



**Next Steps**  
**RAP REPs – moving**  
**forward – building the**  
**community**

**Prof. Carol Evans**  
**University of Southampton**

**Moving Forward**  
**June 20 2017**

# Overview



- **Updates on progress**
- **Amends to EAT**
- **Principles underpinning the framework revisited**
- **Priorities this year and in moving forward**
- **Your journeys**
- **Measuring gains**
- **Conference Sep 14**

## Key issues in scaling up

1. Clear **rationale and goals**
2. Clarity about the **essential elements** of the initiative
3. **Shared understandings** of what constitutes good
4. Alignment with **institutional priorities and structures**
5. Building a **strong Community of Practice** with shared ownership of the initiative – being prepared to hand the idea over...
6. **Reward**
7. **Measuring what is valuable**

# Updates 1



- **EAT circulation – over 130 HEIS**
- **over 120 RAP colleagues with variable levels of input**
- **Have initial plans back from 97% of disciplines**
- **RAP has been integrated into Faculty planning in some areas**
- **Looking into accreditation for RAP REPS with HEA**
- **Working with Student's Union to build partnership model – training of new representatives; appointing ambassadors**
- **Appointing a research assistant**
- **Conference September 14<sup>th</sup>**

# Updates 2



- **Developing a national community of practice (Cardiff, Reading, Surrey, Loughborough, Bristol, London Met; UWE; Sheffield Hallam; Liverpool, Hull)**
- **Producing an assessment guide of good practice**
- **2 HEFCE funding grants > 1.1 million**
- **Conference presentation at Sheffield July 2017 on journey to date**
- **Work with Croatian Ministry and National Forum for Teaching and Learning in Ireland**
- **Special issue of Higher Education Pedagogies on assessment**

# Principles



- **Inclusive** – we need to constantly explore whether any learner is being excluded from assessment – universal design perspective
- **Shared beliefs and values**
- **Student-staff partnership**
- **Holistic**
- **Sensitive to context** –consideration of individual and contextual variables
- **Agentic** for staff and students critical in promoting autonomy
- **Self-regulatory** in pedagogical approach
- **Engagement in meaningful learning experiences - relevant**
- **Research-informed**
- **Integrative**
- **Sustainable** from pedagogical and efficiency perspectives

# What are your drivers?



‘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**’

Evans, with Muijs and Tomlinson (2015)

# What is valued?



students and lecturers need agreement on what **meaningful and quality learning experiences** are ...The freedom to learn, to have opportunities to connect in being able to take disciplinary understandings forward and being able to apply and offer them to workplace and other contexts as **co-partners and producers**



# Inclusive



- we need to constantly explore whether any learner is being excluded from assessment – universal design perspective – designing learning so everyone has access NOT designing with a specific learner in mind. Need to think about:
- Nature of assessment – do all have equal access to content; is there sufficient variation in tasks across a programme; does assessment allow a learner to demonstrate what they can do?
- Is feedback given in time to allow a learner to use it
- Where there is free choice how are learners supported to make sensible choices?
- Does the timing of assessment unfairly impact certain learners
- Is information provided in good time to allow students to navigate it as they choose.
- Is information clear, accessible and explicit.

# Critical Pedagogies



“Critical pedagogies supply a significant amount of the intellectual capital of the discipline of pedagogy” (Canning, 2007, p. 400) enabling a reflexive research and practice-informed approach to critiquing learning and teaching from different perspectives. Consideration of **who is advantaged and disadvantaged by pedagogical initiatives at a number of levels is of profound importance.**”

(See Waring and Evans 2015)

# Shared beliefs and values



Students come into a programme with beliefs and values about the discipline and how it should be taught. They have established schema about what is right. Harnessing student buy-in is crucial. How are you:

- Working with students to explain why things are designed in the way they are
- Sharing with students the rationale underpinning what you are doing
- Explaining how the assessment opportunities will support their learning
- Demonstrating how what you are doing is relevant to the discipline and work beyond the programme
- Designing the programme with students to ensure student buy-in
- Clarifying with students their role in the process.....

# Beliefs, Values, Priorities



...they are **rational** agents, with tremendous demands on their time and attention, and must make **choices about where to focus their energies and attention most efficiently...**

their brains are engaging in a continuous process of **triaging for the allocation of finite neural resources...**

the students who derive **joy and satisfaction from the more immediate goals of understanding...may** have a chance of using the brain's capacity to provide reward signals on an **ongoing basis**, thus effectively facilitating their learning process.

