

5. References and Resources.

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http://www.dmu.ac.uk/~jamesa/teaching/assessment_presentations.htm
A comprehensive website. This page sets out how to run effective presentations.
- Banks, M, (2001) *Visual Methods in Social Research*, Sage, London
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Becher maps the territory of academic knowledge and explores the diverse characteristics of those who inhabit it.
- Berger, J,(1980) *About Looking*, London, Writers and Readers
- Berger, J (1972) *Ways of Seeing* London ; Harmondsworth : Penguin : British Broadcasting Corporation,
- Biggs, J. 1999. Teaching for Quality Learning at University. Buckingham, SRHE & Open University Press.
Widely used text with chapters on constructive alignment and assessing for learning quality
- Biggs,J. 2002 Aligning teaching and assessment to curriculum objectives
<http://www.heacademy.ac.uk/resources.asp?process=fullrecord§ion=generic&id=154>
Web site outlining principles of constructive alignment
- Biggs J, & Collis. 1982. *Evaluating the Quality of Learning: The SOLO Taxonomy*. Academic Press. London
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- Brown. G, 2001 Assessment; A Guide for Lecturers Assessment Series No3
Aligning Assessment
This guide is designed to help lecturers to review, refresh and refine approaches to assessment. It is based upon the theme of alignment between intended learning outcomes, assessment tasks, criteria, marking and providing feedback. download publication [ASS003 \(Rich Text Format \(RTF\)\)](#)
- Creativity and Innovation Toolkit
http://www.griffith.edu.au/centre/qihe/griffith_graduate/toolkit/creativity/assess02a.htm. Griffiths University resources to support innovative approaches in assessment and creativity.
- Davies, A. (1993). Improving student learning in design: A case study. In Gibbs.G. (1994) *Improving the Quality of Student Learning* TES Bristol.
- Dutton. C. *Assessing Exhibitions*

<http://www.hlst.heacademy.ac.uk/resources/Cases/case55.html> University of Brighton. This case study provides information on the benefits and challenges of assessing exhibitions.

Elsner, E W. 1985. The Art of Educational Evaluation. Falmer press
Classic text on assessment and evaluation for further exploration of the subject.

Elton, L. and Johnson, B. 2002. Assessment in Universities: A Critical Review of Research. LTSN Generic Centre
A comprehensive review of assessment practices supported by research and theory in the field.

Emmison, M and Smith, P (2000) *Researching the Visual*, London, Sage

Fleming, N., and Baume, D. (2006) Learning Styles Again: VARKing up the right tree!, Educational Developments, SEDA Ltd, Issue 7.4, Nov. 2006, p4-7.
A user-friendly discussion and update on the VARK approach.

Hall. S, (1997) Representation – Cultural representation and signifying practices, Milton Keynes, OU.

Howard. G 1999) Intelligence Reframed. Multiple intelligences for the 21st century. New York: Basic Books. Useful review of Gardner's theory and discussion of issues and additions.

Gibbs, G. 2006. How assessment frames learning. In Bryan, C. & Clegg, K. (Eds) Innovative assessment in Higher Education. Oxford: Routledge
Extensive research into the student experience illustrates how assessment frames learning and the impact in learning. Provides a conceptual underpinning to many new approaches to assessment.

Images in Tourism Education

http://www.hlst.ltsn.ac.uk/resources/guides/images_tourism.html

In an age of extraordinary visual stimulation, higher education has remained remarkably text-bound and can appear dull to students compared to their normal world. Tourism students, attracted to the subject by its promise to investigate place and space, can be disappointed by the lack of visual engagement and concentration on mainly text-centred teaching strategies. This Resource Guide how this can be addressed and provides information about The Role of Images in Student Learning with practical tips and Annotated Guide to Internet Resources .

Knowles C and Sweetman P (eds), (1994) *Picturing the Social Landscape: visual methods and the Sociological Imagination* Routledge

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.

