

References and Resources

Assessment - everything comes down to assessment ...

<http://www.gees.ac.uk/projtheme/cetls/el/fwitconf06.htm#pres7>

Technological ideas for approaching the assessment of fieldwork. View Presentation in PDF: [Assessment - everything comes down to assessment ... \(0.9Mb pdf\)](#)

Bryan, C.(2004) Assessing Group Practices. SEDA Paper 117 SEDA Birmingham Presents a case for developing and assessing group practices with a compilation of different practices and approaches.

Critical pedagogies

<http://mingo.info-science.uiowa.edu/~stevens/critped/page1.htm>

This site has a dual focus, providing both a general overview of critical pedagogy: its definitions, history, key concepts, and major theorists, and links to other critical pedagogy resources on the web.

Freinet <http://www.derby.ac.uk/telmie/private/osnabruck/freinet-education.htm>

A comprehensive source of information on Freinet education including essential concepts and principles of Freinet pedagogy and Freinet techniques. Additional references for further exploration of his work and approaches.

Freinet, C.1993. Education through work: A model for child centered learning. Edwin Mellen Press, New York

Freire, Paulo, 1970. Pedagogy of the Oppressed. New York: Continuum.

Giustini D "Shifts of perspective: a preliminary look at constructivism, Phenomenography and socio-cultural learning theories."

http://weblogs.elearning.ubc.ca/googlescholar/ADHE_541_Giustini.pdf

This paper discusses cognitivism-constructivism, phenomenography and socio-cultural learning – three learning perspectives that share common aspects, but diverge in important ways. It argues that all three theories engage students similarly, but ultimately do so distinctly. The author draws on his own experience in order to highlight various social themes running through the three theories. The paper is followed by a brief exploration of the context, meaning and experience of the three perspectives.

Lave, J., & Wenger, E. (1990). Situated Learning: Legitimate Peripheral Participation. Cambridge, UK: Cambridge University Press.

Laurillard, D. (2002) Rethinking University Teaching: a framework for the effective use of educational technology London Routledge Falmer.

Novak,J. and Patterson,E (1998) Just in Time Teaching:

<http://134.68.135.1/jitt/what.html>. This website introduces this approach to Active Learner pedagogy. Also provides explanations and case study examples including 7 principles for good practice in undergraduate education, the use of feedback loops and additional resources.

Race, P. (2005) Making Learning Happen. London. Sage (Paul Chapman)
A guide for post compulsory educators that includes the Ripple Model and excellent information and guidance on different approaches to assessment.

Radical Pedagogy

<http://radicalpedagogy.icaap.org/currentissue.php>

Journal website with access to a number of different articles debating radical pedagogies.

Resource Guide to Gaming and Simulation

<http://www.hlst.ltsn.ac.uk/resources/guides/gaming.html>

This comprehensive guide explains how Group work can be combined with gaming and simulation to add value to our students' learning as gaming and simulation exercises are excellent vehicles for developing a whole range of professional and transferable skills. This is particularly in the context of hospitality, sport and leisure programmes in order to develop both professional and transferable skills. A number of assessment mechanisms are suggested.

Self and Peer assessment

<http://www.canterbury.ac.uk/support/learning-teaching-enhancement-unit/assessment/assessment-handbook/pages/section2/2-7-peer-and-self-ass.asp>

Canterbury Christchurch University Learning Teaching Enhancement Unit pages of an Assessment Handbook provide detailed guidance on using self and peer assessment with examples of how the approaches have been used

Simulations <http://www.economicsnetwork.ac.uk/teaching/simulations.htm>

Resources on the Economics Subject Centre website include a handbook on assessment and details of different assessment approaches. Although aimed at assessment within the context of economics it is highly transferable. Contains some examples of how techniques are used in practice.

VARK

<http://www.vark-learn.com/english/page.asp?p=kinestheticprint>

This page of the VARK website explores the kinesthetic dimension which is particularly relevant to practical approaches to assessment.

Vygotsky, L.S. (1978) Mind in Society: The development of higher psychological processes. Harvard University Press.

A classic text from Vygotsky for those interested in deeper reading on his work and approaches.