# Student Engagement



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

# Student-staff partnership opportunities: where are these?



Student Staff Partnership Model: RAP take two

## Research

## Education

## Leadership

## Enterprise

Co-researchers investigating assessment and feedback practice across the University

Co-delivery and design of assessment and feedback practice

Developing strategy as a THINK TANK Rep

Engaged in conferences; website/blogs/wikis- strategic development of activities

Involved in processing research data- engaged in discipline-specific assessment work

Participating in peer feedback and peer teaching within the discipline

Contributing to implementing RAP strategy within the discipline/ Faculty

Organising events – leading assessment and feedback discussions – initiating events

Supporting research as research participants; engaged in assessment interventions

Contributing to discipline assessment and feedback; giving feedback to support course design

Acting as a discipline RAP rep – supporting implementation of RAP strategy

Supporting the running of events and contributing to range of dissemination opportunities

# Holistic



- **How does the design of assessment consider the whole package that students experience – programme level journey they go on?**
- 
- **How are we working with colleagues across modules; disciplines; professional services to support the development of the module / programme**
- **How does the approach link to beyond the university?**

# Post Course Design



“paying attention to such elements as prior learning and prior conceptions, experiential knowledge, program-wide learning goals, and the long view of expert practice. There are also many ways to create assignments (and reflections to go with assignments) that **gesture beyond the course itself**—to life experience, to other courses, or to larger communities of practice...” (Bass, 2012, pp. 26, 27)

*Bass, R. (2012). EDUCAUSE Review, 47(2), 23-33.*<sup>16</sup>



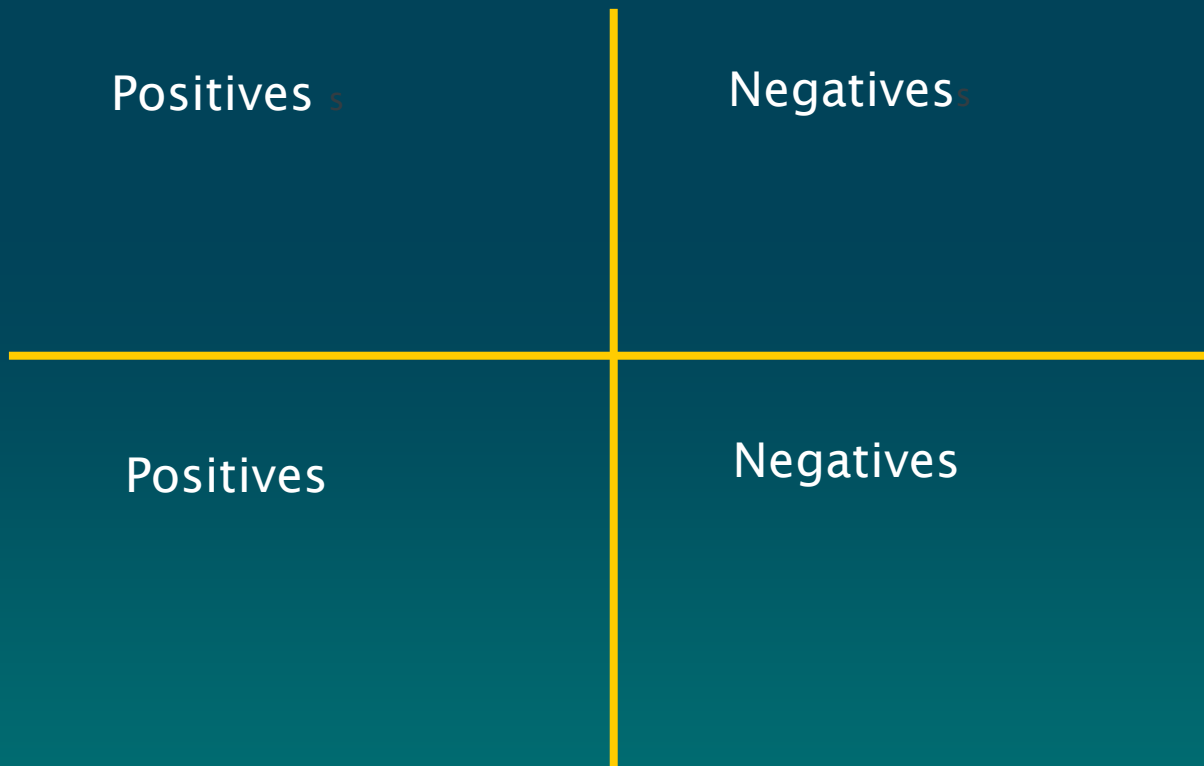
# Sensitive to context



- consideration of individual and contextual variables
  - **What are the requirements of the discipline are they clear to the student?**
  - **What do the students bring within them into the programme – how can we make best use of the knowledge, skills, and attributes they have already?**
  - **Are we clear about the elephants in the room and how are we addressing these in our teaching?**
  - **How are we building a community that they feel part of?**

# Facilitators and Barriers in your use of assessment and feedback

Design of assessment and feedback environment –  
**contextual space**



Things you bring to the teaching environment –  
personal characteristics – **socio-emotional space**

# Agentic



- **Agentic** for staff and students critical in promoting autonomy
- How are we using the student entitlement agenda to build student responsibility/agency/ autonomy?
- What can and what should students be leading on?
- What the black and white and grey areas? These need to be clarified – what is open to negotiation and what is not?
- How is assessment designed so students can pitch their ideas and take responsibility for their choices?