Lockwood, A. Poster Presentations

- <http://www.hlst.heacademy.ac.uk/resources/Cases/case54.html> University of Surrey. A case study where in part of an assessment for the module International Hospitality Operations Management, students are presented with three real-life industry problems. Working in small groups, students present their solutions to these problems in the form of an exhibition or poster. The benefits of the approach are explained.
- Nichol, D & Macfarlane-Dick, D. (2006) Formative assessment and regulated learning; a model and seven principles of good practice. Studies in Higher Education, 31(2), 199-218
- Nichol, D, & Milligan, C, 2006. Rethinking technology supported assessment practices in relation to seven principles of good feedback. In Bryan, C. & Clegg, K. (Eds) Innovative assessment in Higher Education. Oxford: Taylor and Francis Group Ltd, London.
http://tltt.strath.ac.uk/REAP/public/Resources/Nicol_Milligan_150905.pdf
- Nichol, D.J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, Vol 31(2), pp.199-218
http://tltt.strath.ac.uk/REAP/public/Resources/DN_SHE_Final.pdf
Research to explore how formative assessment and feedback might be used to promote the development of self-regulated learning.
- Pink, S (2001) Doing Visual Ethnography, London, Sage
- Posters http://www.ics.ltsn.ac.uk/pub/using_posters/index.html
Using posters for assessment from the ICS Higher Education Academy Subject Centre.
- Prosser, Jon (1998) Image-based research Falmer Press, London
- Race, P, (1999) Eds Tips for Lecturers. Kogan Page: London
As it says on the label but includes useful information about assessing presentations.
- Race, P, (1993) Ch4 from Never Mind the Teaching Feel the Learning. SEDA Paper 80. Reproduced with permission
<http://www.city.londonmet.ac.uk/deliberations/seda-pubs/Race.html>
Excellent document with lots of advice and practical solutions about issues of assessing students work including guidance on facilitating learners' ownership of assessment criteria.
- Ramsden, P. 2003. Learning to Teach in Higher Education 2nd edition London Routledge
User friendly text covering different elements of teaching in higher education. Emphasis on design for learning and how teaching and assessment should align.
- Rust, C, O'Donovan, B & Price M. (2005) Social-constructivist assessment approaches. Assessment and Evaluation in Higher Education. Vol30 No. 3
- Sambell, K, McDowell, L, & Sambell, A, Supporting diverse students: developing learner autonomy via assessment. In Bryan, C. & Clegg, K. (Eds)

Innovative assessment in Higher Education. Oxford: Routledge, Taylor and Francis Group Ltd, London

Focus on assessment as a pedagogical tool to foster learner autonomy developed through formative assessment case study using oral presentations and short written responses to develop their use of and quality of feedback skills.

Smith. M K, (2002) Howard Gardner and multiple intelligences', the encyclopedia of informal education. <http://www.infed.org/thinkers/gardner.htm>.

An overview of Howard Gardner's thinking on multiple Intelligences and how this has developed in relation to educational thinking and approaches. Includes a bibliography of all Gardner's relevant work.

The Poster Conference: Case Study

<http://www.ulster.ac.uk/staffdev/DatabaseGoodPractice/hharveyposter.htm> Case study using posters linked to undergraduate projects in built environment programme.

VARK

<http://www.vark-learn.com/english/index.asp>

A comprehensive web site with the VARK approach, questionnaire and current research. An interesting FAQ section highlighting links to particular subject disciplines and valuable sections on the application of VARK to student learning. Visual strategies to be found at <http://www.vark-learn.com/english/page.asp?p=visual>

West T. G. (1997). *In the Mind's Eye - Visual Thinkers, Gifted People With Learning Difficulties, Computer Images and the Ironies of Creativity*. Prometheus Books.

Winter, R. (2003) Contextualizing the Patchwork Text: Addressing Problems of Coursework Assessment in Higher Education. In Winter,R; Parker, J,. and Ovens, P. *Innovations in Education and Teaching International*. Oxford: Routledge.