognitive, and emotional regulatory processes support learning.
- Maximising opportunities for students to gain an understanding of quality for themselves.

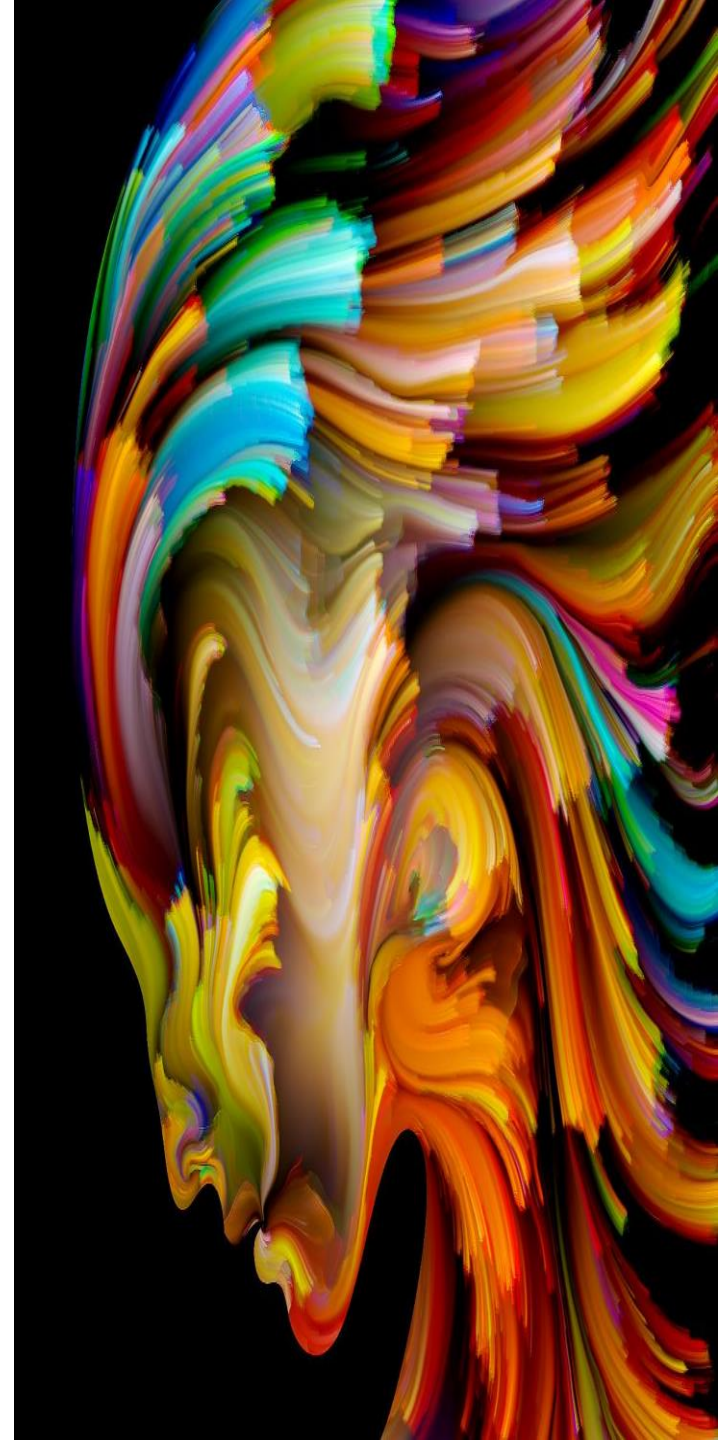


Features of SRAF Pedagogies

1. Focuses on students' acquisition of high level knowledge and skills.
2. Ensures alignment of academics' and students' perceptions of quality.
3. Supports learner agency and autonomy through active engagement in assessment and feedback.
4. Attends to motivational dimensions of learning.
5. Facilitates learner metacognitive skills' development.
6. Embeds self-regulated learning opportunities throughout the curriculum.
7. Uses students' data *with* students to support strategy development.
8. Ensures adaptive/inclusive assessment environments.
9. Uses technologies judiciously to support personalisation and efficiency.
10. Emphasises high quality evaluation processes to ensure evidence-informed professional development.

To support SRAF we need to:

- Provide academics and students with a framework on how to implement self-regulation.
- Provide data on effective self-regulatory approaches.
- Support research and pedagogical training to help implementation.
- Align institutional processes and systems to support SRAF.