# Self-regulation



**Cognitive**

how you process info

**Metacognitive** understanding how you learn

**Affective**

how you manage your emotions

# Self-regulatory



- How is your design of assessment enabling students to take responsibility for their own learning?
- How are you supporting students to self-evaluate their own performances?
- How are you supporting students to manage the emotional dimension of learning?
- How are you supporting students to know what to do when they don't know?
- How are you supporting students to build their own networks of support?

# Engagement in Meaningful Learning Experiences



- **How are you ensuring that the assessment is relevant to current and future requirements within the discipline / profession?**
- **How are you working with students to clarify what the requirements of the discipline are? What is a deep approach – what does it look like – is it spelt out and modelled?**
- **Does assessment require students to engage deeply in their learning?**
- **Does the design of teaching enable students to work deeply?**

# Research-informed



- What principles underpin what you do?
- Why are you designing assessment in the way you do?
- How do you know it works?
- What evidence are you collecting?

If we are asking students and colleagues to follow a particular approach we must have a good reason why!!!!

# Integrative



In designing assessment practices we need to understand that we need to consider all dimensions – assessment literacy, feedback and design if we are to really crack it!

It is possible to look at individual dimensions and develop those in most need

Need to understand the knock on effect of developing one aspect of practice on other areas.

In moving towards a programme level approach – need to ensure small changes do not undermine longer term change

**If the core of your cake is rotten – no amount of icing will cover it up and ignoring fundamental issues in assessment design may take additional efforts that could be placed elsewhere!**



# Alignment



Are learning outcomes fit for purpose?

How are we progressively measuring the development of relevant knowledge, skills, and understanding, and competences as an integral part of assessment practice within programme design?

# Sustainable



from pedagogical and efficiency perspectives

- Pedagogically – have we supported students sufficiently so they can help themselves as part of co-ownership and self-regulatory development?
- Investment – does the outcome justify the level of investment?
- Where should most energies be placed?
- Adjustments need to be integral to the design of curriculum and not add ons.
- Systems incl technology need to support simplifying of the process
- Think about streamlining: what detracts/undermines/ gets in the way?



