



Tool 2: The EAT Framework: Considerations for Programme Leaders and their Students

Prof Carol Evans

Professor in Higher Education, University of Southampton

Email: EvansEAT@soton.ac.uk

The 'Evans Assessment Tool' (EAT) Framework demonstrates a research-informed, integrated and holistic approach to assessment and feedback practices. It has evolved from extensive research on assessment feedback (Evans, 2013) and use in practice within higher education institutions. EAT (Evans, 2016) is underpinned by a Personal Learning Styles Pedagogy (PLSP) approach (Waring & Evans, 2015). The Framework, in drawing on PLSP, stresses the importance of agency, collaboration, and sensitivity to the needs of the context (discipline; programme, etc.) to support the development of strong student-lecturer partnerships in order to build student self-regulatory capacity in assessment and feedback. EAT can be used to explore assessment practice at a variety of levels in order to identify and act on assessment priorities (individual; discipline; faculty; university)¹.

EAT includes three core dimensions of practice:

- Assessment Literacy (AL)
- Assessment Feedback (AF)
- Assessment Design (AD) (see Figures 4 and 5)

These three interconnected dimensions each have a series of four areas for lecturers, students and programme leaders/directors to consider. Figure 1 sets out 12 areas for the lecturer to explore (teacher-focused) and there is a series of EAT scoring cards associated with these. Similarly, given its student-focused approach, Figure 2 sets out 12 areas with associated questions for students to consider as part of a self-regulatory approach.

The possibility of using the EAT Framework at programme lead/faculty/university level highlights scaling-up considerations:

We must find ways to stimulate and scale change across institutions - as well as to sustain those changes - if we are to create models that serve the expanding needs of our learners... [This leads to the core question of] where should we put strategic and sustainable efforts to improve uneven performance and variable outcomes.

(Ward, 2013)

¹ For details on how to use the Framework, please see the full EAT guide. The Framework resources, the EAT cards and the EAT guide can be accessed by emailing EvansEAT@soton.ac.uk. The materials are available under a standard Creative Commons license and you will be required to accept these licensing terms before accessing the materials.