There are multiple ways in which SRAF can be operationalised which highlights the need for a coordinating framework that is underpinned by a strong theoretical framework, that has been extensively tested across contexts.

https://inclusiveheorg.files.wordpress.com/2022/12/eat_framework_12_2022.pdf



The EAT Framework

Enhancing assessment feedback practice in higher education



Carol Evans



To what extent do we enable students to be self-regulatory?

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)

We need a
Shared
understanding
of what an
effective
self-regulating
student is?



What self-regulating students looks like (1)?

- **Discerning** in where to invest their time and efforts.
- **Active contributors** to the assessment process - *agentically engaged* in influencing their environment.
- Read the requirements of a task well, **set appropriate goals** (*mastery goals*).
- **Awareness** of what they know (*meta-memory*).
- Choose the **most appropriate strategies** in relation to a task and applies them effectively (*quality and conditional use of strategies*).
- **Flexible** in their use of strategies, reading the context requirements accurately (*contextual regulation*).
- **Adapt their approaches** to learning as necessary (*meta-style flexibility*).
- Seek deep understanding of content, and adapt and apply what they have learnt to new contexts (*deep approach*).

What self-regulating students looks like (2)?

- Use **deep, surface and strategic learning strategies** as appropriate.
- **Judicious** in their selection and use of feedback to support their learning.
- **Sensitive** to appropriate feedback cues (*'Savvy Feedback Seekers'*).
- Welcome opportunities to **test the limits** of their understanding.
- **Alert** to activities that are not helpful to their learning (*discriminatory awareness*).
- **Accurately assess** the quality of their work and learns from their mistakes (*self-monitoring and evaluative capacity*).
- Knowledgeable of assessment processes and systems and **advocate effectively** on behalf of themselves and others to support their assessment needs (*political literacy*).



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.

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).

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.

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

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.

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

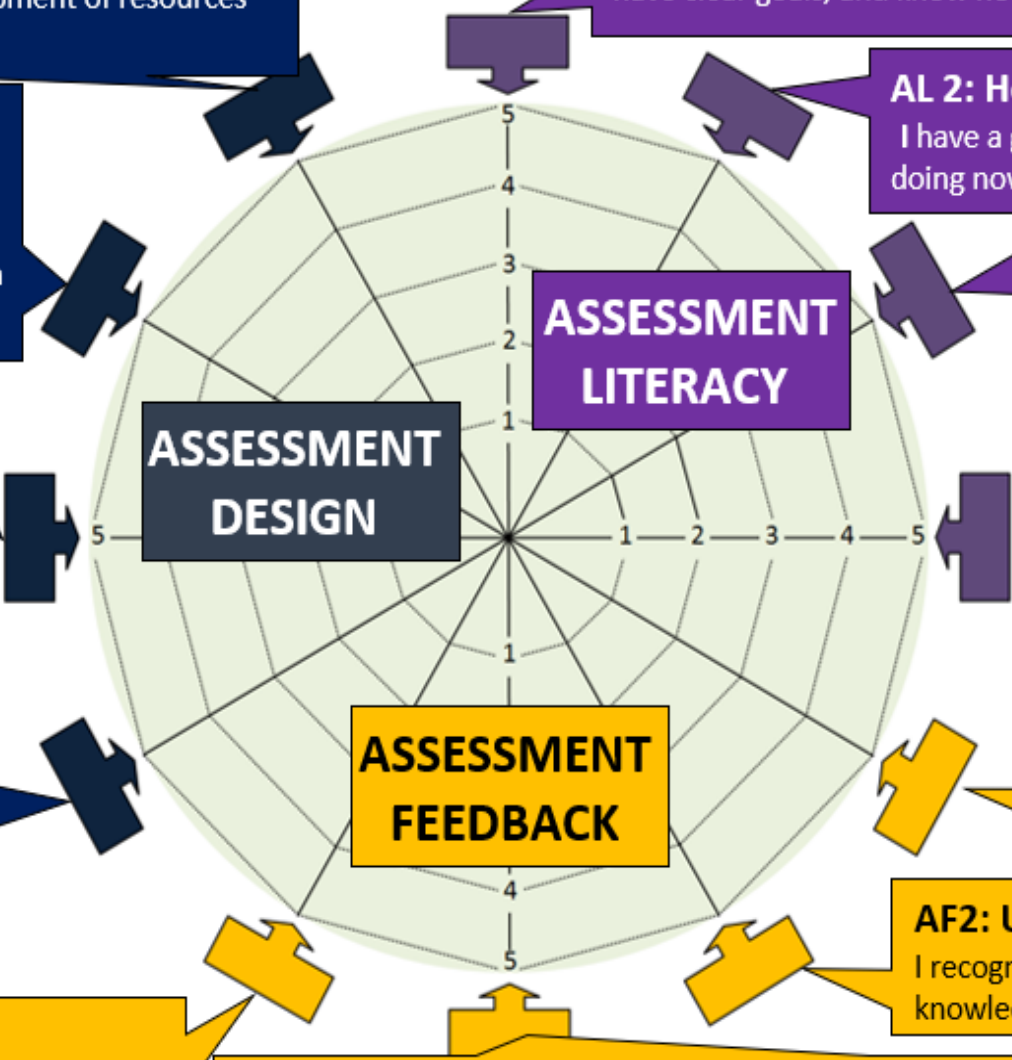
AL 3: Student and staff entitlement
 I am clear about my role in assessment and how I can contribute, and what support I am entitled to.

