

Feedback Bibliography

- Angelo, T. A. (2007) 'Feedback for learning: research-based guidelines for effective, efficient practice' presentation at Assessment Standards Colloquium, ASKe Centre of Excellence, November 13-15, Weston Manor, Oxfordshire.
- Black, P. & Wiliam, D. (1998) Assessment and classroom learning, *Assessment in Education*, 5 (1), 7-74
- Brown, G. & Hirschfeld, G. (2008) Students' conceptions of assessment: links to outcomes, *Assessment in Education: Principles, Policy & Practice*, Vol. 15, No.1, pp 3-17
- Freeman, R. & Lewis, R. (1998) *Planning and Implementing Assessment*. London: Kogan Page
- Fritz, C.O. et al (2000) when further learning fails: stability and change following repeated presentation of text. *British Journal of Psychology*, 91, pp 493-511
- Gibbs, G. & Simpson, C. (2002) *Does your assessment support your students' learning*. Available at: http://www.brookes.ac.uk/services/ocsd/1_ocslid/lunchtime_gibbs.html
- Hattie, J.A. (1987) Identifying the salient facets of a model of student learning: a synthesis of meta-analyses. *International Journal of Educational Research*, 11, 187-212.
- Higgins, R., Hartley, P. & Skelton, A. (2002) The conscientious consumer: reconsidering the role of assessment feedback in student learning, *Studies in Higher Education*, Vol. 27, No. 1, 53-64
- Holmes, L. E., & Smith, L. J. (2003). Student evaluations of faculty grading methods. *Journal of Education for Business*, 78(6), 318.
- Hounsell, D. (1987) Essay writing and the quality of feedback. In J.T.E.Richardson, M.W.Eysenck & D. Warren-Piper (Eds) *Student Learning: Research in Education and Cognitive Psychology*. Milton Keynes: SRHE/Open University.
- Lea, M.R. & Street, B.V. (1998) Student writing in Higher Education: an academic literacies approach. *Studies in Higher education*, Vol. 23, 2, 157-172
- MacLellen, E. (2001) Assessment for learning: the different perceptions of tutors and students. *Assessment and Evaluation in Higher Education*, 26,4, 307-318.
- Nicol, D. & Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback, *Studies in Higher Education* 31 (2) 199-218
- O'Donovan, B., Price, M. & Rust, C. (2001) The student experience of criterion-referenced assessment (through the introduction of a common criteria assessment grid, *Innovations in Education and Teaching International*, Vol.38, No.1, February, 74-85

O'Donovan, B., Price, M. & Rust, C. (2004) Know what I mean? Enhancing student understanding of assessment standards and criteria. *Teaching in Higher Education*, Vol.9, No. 3, July, 325-335

O'Donovan, B., Price, M. & Rust, C. (2008) "Developing student understanding of assessment standards: a nested hierarchy of approaches" *Teaching in Higher Education*, Vol. 13, No. 2, 205-217

Price, M., O'Donovan, B & Rust, C. (2007) "Putting a social-constructivist assessment process model into practice: building the feedback loop into the assessment process through peer-feedback." *Innovations in Education and Teaching International*, Vol. 44, No.2, 143-152

Price, M. & Rust, C. (1999) The experience of introducing a common criteria assessment grid across an academic department, *Quality in Higher Education*, Vol. 5, No 2, 133-144

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

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, 233-241

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, April, 147-164

Sadler, D.R. (1989) Formative assessment and the design of instructional systems *Instructional Science*, 18, 145-165

Wotjas, O. (1998) Feedback? No, just give us the answers. *Times Higher Education Supplement*, Sep 25 1998.

Yorke, M. (1999) *Leaving Early: Undergraduate Non-Completion in Higher Education*, London:Routledge

Yorke, M. & Longden, B. (2004) *Retention and student success in higher education* Maidenhead: SRHE/ Open University Press