LECTURER

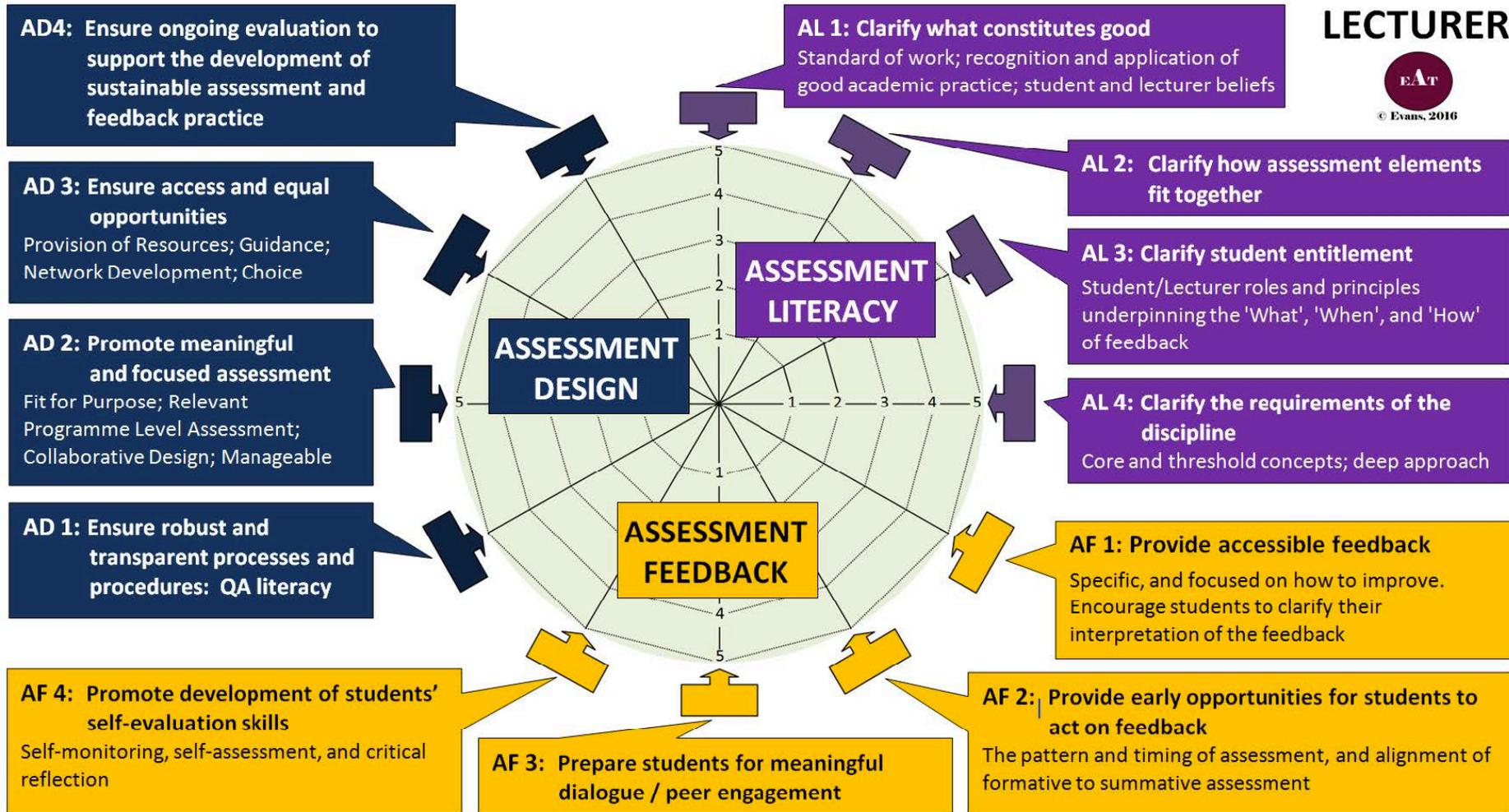


Figure 1 EAT Framework: 12 teacher-focused areas (three dimensions x four areas)