# Quality of Pedagogy and Efficiency: Do they mix?



# High Impact Pedagogies Dimensions

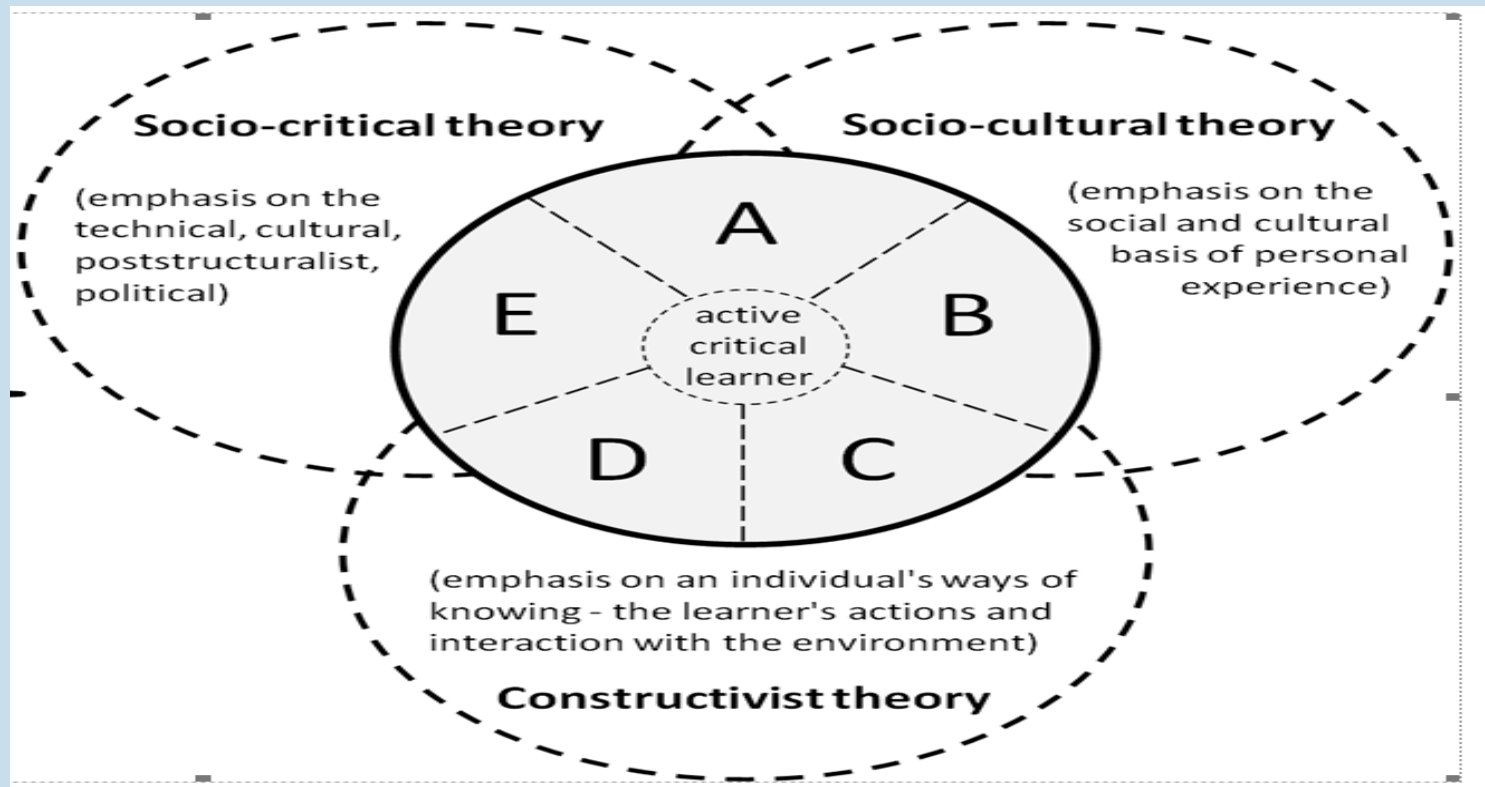


# Underpinning Theory

Evidence base: Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70-120.

<http://journals.sagepub.com/doi/pdf/10.3102/0034654312474350>

Evans and Waring (2009; 2014) Personal Learning Styles Pedagogy



## Starting with Assessment.....

Initiated at Southampton and based on  
'Making sense of assessment feedback in  
higher education' (Evans, 2013)

[http://journals.sagepub.com/doi/abs/10.3102/  
0034654312474350](http://journals.sagepub.com/doi/abs/10.3102/0034654312474350)

Researching Assessment Practices (RAP)  
Team and the EAT Framework were  
developed



