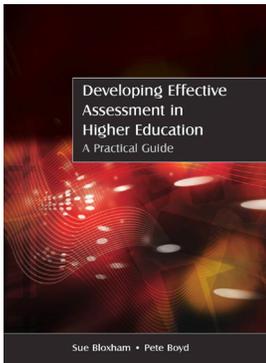


Scholarship of Teaching and Learning Resources

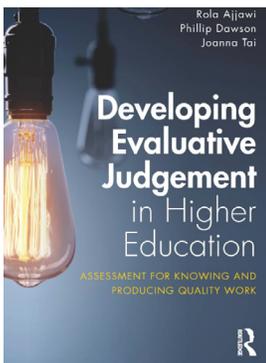
Courtesy of the University of Notre Dame Library



Bloxham, S., & Boyd, P. (2007). Developing Effective Assessment In Higher Education: A Practical Guide: A Practical Guide. Maidenhead: Open University Press.

This book provides comprehensive practical guidance on managing and improving assessment within higher education. It tackles all stages in the assessment cycle including assessment design, preparing students for assessment, marking, providing feedback and quality assurance. It also provides a concise introduction to the research literature on assessment and will stimulate and inform practice, debate, programme enhancement and practitioner research within university departments, teaching teams and courses for higher education teachers.

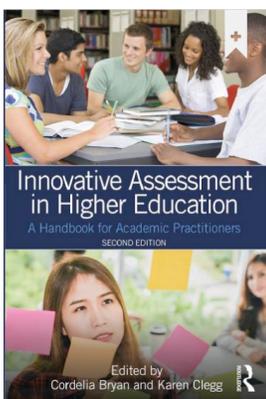
<http://tinyurl.com/y5ky8pnj>



Boud, D., Ajjawi, R., Dawson, P., & Tai, J. (2018). Developing evaluative judgement in higher education: Assessment for knowing and producing quality work. Milton: Routledge. doi:10.4324/9781315109251

A key skill to be mastered by graduates today is the ability to assess the quality of their own work, and the work of others. This book demonstrates how the higher education system might move away from a culture of unhelpful grades and rigid marking schemes, to focus instead on forms of feedback and assessment that develop the critical skills of its students. Tracing the historical and sociocultural development of evaluative judgement, and bringing together evidence and practice design from a range of disciplines, this book demystifies the concept of evaluative judgement and shows how it might be integrated and encouraged in a range of pedagogical contexts. Contributors develop various understandings of this often poorly understood concept and draw on their experience to showcase a toolbox of strategies including peer learning, self-regulated learning, self-assessment and the use of technologies. A key text for those working with students in the higher education system, Developing Evaluative Judgement in Higher Education will give readers the knowledge and confidence required to promote these much-needed skills when working with individual students and groups.

<http://tinyurl.com/y5lmgkx>

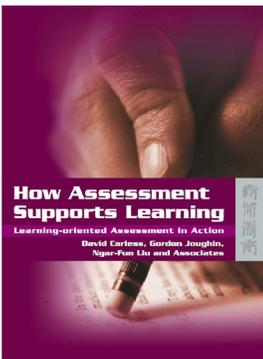


Bryan, C., & Clegg, K. (2019). Innovative assessment in higher education: A handbook for academic practitioners (2nd ed.). doi:10.4324/9780429506857

Contextualising why assessment is still the single most important factor affecting student learning in higher education, this second edition of Innovative Assessment in Higher Education: A Handbook for Academic Practitioners offers a critical discourse about the value of assessment for learning alongside practical suggestions about how to enhance the student experience of assessment and feedback. With 17 new chapters, this edition: contextualises assessment within the current higher education landscape; explores how student, parent and government expectations impact on assessment design; presents case studies on how to develop, incorporate and

assess employability skills; reviews how technology and social media can be used to enhance assessment and feedback; provides examples and critical review of the use and development of feedback practices and how to assess professional, creative and performance-based subjects; offers guidance on how to develop assessment that is inclusive and enables all students to advance their potential. Bridging the gap between theory and the practical elements of assessment, *Innovative Assessment in Higher Education: A Handbook for Academic Practitioners* is an essential resource for busy academics looking to make a tangible difference to their academic practice and their students' learning. This practical and accessible guide will aid both new and more experienced practitioners looking to learn more about how and why assessment in higher education can make such a difference to student learning.

