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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/public ation/373196398 Prioritising a Self regulatory Assessment and Feedba ck Approach in Higher Education



1 in a series of 3:

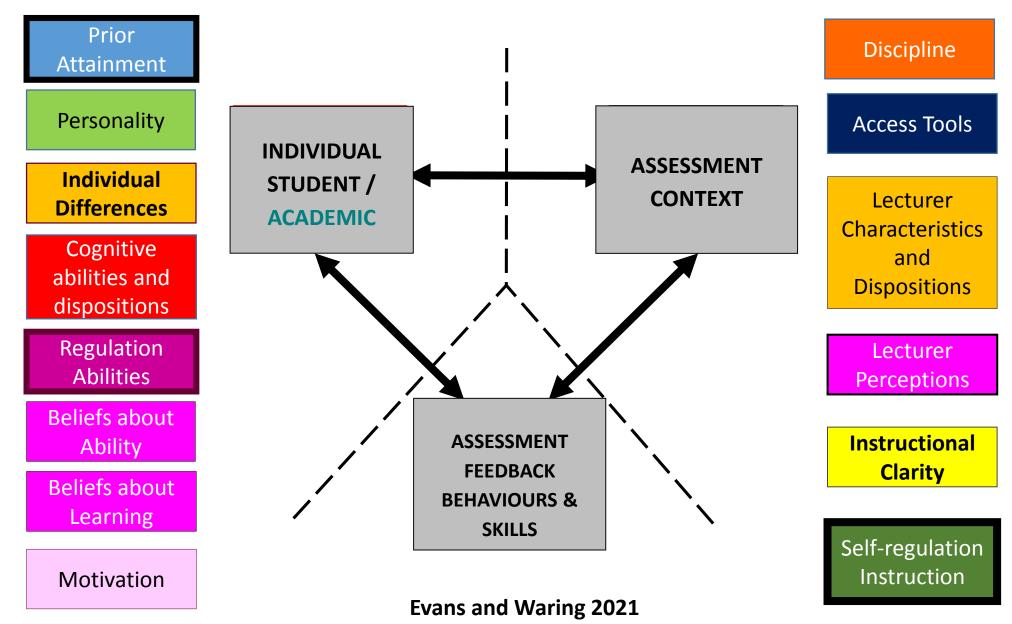
- 1. Step 1: Overview of SRAF (theoretical beginnings)
- 2. Step 2: Integrating SRAF into assessment processes using EAT (in practice)
- 3. Step 3: Effective professional development strategies (building capacity)



 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





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

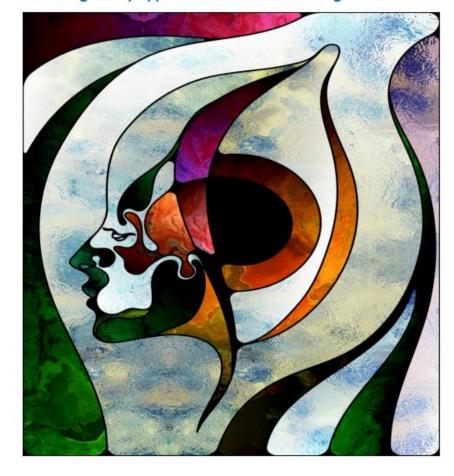
What is Self-regulation?

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).

A Self-Regulatory Approach to Assessment in Higher Education







Evans, C., with Rutherford, S., Vieira, F., and Erasmus+ team (2021). A self-regulatory approach to assessment. Cardiff: Cardiff University.

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

VARIABLES

Involves numerous individual and contextual influences, which includes the learning orientations that learners develop (beliefs about learning, motivations, strategy choice).

How addressed in assessment design?

TACKLING A TASK

Identifying the specific requirements of a task, setting goals, planning, activating strategies to accomplish the task, monitoring progress towards completion of it, and evaluating the quality of the end product.

How is this being modelled with students?

STRATEGIES

Involves cognitive (how you process information), metacognitive (understanding of how you go about learning), and affective (how you manage emotions).