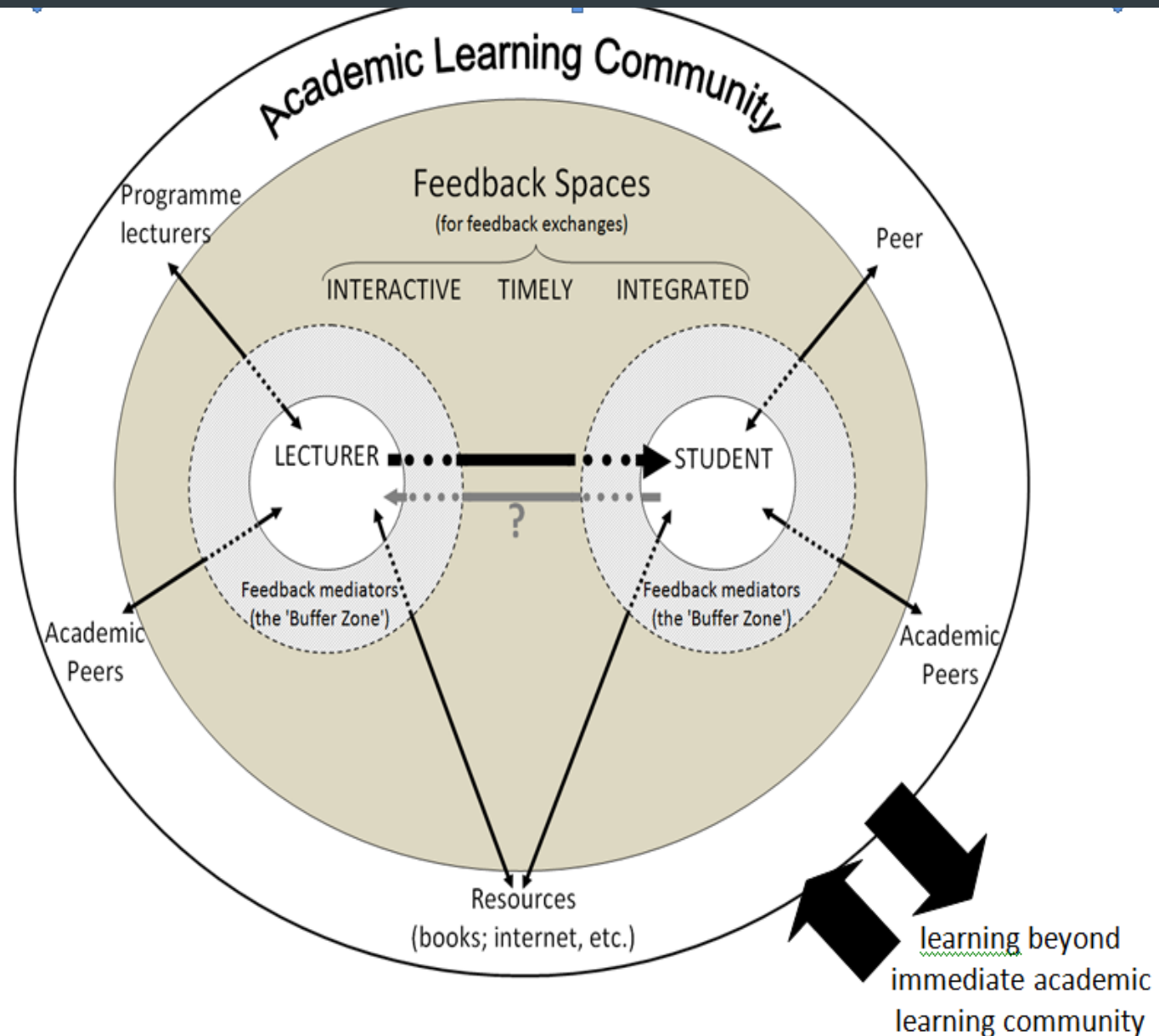
# Feedback Landscape

## Student and Lecturer feedback mediators:

1. Ability/intelligence/levels of understanding of academic content and process;
2. Personality;
3. Gender;
4. Culture / ethnicity;
5. Social and cultural capital;
6. Previous experiences of learning and schema;
7. Attributions/motivation/self-efficacy/resilience;
8. Perceived relevance of the task / support;
9. Ability to navigate the learning communities and filter relevant information;
10. Beliefs about learning and expectations of the learning environment;
11. Cognitive styles / approaches to learning;
12. Perceived role(s) within the academic learning communities.

## Lecturer (only) feedback mediators:

13. Awareness of other contexts students are working in;
14. Alignment with other modules;
15. Knowledge of student and level of adaptation / affordances.



# The literature base informing EAT

**Cognitive styles**  
**2012-2013**  
Systematic Review of 700 articles selected from >9000

**2013**  
**Assessment Feedback**  
Systematic Review of 460 articles from >4000 articles

**2015**  
**High Impact Pedagogies and Student Engagement**  
Systematic Review Review of 21,055 abstracts and selection and analysis of 1671 Detailed analysis of 273 articles

