

5. References and Resources

- Atherton, J S, (2003) Learning and Teaching: Assessment
Vivas: http://www.dmu.ac.uk/~jamesa/teaching/assessment_viva.htm
Oral: http://www.dmu.ac.uk/~jamesa/teaching/assessment_oral.htm
Presentations:
http://www.dmu.ac.uk/~jamesa/teaching/assessment_presentations.htm
- Biggs, J. (1999) Teaching for Quality Learning at University. Buckingham, SRHE & Open University Press.
- 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 \(RTF\)\)](#)
- Bryan, C, and Clegg, K, (2006). Innovative Assessment in Higher Education
Routledge: Oxford
- Canterbury Assessment Handbook: Case Studies
<http://www.canterbury.ac.uk/support/learning-teaching-enhancement-unit/assessment/assessment-handbook/pages/case-studies.asp>
In addition to the sections within the Assessment document, there are a number of case studies relating specifically to the use of oral assessment approaches. Of particular interest are Case Study 1: assessment through presentation in BA Education where professional practice and theoretical positions are addressed, Case Study 3: summative assessment through guidance interviews, case study 5: peer assessed oral presentations
- Economics Subject Centre – Higher Education Academy
<http://www.economicsnetwork.ac.uk/handbook/assessment/24.htm>
This subject centre has produced an Assessment Handbook. This link is to the section on assessing alternative types of activity in economics which includes real examples of oral examinations
<http://www.economicsnetwork.ac.uk/handbook/groupwork/41.htm>. This link is to a pages of the handbook that specifically considers oral assessment in group work
- 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.
- Group work and assessment practices: A Handbook
<http://www.utdc.vuw.ac.nz/resources/guidelines/GroupWork.pdf>
This handbook produced by Victoria University of Wellington on Group work and assessment practices provides guidance on the training for unfamiliar assessment approaches and criteria through the need to make assessment practices encourage reinforcement of effective group work and the full explanation of the requirements of group process skills
- 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

- Gibbs, G. & Simpson, C. (2004). Conditions under which assessment supports student learning. Learning and Teaching in Higher Education. Issues 1 2004/2005. Oxford University/Open university. UK
Identifies a set of conditions under which assessment supports learning and justifies these with reference to theory, empirical evidence and practical experience.
- Herrington, M. and D. Simpson, Eds (2002) [Making Reasonable Adjustments with Disabled Students in Higher Education](#) (pdf, 1.43Mb)
- Jarvis, P. (1987) Adult Learning in the Social Context, London: Croom Helm.
Peter Jarvis uses Kolb's model to explore the process of learning in context. The result is a better appreciation of context and the ability to approach memorization, contemplation, practice etc. However, he also inherits a number of problems e.g. around stages. The model is revisited and summarized in P. Jarvis (1995) Adult and Continuing Education. Theory and practice 2e, London: Routledge.
- Joughin, G. & Collom, G (2003) Oral Assessment
http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=433 An article covering the why and what of oral assessment with six tips for successful oral; assessment. Useful references for those who wish to do further reading
- 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.
- Learn Higher CETL
<http://www.learnhigher.ac.uk/resourcepages/oralcommunication/oralcommunication.html>
The Learn Higher CETL based at Liverpool Hope University has a comprehensive website with links to resources and interesting websites. This is a direct link into the oral communication resources.
- 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 exploring how formative assessment and feedback might be used to promote the development of self-regulated learning.

Open University: Oral assessment:

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/oral-assessments.php> Some students find oral assessment an easier way of demonstrating learning outcomes but can present difficulties for students with certain impairments. This site looks at the types of adjustments that might be made to the format of oral assessments.

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.

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, (2006) 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

VARK

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

A comprehensive web site on 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.

Whisker, G. (2004) *Developing and Assessing Students' Oral Skills*. SEDA Special 17. SEDA Birmingham

WHY: Students need oral communication skills?

http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/oral/why.htm

This website provides comprehensive information about the development and assessment of oral communication. It provides a check list for

'Assessment in practice' which provides suggestions for approaches.
Specific information on the assessment of presentations and links to other
examples and relevant materials