STUDENT

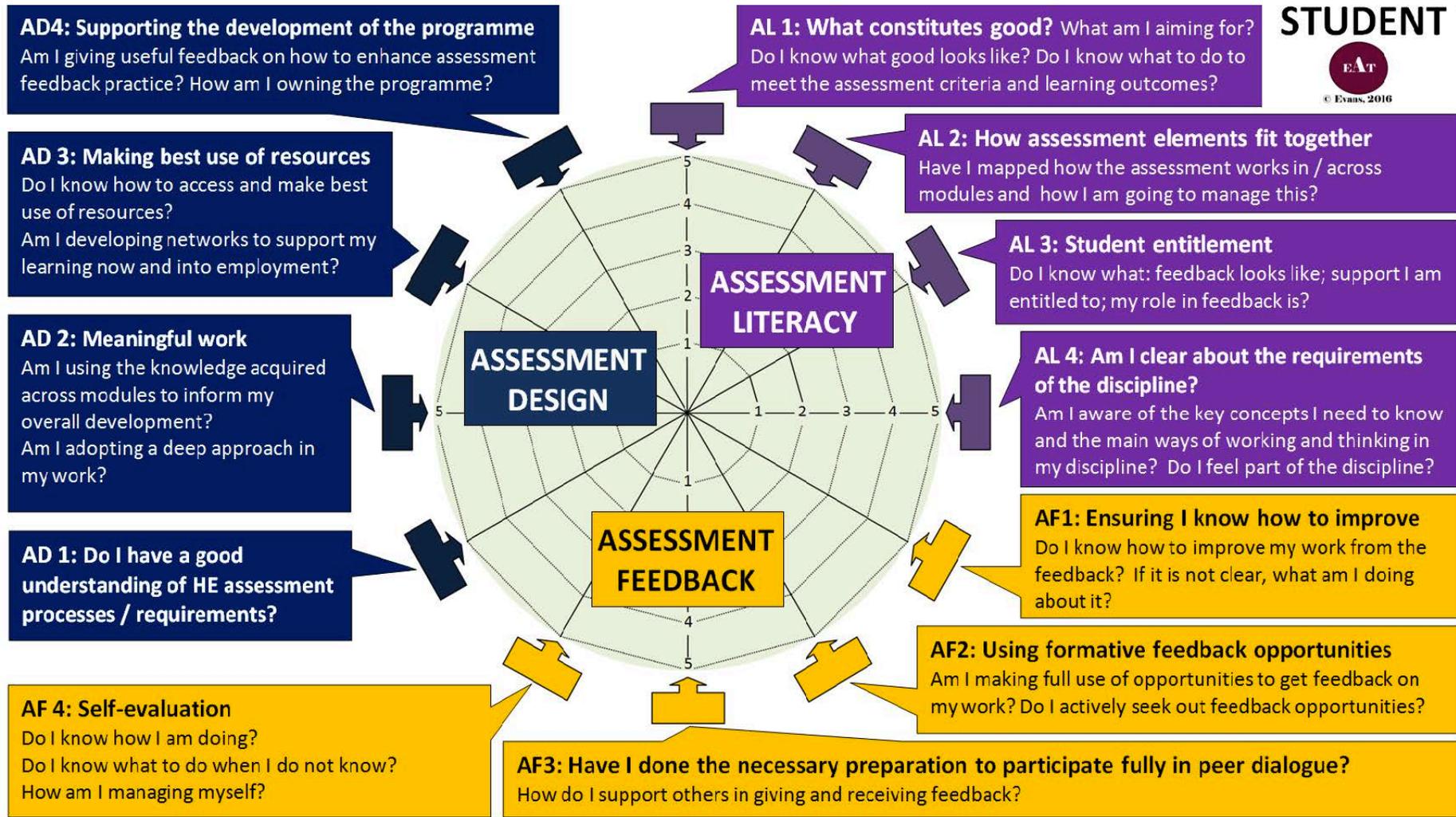


Figure 2 EAT Framework: 12 student-focused areas and questions (three dimensions x four areas/questions)



Key Considerations for Programme Leaders (to be read in conjunction with EAT cards)

1. **Rationale and goals.** Is the key driver/rationale underpinning change to assessment and feedback practices clear to all? Are short and long-term goals transparent? Using the EAT Framework, it is possible to identify measured steps and 'quick gains' that can be achieved that are aligned to longer term goals. A key question is how priorities are being identified and communicated?
2. **Being clear about the essential elements of a scaling-up initiative is critical** (Gabriel, 2014). The EAT Framework's essential elements are: (i) inclusivity with an emphasis on developing autonomy and agency for staff and students in the promotion of self-regulatory learning behaviours as part of a universal design approach; (ii) the integrated holistic framework considering all dimensions of assessment practice; (iii) theoretical underpinnings (cognitive constructivist and social constructivist/social-critical theoretical perspectives (PLSP, Waring & Evans, 2015)).
3. **Developing shared understandings from staff and student perspectives about 'what constitutes good and how this can be developed'.** A key tenet of the EAT framework is the importance of exploring stakeholder beliefs and values about assessment practices to ensure buy-in and ownership of ideas (the EAT Framework has identified principles of effective assessment and feedback practice based on extensive reviews of the literature and practice-based evidence (see Evans, 2016, p.15; Evans, 2013; Evans, Muijs, & Tomlinson, 2015).
4. **Alignment with institutional priorities and structures.** The EAT Framework supports the development of manageable and sustainable assessment feedback practices. Aligning the Framework with institutional/faculty/programme priorities with top-down and bottom-up support involving the engagement of senior leaders, students, and staff is important along with integrating the Framework into existing structures to ensure its inclusion in the 'institutional higher education fabric' and to avoid duplication of effort (Hounsell & Rigby, 2013).
5. **Building a community of practice and shared ownership of the initiative.** In developing a holistic approach to assessment, bringing teams together to explore at programme level how assessment can work most effectively is imperative (Bass, 2012). A key element of this work is on-going focused training and support using research-informed evidence nuanced to the requirements of the context/discipline (Evans et al., 2015). Identification of advocates and clarifying the mechanisms for how networks are to be created, maintained and developed are fundamental to the longer-term sustainability of the initiative.
6. **Reward.** Individual (staff and student) recognition and reward for engagement in the development of assessment practices should be an integral part of higher education reward structures. Ensuring manageability and efficiency are key concerns within the EAT Framework, mindful of the competing pressures on colleagues' time from research, leadership and enterprise activities, in addition to teaching commitments. An effective 'one-stop shop' website to pool resources, encourage collaboration, promote shared understandings, and to provide links to key areas of activity is essential.
7. **Measuring what is meaningful.** Relevant learning gain measures should be an integral part of holistic assessment designs and they should be subject to on-going evaluation and review by staff and students. The effectiveness of the overarching assessment feedback strategy in meeting immediate and longer term goals requires iterative analysis to enable fine-tuning and attention to the requirements of the disciplines. A critical pedagogy perspective, that considers who is advantaged and disadvantaged by assessment practices, is required in order to address differential learning outcomes (Mountford Zimdars, Duna, Moore, Sanders, Jones, & Higham, 2015; Waring & Evans, 2015).



The EAT Framework is a tool that promotes dialogue on, and contextualised improvement to, assessment and feedback and can be used by lecturers, students and/or programme leaders. The Framework strongly supports the promotion of students' self-regulatory practice in assessment (assessment AS learning). Based on a strong evidence base, the guiding set of statements and questions it presents (Figures 1 and 2), along with its key considerations for programme leaders, make it a very useful tool.

References

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