<http://tinyurl.com/y35z53y2>



Carless, D., Joughin, G., & Liu, N. F. (2006). How assessment supports learning: Learning-oriented assessment in action. Hong Kong University Press. doi:10.5790/hongkong/9789622098237.001.0001

This book invites teachers in higher education to rethink the purposes of assessment and to revise their assessment practices in the interests of improved student learning. It combines practice, theory, research and extensive examples of assessment techniques to support academics in this vital part of their multi-faceted role. This book presents 39 innovative assessment practices from a range of disciplines and located in a clearly articulated theoretical framework. This framework is congruent with outcomes-based approaches, currently being implemented in universities in Hong Kong and elsewhere. The practices, which can be modified for use in a wide range of contexts, illustrate how assessment can be used to engage students in productive learning, provide genuinely helpful feedback efficiently, and help students learn to evaluate and improve the quality of their own work. The book concludes with suggestions for responding to challenges at the interface between assessment and learning.

<http://tinyurl.com/y2ls7bn9>

Falchikov, N. (2006). Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education. New York: Routledge.

The assessment of students an activity central to the role of any professional in further and higher education, and is an area that is the subject of constant innovation and debate. This book provides a scholarly account of the many facets of assessment, with a particular focus on student involvement. Peer and self-assessment are powerful assessment tools to add to the existing tutor-based methods of assessment and feedback, and this book is a comprehensive guide to the methods and issues involved. Practical and accessible in style, yet grounded in research and rich in evidence-based material, *Improving Assessment Through Student Involvement* will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods.

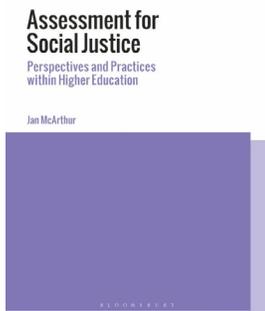
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Improving Assessment Through
Student Involvement

Practical solutions for aiding learning
in higher and further education

Nancy Falchikov

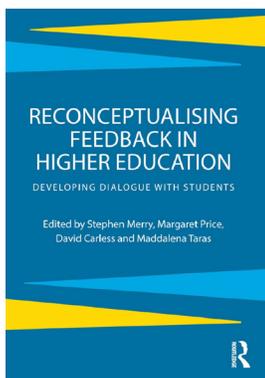
RoutledgeFalmer
Taylor & Francis Group



McArthur, J. (2018). Assessment for social justice: Perspectives and practices within higher education. GB: Bloomsbury Academic.

Assessment for Learning (AfL) has become an established idea within higher education, based on the evidence that assessment is one of the most powerful drivers of student learning and thus can be harnessed as a means to improve learning. Assessment for Social Justice looks at assessment in higher education through the lens of critical pedagogy and social justice, and offers new insights to both fields of enquiry. The starting premise, adopted from AfL, is that the way in which we form and practice assessment can and should influence the social justice outcomes of higher education. Looking at a number of different theories of social justice, Jan McArthur explores how alternative theories provide the foundations for different types of assessment practice. The theories explored include the works of John Rawls, Theodor Adorno, Amartya Sen, Martha Nussbaum, Nancy Fraser and Axel Honneth. McArthur then explores different examples of assessment and how these embody, or constrain, alternative theories of social justice. She provides a theoretically rigorous understanding of assessment as a social practice, and as a vehicle both for and against social justice. Assessment for social justice is explored in two complementary ways - the justice of assessment within higher education, and assessments that promote greater social justice - and in doing so this book contributes to ongoing debates about the nature and purposes of higher education.