**2014**  
Kozhevnikov, Evans & Kosslyn  
Further synthesis of data

**2016**  
**EAT**

**2015**  
Waring and Evans  
**Understanding Pedagogy**



# Personal Learning Styles Pedagogy

**Beliefs and Values**

**Use of appropriate tools to support learning**

**Optimising conditions for learning/  
sensitivity to learner context**

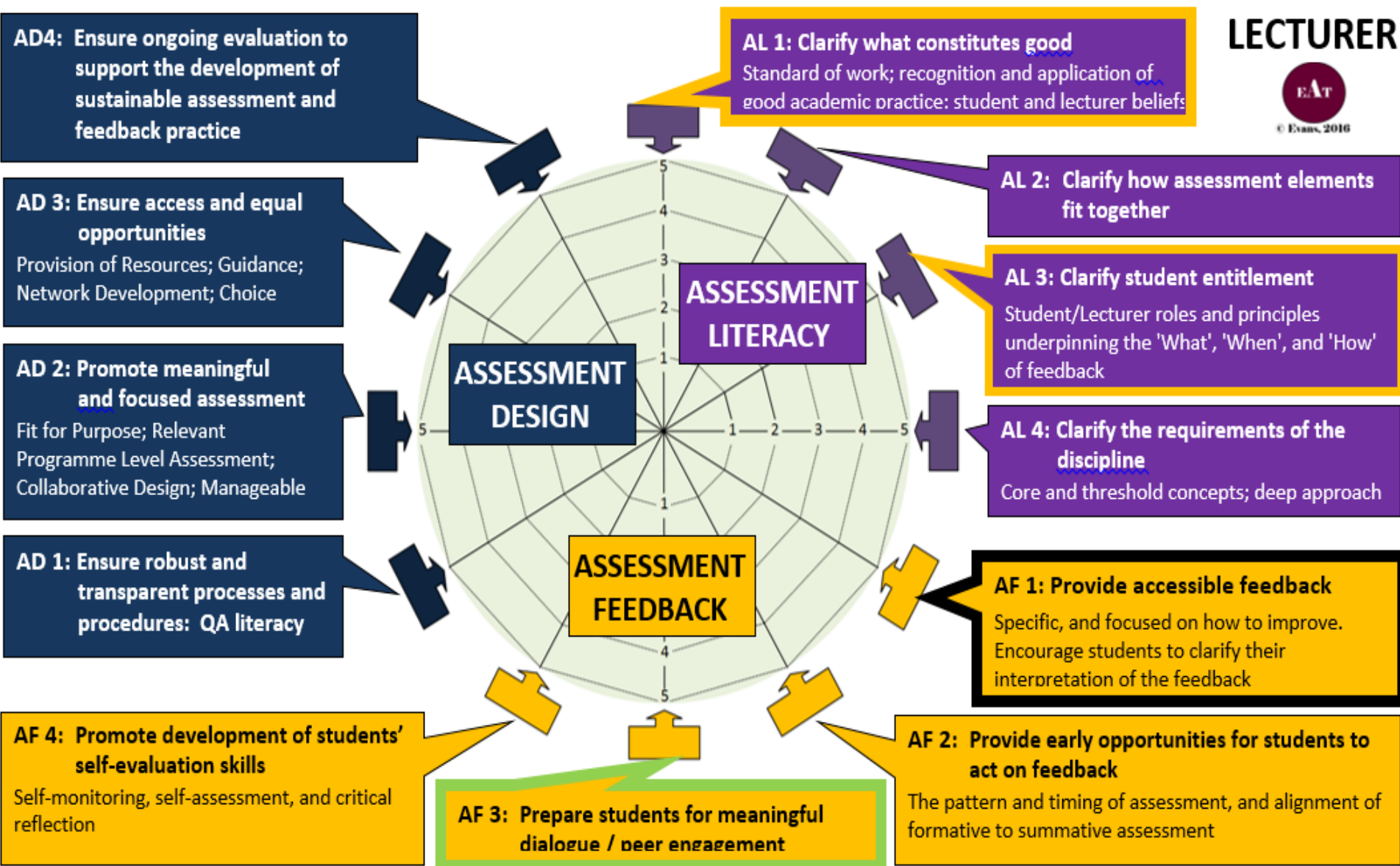
**Design of learning environments to maximize self-regulatory development**

**Supporting learner autonomy: choices in learning / student voice**

# Self-Regulatory Approach

The key aim of assessment feedback should be to support students to become more **self-regulatory** in managing their own learning as part of sustainable assessment practice; a focus on three core areas is recommended:

Assessment Literacy  
Assessment Feedback  
Assessment Design



# Learning Gains

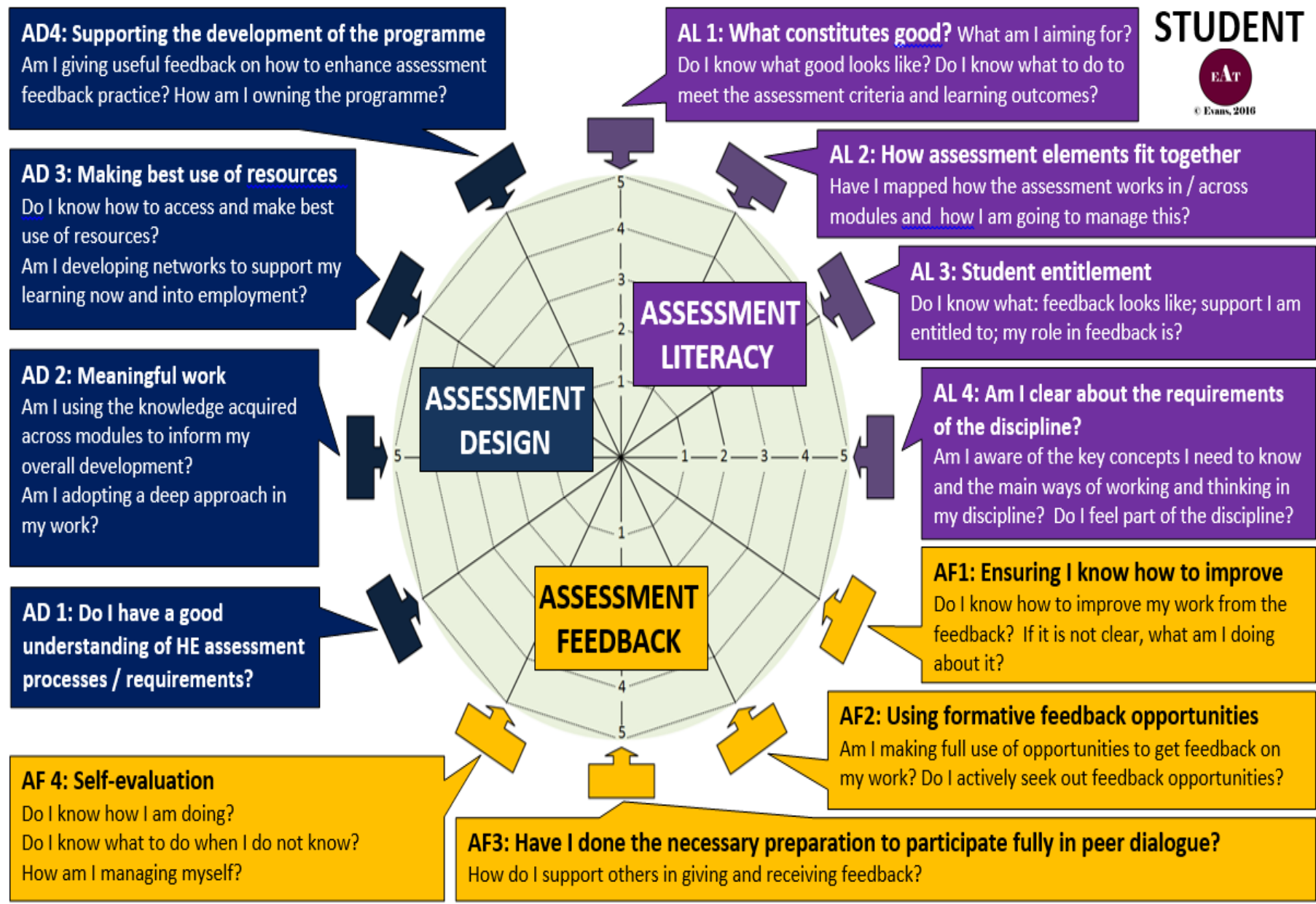


- Student evaluations
- Student performance
- Comparison of module reviews over last few years
- Focused questions
- Student engagement in blackboard / in teaching sessions as RAP reps
- Pre-and post tests of specific gains in content; skills; knowledge
  - Specific assessment tools
  - Assessment literacy
  - Self-regulation
  - Use of feedback

# Moving forward



- Build capacity within disciplines
- Integrate ideas into existing structures
- **Can we look into when programmes need revalidation and work with colleague a year before this**
- **Look closely at the evidence**
- **Build partnership model**
- **Recruitment of students imperative**
- **Appoint student ambassadors**
- **Focus on core three areas but also consider peer networks and inclusion agenda and map what we are doing to support this work**



**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?

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

**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?

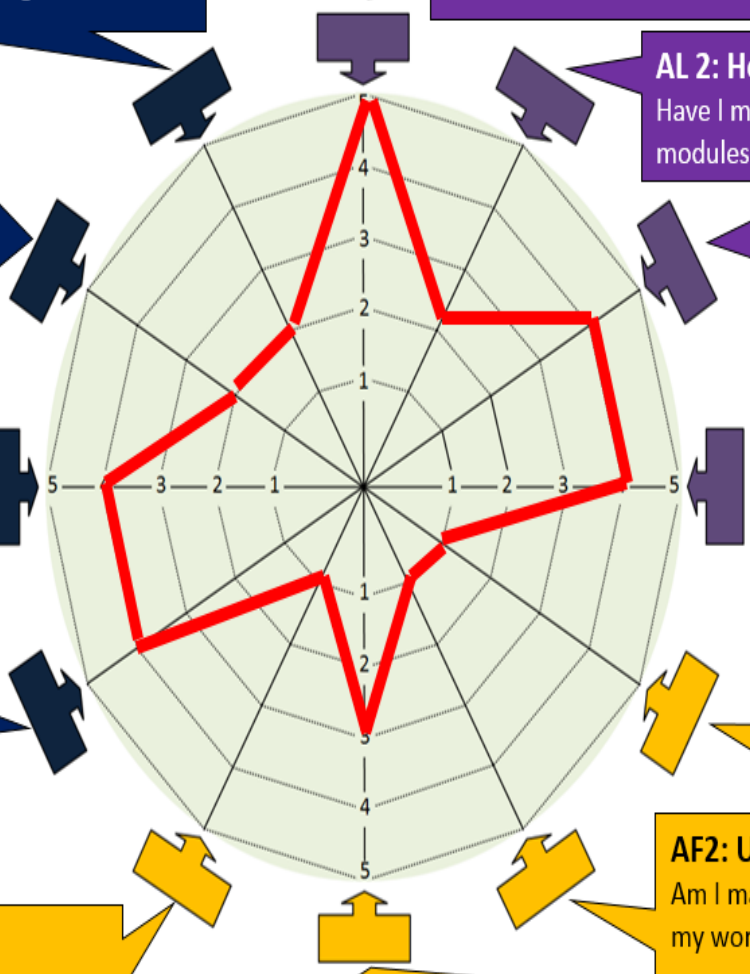
**AL 2: How assessment elements fit together**  
 Have I mapped how the assessment works in / across modules and how I am going to manage this?