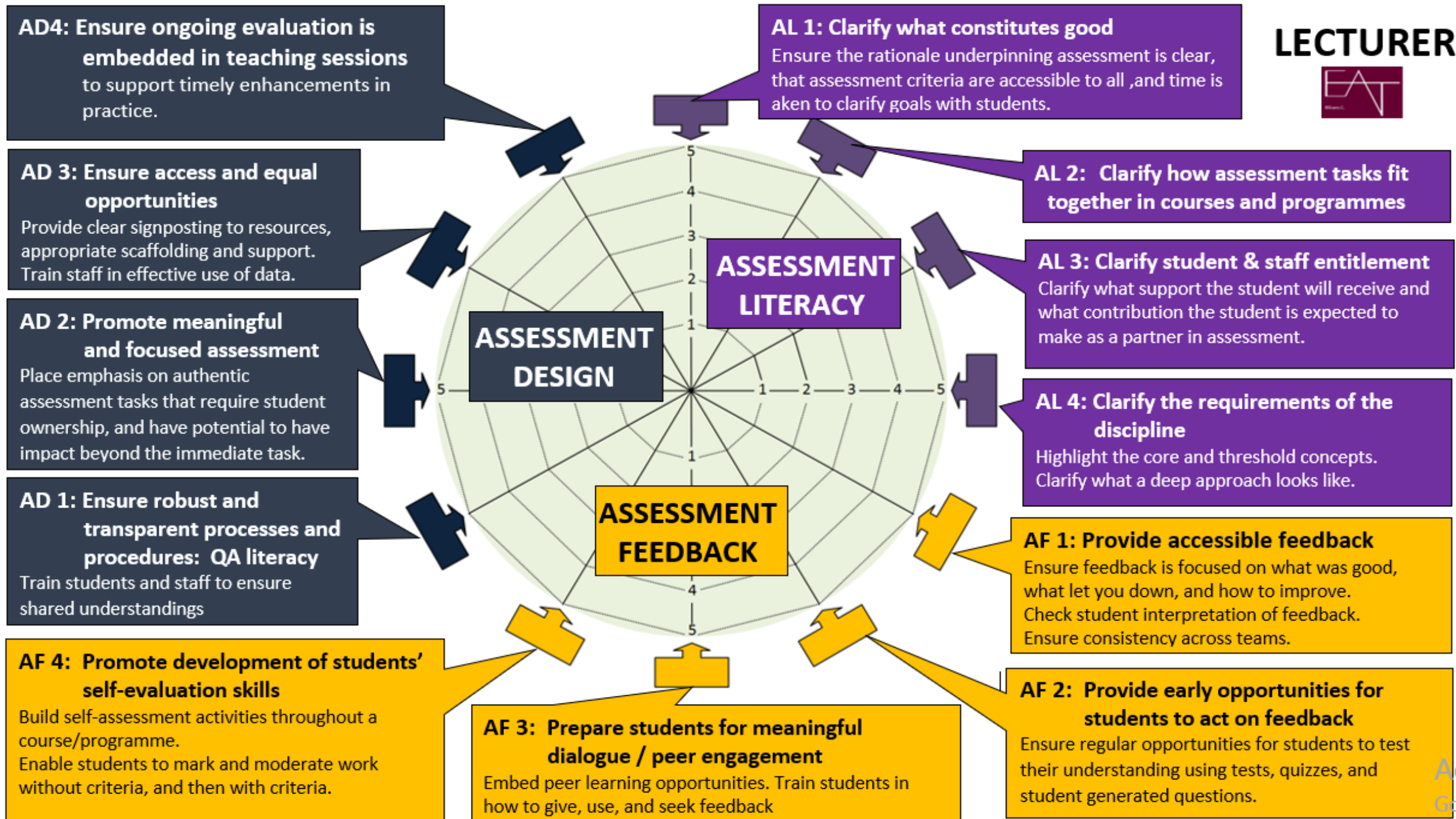
AL 4: Am I clear about the requirements of the discipline?
 I am aware of the key concepts I need to know, the main ways of working and thinking in my discipline, and feel a strong connection to my discipline.

