

Assessment Bibliography

Armstrong, M., Clarkson, P. and Noble, M. (1998), *Modularity and credit frameworks: the NUCCAT survey and 1998 conference report*, Newcastle-upon-Tyne, Northern Universities Consortium for Credit Accumulation and Transfer.

ASKe (2008) *Assessment Standards Manifesto*, available at:
<http://www.brookes.ac.uk/askе/manifesto.html>

Bridges, P., Cooper, A., Evanson, P., Haines, C., Jenkins, D., Scurry, D., Woolf, H. and Yorke, M (2002), 'Coursework marks high examination marks low: discuss', *Assessment and Evaluation in Higher Education*, vol. 27, no. 1, pp. 35-48.

Brown G, Bull J & Pendlebury M. (1997) *Assessing student learning in higher education*, London: Routledge

Brown, G. & Hirschfeld, G. (2008) Students' conceptions of assessment: links to outcomes, *Assessment in Education: Principles, Policy & Practice*, Vol. 15 (1), pp 3-17

Brown, S and Knight, P. (1994), *Assessing Learners in Higher Education*. London: Kogan Page.

Brown, S., Rust, C. & Gibbs, G (1994) *Strategies for diversifying assessment in higher education*, Oxford, Oxford Centre for Staff Development

Catley, P. (2005) *One Lecturer's Experience of Blending E-learning with Traditional Teaching or How to Improve Retention and Progression by Engaging Students*, Oxford, BeJLT available at:
http://www.brookes.ac.uk/publications/bejlt/volume1issue2/academic/catley05_1.html!

Elander, J. and Hardman, D. (2002), 'An application of judgement analysis to examination marking in psychology', *British Journal of Psychology* 93, pp. 303-328.

Falchikov, N. (2004) *Improving Assessment Through Student Involvement: Practical Solutions for Higher and Further Education Teaching and Learning*, London: Routledge Falmer

Forbes, D., & Spence, J. (1991). An experiment in assessment for a large class. In R.Smith (Ed.), *Innovations in engineering education*. London: Ellis Horwood.

Gibbs, G. & Simpson, C. (2002) *Does your assessment support your students' learning* available at:
<http://isis.ku.dk/kurser/blob.aspx?feltid=157744>

House of Commons Innovation, Universities, Science and Skills committee (2009) *Students and universities*, London: The Stationary Office Ltd.

Kember, D., et al. (1997), 'Case studies in improving teaching and learning from the action learning project', *Action learning project*, Hong Kong.

King D (2008) Does it make a difference? Replacing text with audio feedback. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* vol 3 issue 2 pp 145-163

Laming, D. (1990) 'The reliability of a certain university examination compared with the precision of absolute judgments', *Quarterly Journal of Experimental Psychology*, vol. 42 pp. 239-254

Newstead, S.E. & Dennis, I. (1994) Examiners examined: the reliability of exam marking in psychology. *The Psychologist*, 7, 216-219.

Newstead, S. (2002) Examining the examiners: why are we so bad at assessing students? Psychology Learning and Teaching, Vol. 2 (2), 70-75

Ramsden, P. (1992) Learning to teach in higher education. London: Routledge.

Richardson, J.T.E. (2000) *Researching student learning: approaches to studying in campus-based and distance education*, Buckingham, Open University Press

Rust, C. (2001) A briefing on assessment of large groups: LTSN Generic Centre Assessment Series No. 12, York, LTSN, available at:

http://www.heacademy.ac.uk/resources.asp?section=generic&process=filter_fields&type=all&id=1&history=

Rust, C. (2002) The impact of assessment on student learning, Active learning in higher education, Vol. 3 (2), pp 145-158

Rust, C., Price, M & O'Donovan, B. (2003) Improving students' learning by developing their understanding of assessment criteria and processes Assessment and Evaluation in Higher Education, Vol. 28, No. 2

Rust, C., O'Donovan, B., & Price, M. (2005) A social constructivist assessment process model: how the research literature shows us this could be best practice, Assessment and Evaluation in Higher Education, Vol. 30, No. 3

Rust, C. (2007) Towards a scholarship of assessment, Assessment and Evaluation in Higher Education, Vol. 32, No. 2, pp 229-237

Sadler, D. R. (1987), 'Specifying and Promulgating Achievement Standards', *Oxford Review of Education*, 13, pp. 191-209.

Watkins, D., and Hattie, J. (1985), 'A longitudinal study of the approaches to learning of Australian tertiary students', *Human Learning*, 4, pp. 127-41.

Yorke, M. (1997) Module mark distribution in eight subject areas and some issues they raise, in N. Jackson (Ed), *Modular higher education in the UK*, London: Higher Education Quality Council, 105-107

Yorke, M., Bridges, P and Woolf, H. (2000), 'Mark distributions and marking practices in UK higher education; some challenging issues', *Active Learning in Higher Education*, vol. 1, no. 1, pp. 7-27.

York, M. et al (2008) Enigmatic variations: honours degree assessment regulations in the UK, *Higher Education Quarterly*, Vol. 62, No. 3, pp 157-180

Zeller, A. (2000) *Making students read and review code*, available at: <http://www.st.cs.uni-sb.de/publications/files/zeller-iticse-2000.pdf>

Zhang, L. F. and Watkins, D. (2001), 'Cognitive development and student approaches to learning: an investigation of Perry's theory with Chinese and US university students', *Higher Education*, 41, pp. 236-261.