**AL 3: Student 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?





## What Works in Assessment and Feedback: Simply better

14 September  
2017


Building 58  
9.00- 16.30

This one day conference will focus on enhancing assessment and feedback practices by sharing 'what works' for us and our students. We especially want to hear from you about ideas that have made a significant impact on student engagement and performance that are manageable for students and colleagues.

All colleagues and students interested in developing and learning more about assessment and feedback practices are welcome. Your contributions will be essential in shaping the day's events.

For more information and to register visit:  
**[go.soton.ac.uk/whatworks](http://go.soton.ac.uk/whatworks)**





**What Works in  
Assessment  
and Feedback:  
Simply better**

**14 September  
2017  
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**[https://www.eventbrite.co.uk/e/  
what-works-in-assessment-  
and-feedback-simply-better-  
tickets-33569169289](https://www.eventbrite.co.uk/e/what-works-in-assessment-and-feedback-simply-better-tickets-33569169289)**

# Challenges

**Constraints of the assessment machinery: to what extent does the curriculum enable student and staff engagement in assessment practices?**

**Manageability**

**Measuring fine grained measures of learning gain**

**Understanding of education research methodology**

**Dealing with potentially contentious issues e.g. student entitlement**

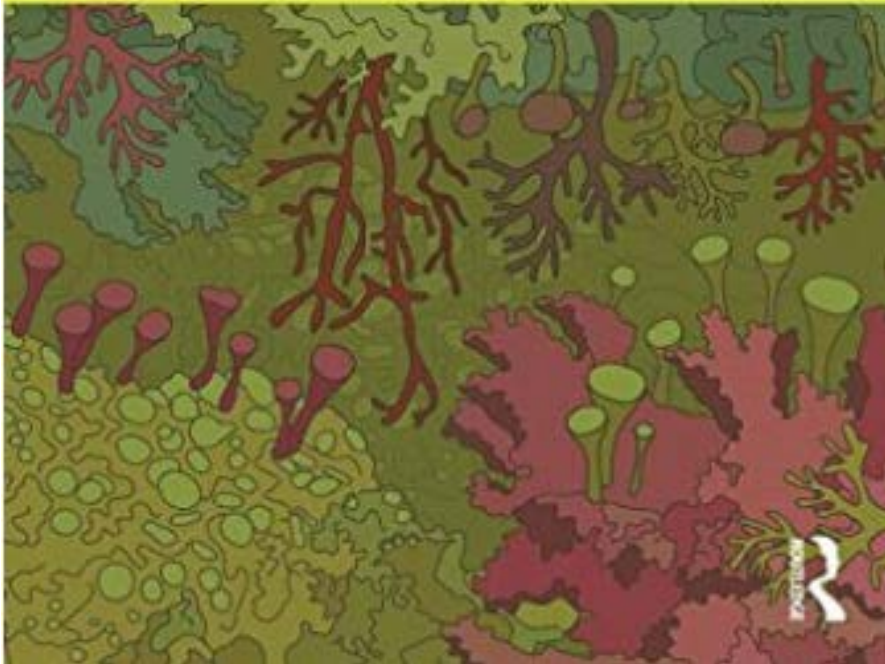
**Buy-in - consistency**

**Short and longer term game as part of sustainability**

# Understanding Pedagogy

Developing a critical approach  
to teaching and learning

Michael Waring and Carol Evans



Waring, M., & Evans, C.  
(2015).

*Understanding Pedagogy:  
Developing a Critical  
Approach to Teaching and  
Learning.*

Abingdon, Oxford, United Kingdom: Routledge.

[http://www.amazon.co.uk/Understanding-  
Pedagogy-Developing-critical-  
approach/dp/041557174X](http://www.amazon.co.uk/Understanding-Pedagogy-Developing-critical-approach/dp/041557174X)



## Engaged student learning

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High-impact strategies to enhance student achievement

Professor Carol Evans, Professor Daniel Muijs and Dr Michael Tomlinson

University of Southampton

<https://www.heacademy.ac.uk/resource/engaged-student-learning-high-impact-strategies-enhance-student-achievement>

# Thank you for listening. For the EAT resources contact

[evansEAT@soton.ac.uk](mailto:evansEAT@soton.ac.uk)