AF1: Ensuring I know how to improve
 I know how to ask for, 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.

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.







UNDERSTANDING OF INDIVIDUAL DIFFERENCES

Agentic Engagement

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

Self-Regulation

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

Understanding of the Assessment Context

- Understanding of the requirements of the task
- What it is to be, think and act in a discipline

AUTONOMY, RELATEDNESS, BELONGING, COMPETENCE

What do these
high level
self-regulatory
skills look like
in context?



Supporting students' SRAF skills: What is valued?

How are we supporting students to choose the most appropriate strategies and to use them well?

- Are academic colleagues agreed on what the fundamental self-regulatory skills that need developing are?
- How embedded is self-regulatory skills development within courses?
- How explicitly are such skills modelled with students, and students given opportunities to use them in context?
- How is co-regulation supported?

Supporting students' SRAF skills: **Access**

Who is assessment information for, and how visible is the assessment journey to each student?

- Is it clear to students what the curriculum wants them to know, and how it wants them to construct knowledge?
- What is it to create, write and analyse within a discipline; what knowledge and skills are valued, and what do they look like?
- What does a deep approach look like in a discipline, and how is it signposted to student?

Supporting students' SRAF skills: **Understanding**

How are students making sense of information?

- How are we stripping back course design to focus on measuring what we value?
- How are we signposting what matters?
- How are we ensuring student ownership of assessment processes?
- How can we simplify assessment and feedback messages to maximise understanding?

Awareness of Students' Starting Points

| Questions to explore with students | Related constructs |
|--|---|
| <ul style="list-style-type: none"> • Belief in one's ability to do well | Academic self-efficacy |
| <ul style="list-style-type: none"> • Sense of fit and belonging to discipline/group | Relatedness; Cognitive style |
| <ul style="list-style-type: none"> • Desire to understand for oneself | Need for cognition |
| <ul style="list-style-type: none"> • Openness to exploring different ways of thinking and learning | Flexibility; Toleration of uncertainty |
| <ul style="list-style-type: none"> • Learning goals | Mastery vs Performance goals |
| <ul style="list-style-type: none"> • Persistence and flexibility | Grit; Style flexibility; Resilience |
| <ul style="list-style-type: none"> • Baseline understanding – prior knowledge and baseline test of current knowledge and understanding in a specific domain | Measures of academic ability and previous experiences of success |
| <ul style="list-style-type: none"> • Who do students rely on most for feedback? | Quality of networks Discernment in sources of information considered |

Table 3 (Evans & Waring, 2023)

Integrating SRAF into assessment design and teaching specific skills

Individual Differences

- Beliefs and conceptions of assessment
- Beliefs about one's role in assessment
- Motivations
- Self-efficacy
- Approaches to learning
- Processing styles
- Schema
- Prior knowledge
- Previous experiences of success

Self-Regulatory Behaviours

Creating Conditions for SRL

- Making assessment requirements clear
- Clarifying the relationships between assessment elements
- Signposting important concepts
- Reducing cognitive load to support access
- Embedding high-value SRL activities within assessment design
- Placing feedback activities where they are most impactful
- Engaging students as co-creators
- Rewarding SRL skills that are important

Self-regulatory Skills Focus

- **Emphasis on strategy selection and use**
- **Supporting planning and goal-setting**
- **Self-efficacy development**
- **Maximising feedback skills (seeking, giving, using)**
- **Supporting shared regulation**
- **Monitoring and evaluation skills embedded**
- **Supporting metacognitive self-awareness of self and context**

Key elements of SRAF delivery:

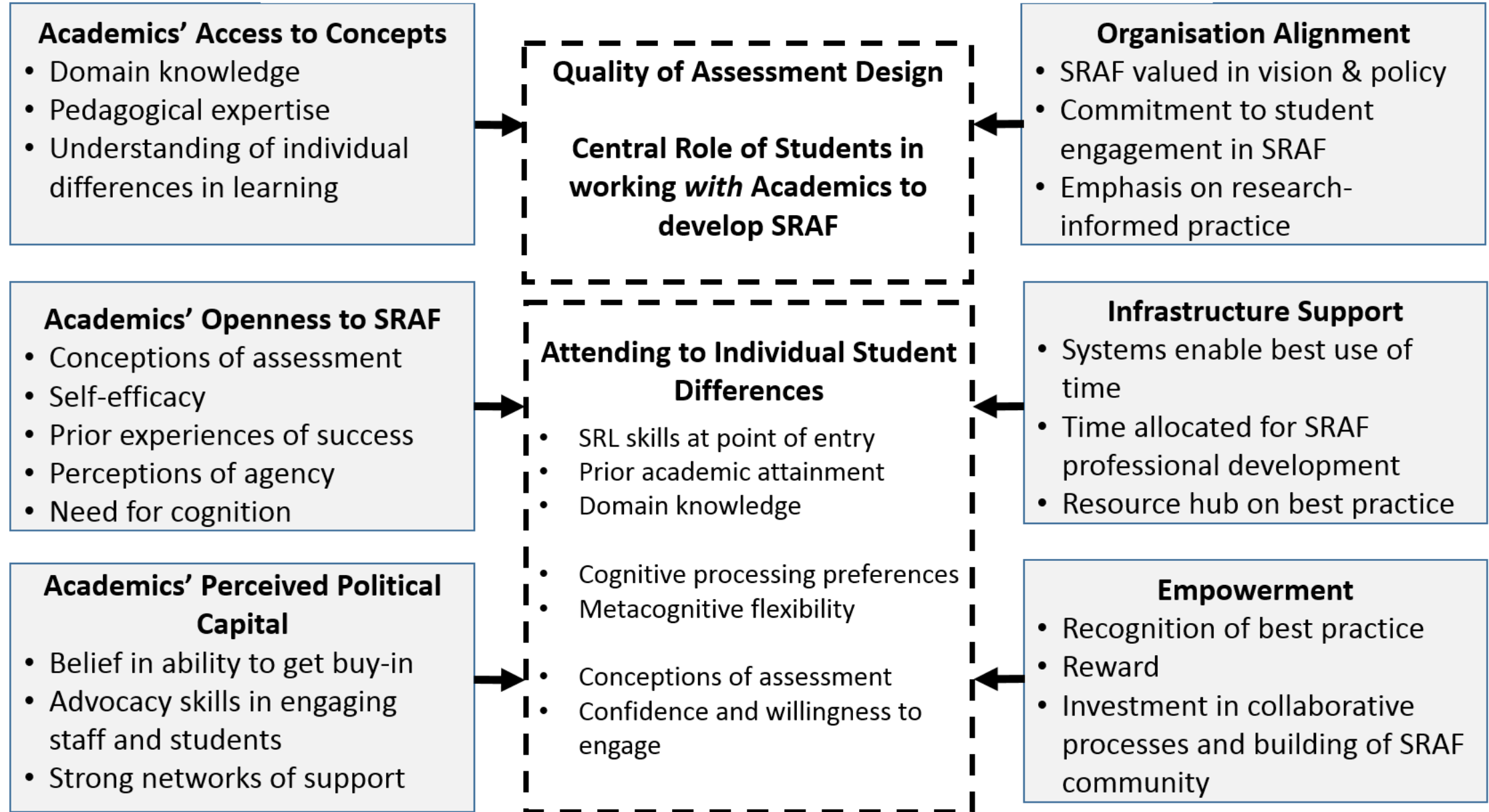
- **Signposting** what we want students to know and how we want them to construct knowledge.
- Being **explicit** about what core concepts, knowledge, and high level metacognitive skills we want students to focus on?
- **Targeting high level skills** throughout each assessment.
- Supporting students' **progressive development of skills**.
- Focusing on supporting students' use of the **most appropriate strategies, and how to use them well**.
- Providing **ongoing opportunities** for students to test their understandings.