What are the high level metacognitive skills involved, and where are these being taught?

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.



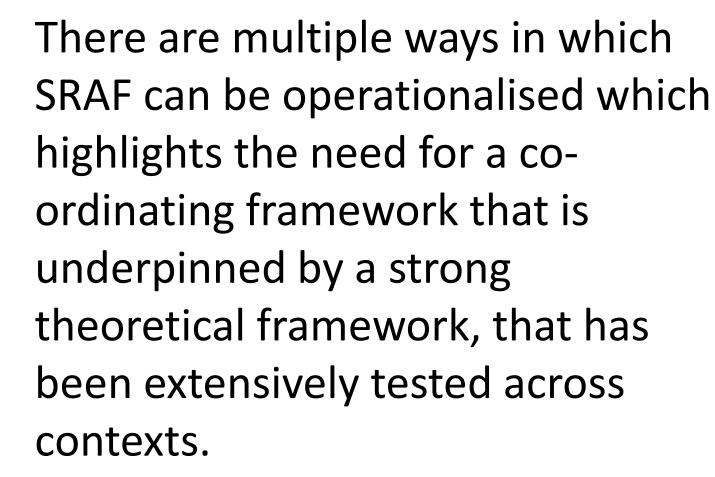
Features of SRAF Pedagogies

- 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 selfregulation.
- Provide data on effective self-regulatory approaches.
- Support research and pedagogical training to help implementation.
- Align institutional processes and systems to support SRAF.





https://inclusiveheorg.files.wordpress.com/2022/12/eat_frame work_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 effectiveky 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.



ASSESSMENT

LITERACY

ASSESSMENT

DESIGN

ASSESSMENT

FEEDBACK

AD4: Ensure ongoing evaluation is embedded in teaching sessions to support timely enhancements in practice.

AD 3: Ensure access and equal opportunities

Provide clear signposting to resources, appropriate scaffolding and support. 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 have impact beyond the immediate task.

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.

AL 1: Clarify what constitutes good

Ensure the rationale underpinning assessment is clear, that assessment criteria are accessible to all ,and time is aken to clarify goals with students.



AL 2: Clarify how assessment tasks fit together in courses and programmes

ASSESSMENT

LITERACY

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 3: Prepare students for meaningful dialogue / peer engagement

ASSESSMENT

FEEDBACK

ASSESSMENT

DESIGN

Embed peer learning opportunities. Train students in how to give, use, and seek feedback

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.







