

References and Resources

Assessment of Laboratory work

<http://www.canterbury.ac.uk/support/learning-teaching-enhancement-unit/assessment/assessment-handbook/pages/section2/2-15-laboratory-work.asp>

Canterbury Christchurch University Learning Teaching Enhancement Unit pages of an Assessment Handbook provide detailed guidance on assessing case studies with examples of how the approach has been used.

Assessment of Practice Learning

<http://www.practicelearning.org.uk/index.php?id=23>

Practice Learning Taskforce website provided by GSCC, TOPPS and CWDC. Includes specific guidance on the assessment of practice in the workplace and a framework for supporting and assessing practice.

Assessment of practical work

<http://www.canterbury.ac.uk/support/learning-teaching-enhancement-unit/assessment/assessment-handbook/pages/section2/2-14-practical-work.asp>

Canterbury Christchurch University Learning Teaching Enhancement Unit pages of an Assessment Handbook provide detailed guidance on assessing practical work with examples of how the approaches have been used.

Bates, M. (2003). The assessment of work integrated learning: symptoms of personal change. *Journal of Criminal Justice Education* 14(2), 303-326.

Boud, D. & Walker, D. (1998). Promoting reflection in professional courses: the challenge of context. *Studies in Higher Education* 23(2), 191-206.

Brockbank, A. & McGill, I. (1998). Facilitating reflective learning in higher education. Buckingham UK, SRHE and OUP.

A favourite book of many providing an approach to developing reflective practice in a number of contexts in higher education.

Boyd, H. Adeyemi-Bero, A. and Blackhall, R. (1984) Acquiring Professional Competence through Learner Directed Learning, Occasional Papers No7 London Royal Society of Arts.

CEEEL: Centre for enquiry based learning, Manchester

<http://www.campus.manchester.ac.uk/ceeb/> The work of this CETL is entirely around Enquiry-Based Learning and contains a number of projects and resources.

Centre for Excellence in Placement Learning <http://www.placementlearning.org/>

Watch this space for new resources that are currently being developed. Go to <http://www.placementlearning.org/fundedProjects.cfm> for projects being funded by the CETL. All projects are of teaching, learning and assessment in placements.

EBL: embedding research in Life Sciences practicals

<http://www.campus.manchester.ac.uk/ceeb/about/lifesciences/>

This is a major project funded out of the CETL CEEBL on the use of EBL to support research skills in life science practical.

- Gray, D. (2001) A briefing on Work-based Learning. Assessment series no 11. LTSN . A briefing paper exploring the use of and the challenges of using WBL.
- Gibbons M 2003 Can work based learning be assessed? Exchange. Issue 4. References to support article at www.exchange.ac.uk
- Jackson N 2003 A personal perspective on enquiry based learning EBL001 (Rich Text Format (RTF))
The term 'enquiry-based learning' refers to forms of learning driven by a process of enquiry. The approach is intended to foster collaborative learning and deep engagement with complex problems. A conference held in September 2003 incorporated a mixture of presentations, discussions and activities.
- Kahn P and O'Rourke K 2004 Guide to Curriculum Design: Enquiry Based Learning IC001 (Rich Text Format (RTF))This is one of a series of guides produced by the Imaginative Curriculum Network to stimulate thinking and promote good practice in curriculum design. This Guide focuses on 'Enquiry-based Learning' (EBL) - on curricula designed around processes of enquiry. It is informed by reports emerging from a programme of staff development that supported lecturers as they each carried out a small-scale project designed to impact on the learning of their students.
- Kolb, D. A. (1984) Experiential Learning, Englewood Cliffs, NJ.: Prentice Hall.
A discussion of Kolb's ideas concerning experiential learning. Chapters deal with the foundation of contemporary approaches to experiential learning; the process of experiential learning; structural foundations of the learning process; individuality in learning and the concept of learning styles; the structure of knowledge; the experiential learning theory of development; learning and development in higher education; lifelong learning and integrative development.
- Macdonald R & Savin-Baden M 2004 A Briefing on Assessment in Problem-based Learning ASS092 (Adobe Acrobat)This briefing examines some of the main principles of assessment as applied to problem-based learning (PBL). In particular, the need to ensure alignment between the objectives and student learning outcomes of the course, the learning environment and assessment methods is stressed.
- Practical Assessment: Accessibility
http://www.scips.worc.ac.uk/key_skills/practical_exams.html/view?search_term As much information as possible should be accessible to students, regarding any form of assessment, preferably before they enter into a course so that they can make informed choices as to the compatibility of their own learning goals and capabilities and their chosen degree programme. In addition it is important that all forms of assessment of student learning are underpinned by sound pedagogical principles. This website explores adjustments for the assessment of practical skills with disabled students.
- Practice Learning and placements
<http://www.swap.ac.uk/learning/practice.asp>
Practice Learning and Placement Guides from the Social Policy and Social Work subject centre.

Professional Training Resources

<http://www.surrey.ac.uk/sceptre/ResourcesandlinkstosupportPT.htm>

A comprehensive set of resources developed by the Sceptre CETL to support professional training.

QAA: Placement learning

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/default.asp>

Code of practice for the assurance of academic quality and standards in higher education Section 9: Placement learning - July 2001

Savin-Baden M (2003) Facilitating problem-based learning: the otherside of silence, SRHE/Open University Press, Buckingham.

Schon, Donald.

http://en.wikipedia.org/wiki/Donald_Schon

An introduction to the developments of Schon and a reference guide including all his texts.

Schön, D.A. (1983) The Reflective Practitioner: How Professionals Think in Action Basic Books

A classic text that has underpinned current thinking and approaches in higher education. Always worth a read if you can get hold of a copy!

Smith, M. K. (2001) 'Donald Schön: learning, reflection and change', the

encyclopaedia of informal education, www.infed.org/thinkers/et-schon.htm

SPARQS: Placement learning overview .

<http://www.sparqs.org.uk/sitemap.aspx?pageid=2.6.7> sparqs is a unique service funded by the Scottish Funding Council to assist and support students, students' associations and institutions to improve the effectiveness and engagement in quality assurance and enhancement in institutions across Scotland. The web site includes a section specifically about placement learning which provides pragmatic information on aspects such as principles, policies, procedures, student responsibilities and rights, support and information for students, monitoring and evaluation.

Swanson D, Case S and van der Vleuten (1991) Strategies for student assessment, in D J Boud and G Felletti (Eds) The Challenge of Problem-Based Learning, Kogan Publishers, London

The UK Problem-based learning web site

<http://www.hss.coventry.ac.uk/pbl/index.htm>

This site is hosted by Coventry University and supported by the Higher Education Academy.

The Work Related Learning Resource

<http://www.workrelatedlearning.biz/>

This resource provides lesson plans and worksheets along with links to other resources to help deliver the QCA's Work Related Learning framework. It has been designed to provide a general introduction to work related learning including the skills of enterprise and uses real companies, in real workplaces, solving real problems. The resource comprises a lesson plan and a worksheet structured by the framework.