

4. Research and Projects

AISSHE project

<http://www.heacademy.ac.uk/asshe/chapters/asshe003.pdf>

A comprehensive collection of approaches on assessment approaches including presentation skills – case studies in range of subjects some hospitality and tourism.

ASKe project

www.business.brookes.ac.uk/aske.html

ASKe is a CETL at Oxford Brookes University Business School. The work focuses on the recognition of good practice based on pedagogic research in aspects of assessment. The project has identified and is promoting good practice in pre-assessment interventions as well as cultivating a community of good practice.

Assessing Group Practice. <http://www.lancs.ac.uk/palatine/AGP/index.htm>

A funded project that developed approaches and provides resources on assessing collaborative skills, group products and group behaviour.

Canterbury Christ Church University

<http://www.connect.ac.uk>

Range of examples of the use of group presentations in philosophy.

Learn Higher Oral Communication

http://www.learnhigher.ac.uk/learningareas/Oral_Communication.html

The Learn Higher CETL based at Liverpool Hope University has a comprehensive website with links to resources and interesting websites. This site is divided into learning areas, the oral communication pages provide information on preparing and delivering presentations, speaking in seminars, learning and assessment of oral communication skills.

Learning Through Peer Dialogue and Critical Observation of Use in Performance

http://www.dmu.ac.uk/faculties/humanities/cepa/research/2005_06/research_huxley_leach_peerlearning.jsp

This CETL research project at the University of Leicester aims to investigate peer learning in a movement-based student situation through the development of autonomous critical observation in a structured way. Also includes work on techniques of reflection and reflection-in-action.

Oral Assessment Toolkit

http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/oral/asses03.htm comprehensive website including exemplar criteria sheets for assessing oral presentations.

Questioning techniques

<http://www.ltscotland.org.uk/assess/sharingpractice/for/highqualityinteractions/index.asp>

A number of case studies from Scottish primary sector sharing teacher views on improving questioning technique by asking more higher-order questions and allowing time for pupils to think the answer through and make judgments on their learning.

SCIPS Develop Arguments Orally / Oral Examinations

http://www.scips.worc.ac.uk/key_skills/arguments.html/view?searchterm

This project offers strategies for promoting inclusive approaches and identifies the challenges that disabled students may experience and the strategies and adjustments that can be used to overcome them.

A useful page looking at Dyslexia within the specific context of Hospitality, Leisure, sport and tourism.

http://www.scips.worc.ac.uk/Plone/subjects_and_disabilities/hlst/hlst_dyslexia.html

SPACE Staff – student Partnership for Assessment Change and Evaluation

<http://www.plymouth.ac.uk/pages/view.asp?page=10494>

This three year HEFCE funded project based at the University of Plymouth looked at developing and promoting alternative forms of assessment as a way of facilitating a more inclusive approach to assessment. It provides strong evidence of the value of oral approaches: What students say about assessments based on oral presentations.

<http://www.plymouth.ac.uk/files/extranet/docs/SWA/5.7%20What%20students%20say%20about%20assessments%20based%20upon%20oral%20presentations%20.pdf>

and considerations for making assessment inclusive: useful matrix of factors that impact on the inclusive nature of assessment

<http://www.plymouth.ac.uk/files/extranet/docs/SWA/6.%20Considerations%20for%20making%20assessments%20inclusive.pdf>

Questioning Techniques:

<http://www.ltscotland.org.uk/assess/sharingpractice/for/highqualityinteractions/index.asp>

A number of case studies from Scottish primary sector sharing teacher views on improving questioning technique by asking more higher-order questions and allowing time for pupils to think the answer through and make judgments on their learning.