UNDERSTANDING OF INDIVIDUAL DIFFERENCES

Agentic Engagement

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

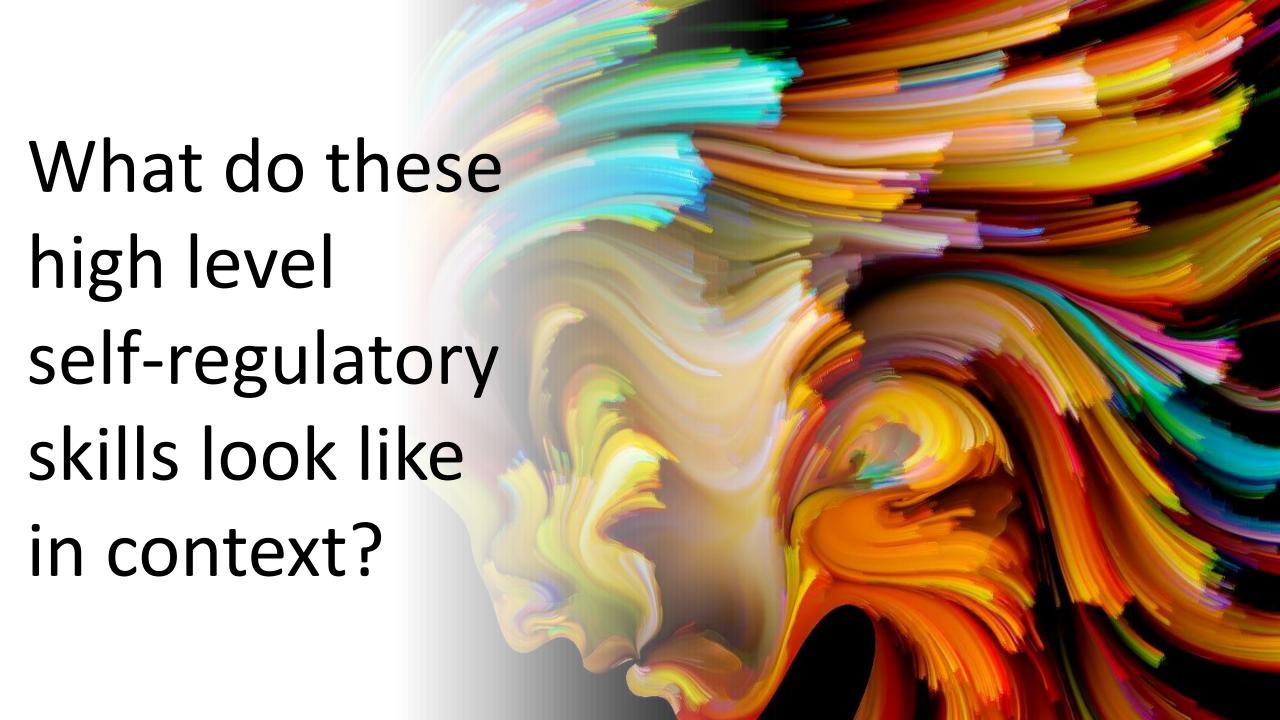
Self-Regulation

- 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



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 selfregulatory 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

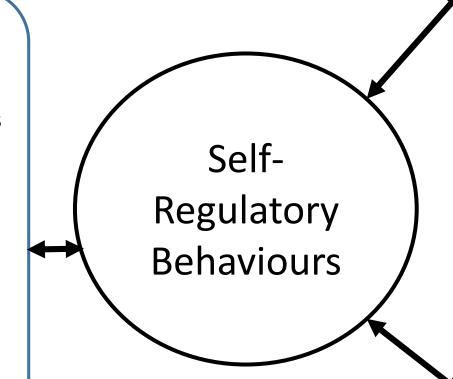
Questions to explore with students	Related constructs
 Belief in one's ability to do well 	Academic self-efficacy
 Sense of fit and belonging to discipline/group 	Relatedness;
	Cognitive style
 Desire to understand for oneself 	Need for cognition
 Openness to exploring different ways of thinking 	Flexibility;
and learning	Toleration of uncertainty
 Learning goals 	Mastery vs Performance goals
 Persistence and flexibility 	Grit; Style flexibility; Resilience
 Baseline understanding – prior knowledge and 	Measures of academic ability and previous
baseline test of current knowledge and	experiences of success
understanding in a specific domain	
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



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.
- 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

Academics' Access to Concepts

- Domain knowledge
- Pedagogical expertise
- Understanding of individual differences in learning

Academics' Openness to SRAF

- Conceptions of assessment
- Self-efficacy
- Prior experiences of success
- Perceptions of agency
- Need for cognition

Academics' Perceived Political Capital

- Belief in ability to get buy-in
- Advocacy skills in engaging staff and students
- Strong networks of support

Quality of Assessment Design

Central Role of Students in working with Academics to develop SRAF

Attending to Individual Student | Differences

- SRL skills at point of entry
- Prior academic attainment
- Domain knowledge
- Cognitive processing preferences |
- Metacognitive flexibility
- Conceptions of assessment
- Confidence and willingness to engage

Organisation Alignment

- SRAF valued in vision & policy
- Commitment to student engagement in SRAF
- Emphasis on researchinformed practice

Infrastructure Support

- Systems enable best use of time
- Time allocated for SRAF professional development
- Resource hub on best practice

Empowerment

- Recognition of best practice
- Reward
- Investment in collaborative processes and building of SRAF community

EAT-Erasmus+ (Evans et al., 2023)

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?