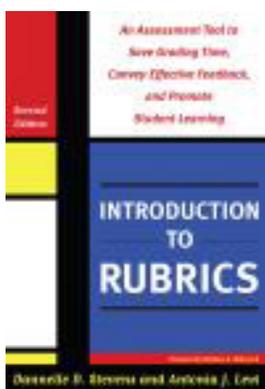
<http://tinyurl.com/y6lfxjog>



Merry, S., Price, M., Carless, D., & Taras, M. (2013). Reconceptualising feedback in higher education: Developing dialogue with students. London: Routledge Ltd. doi:10.4324/9780203522813

Coming from a think-tank composed of specialist expertise in assessment feedback, this book is a direct and more fundamental response to the impetus for change. Its purpose is to challenge established beliefs and practices through critical evaluation of evidence and discussion of the renewal of current feedback practices. In promoting a new conceptualisation and a repositioning of assessment feedback within an enhanced and more coherent paradigm of student learning, this book: analyses the current issues in feedback practice and their implications for student learning; identifies the key characteristics of effective feedback practices; explores the changes needed to feedback practice and how they can be brought about and; illustrates through examples how processes to promote and sustain effective feedback practices can be embedded in modern mass higher education. Provoking academics to think afresh about the way they conceptualise and utilise feedback, this book will help those with responsibility for strategic development of assessment at an institutional level, educational developers, course management teams, researchers, tutors and student representatives.

<http://tinyurl.com/y68javj8>



Stevens, D. D., Levi, A. J., & Walvoord, B. E. (2012). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning. Sterling: Stylus Publishing, LLC.

This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching. The authors go on to describe a variety of processes to construct rubrics, including some which involve student participation. They demonstrate how interactive rubrics--a

process involving assessors and the assessed in defining the criteria for an assignment or objective--can be effective, not only in involving students more actively in their learning, but in establishing consistent standards of assessment at the program, department and campus level. This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.

<http://tinyurl.com/yxjbc7b9>

Taylor & Francis. (1981). Assessment and evaluation in higher education.

This well-established international peer-reviewed journal publishes papers and reports on all aspects of assessment and evaluation within higher education. Its purpose is to advance understanding of assessment and evaluation practices and processes, particularly the contribution that these make to student learning and to course, staff and institutional development. Assessment & Evaluation in Higher Education welcomes research-based, reflective or theoretical studies which help to illuminate the practice of assessment and evaluation in higher education. The journal is aimed at all higher education practitioners, irrespective of discipline. It sets out to provide readily accessible, up-to-date information about significant developments within the field, with a view to the sharing and extension of evaluated, innovative practice and the development of ideas. Journal impact factors: 2017 Impact Factor 1.877; 2017 Citescore 1.97 - values from Scopus

<http://tinyurl.com/yyupf98d>

Scholarship of Teaching and Learning Web Series by Dr Nicola Simmons

SoTL: Why Care?

<https://youtu.be/k9MoXmxysE>

SoTL: Words of Wisdom to Those Starting Out

https://youtu.be/-P_uA_SNjJk

SoTL: What Works?

<https://youtu.be/hOeNMtETMAg>

SoTL: Processes vs Outcomes

<https://youtu.be/pCEKJqtKjzk>

SoTL: Microscopic vs Macroscopic

<https://youtu.be/2xrXir-mAkQ>

NOTES

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Graduate Certificate and Graduate Diploma of Learning and Teaching for Higher Education

In order to work around the multiple commitments in your life, the programs are delivered fully online.

Do you want to become a more effective higher education teacher? Do you want to improve your teaching, curriculum planning and assessment and research skills? The LTO now offers a highly focused program with two exit points: a Graduate Certificate (four courses) or a Graduate Diploma in Learning and Teaching for Higher Education (eight courses). It is also designed so that you can continue go on to earn your Masters by Coursework or Research.

The programs have been created so that educators (currently teaching or aspiring to teach) in higher education can enhance their knowledge and skills of the contemporary adult learner. The programs are underpinned by a growth model that understands that higher education teachers are learners and that growth requires a scholarly approach.

Not all of these courses are offered in every Semester, and enrolment is typically on a part-time study basis.

Graduate Certificate

- Introduction to Teaching in Higher Education
- Designing Curriculum for Effective Learning
- Principles and Practices of Assessment and Evaluation
- Introduction to Scholarship of Teaching and Learning OR Supervising Postgraduate Research

Graduate Diploma

- The above courses (or similar studied at another institution) plus four of the following electives
- Aboriginal and Torres Strait Islander Peoples and Higher Education
- Global Learning in Higher Education
- Leadership in Learning and Teaching in Higher Education
- Learning and Teaching for Optimal Wellbeing
- Introduction to Scholarship of Teaching & Learning
- Ethical Issues in Professional Life