Building SRAF capacity requires:

1. **The key elements of SRAF delivery are clarified.**
2. **Clear baselines of quality** exist on SRAF pedagogies.
3. **Evidence-informed, principles-based** approaches are applied.
4. Self-regulatory skills development is **integrated into discipline delivery.**
5. Clear articulation of what **effective engagement looks like** within disciplines.
6. **Whole institutional approach** to SRAF focused on students' acquisition of high level skills.
7. **Institutional infrastructure is aligned** to support SRAF.
8. **Assessment design rewards the acquisition of high level self-regulatory skills.**
9. **Research-informed professional development.**
10. **Comprehensive mechanisms** are in place to support the **development and sharing of high quality SRAF resources.**

(Evans & Waring, 2023)

Building SRAF Capacity

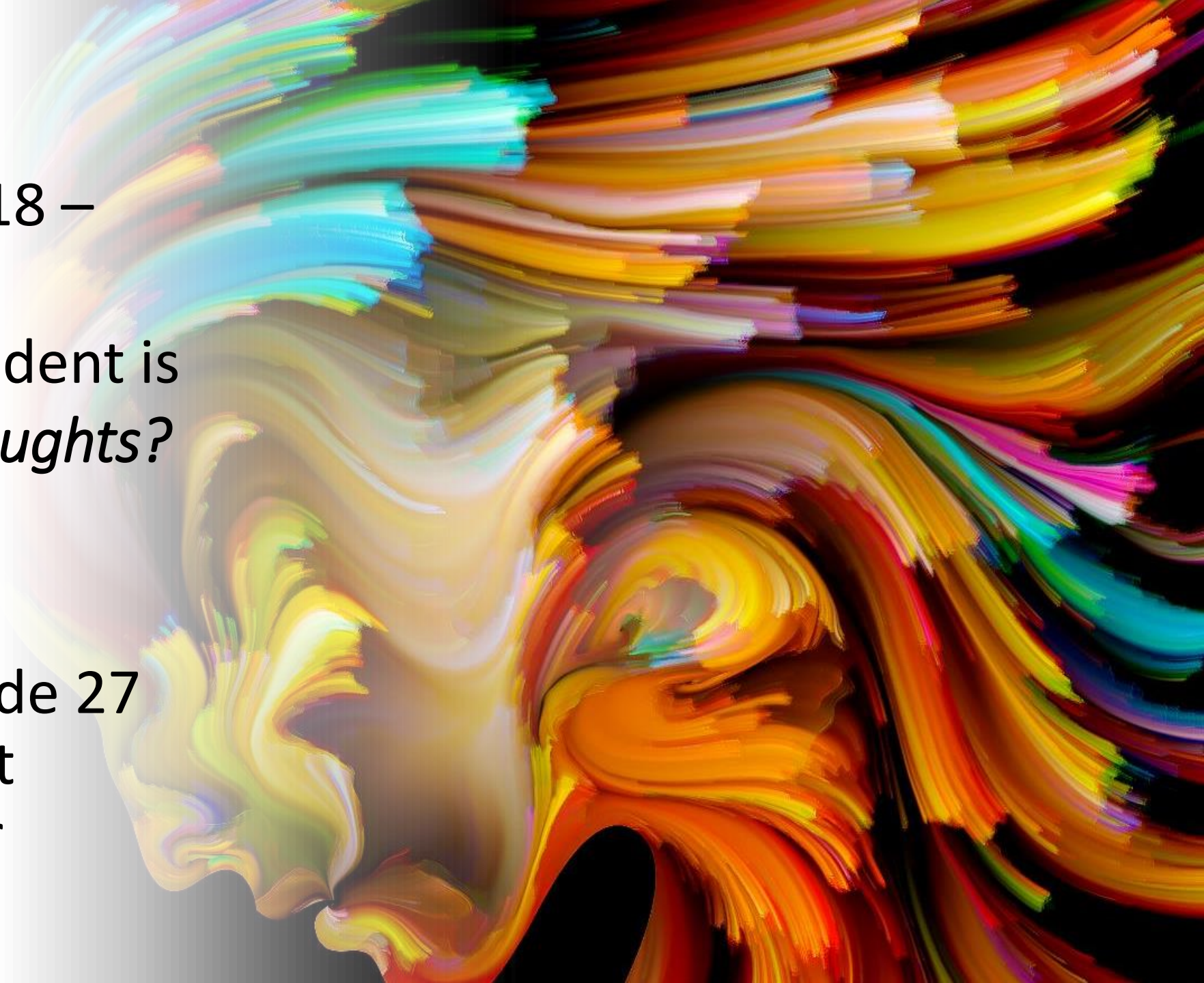


TASK 1:

Review slides 17-18 –
views on what a
self-regulating student is
What are your thoughts?

TASK 2:

Which areas of slide 27
are most and least
developed in your
context?





Thank you

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Inclusivehe.org

Promoting equality of opportunity in higher education