Assessment and Feedback in Higher Education

McConlogue, Teresa

Published by University College London

McConlogue, Teresa.
Project MUSE. muse.jhu.edu/book/81880.

For additional information about this book
https://muse.jhu.edu/book/81880
References


Duhs, Rosalind. ‘Learning from University Museums and Collections in Higher Education: University College London (UCL)’, *University Museums and Collections Journal* 3 (2010): 183–86.


Grainger, Peter, Ken Purnell and Reya Zipf. 'Judging Quality through Substantive Conversations between Markers', Assessment and Evaluation in Higher Education 33, no. 2 (2008): 133–42.


Ivančić, Roz, Romy Clark and Rachel Rimmershaw. 'What Am I Supposed to Make of This? The Messages Conveyed to Students by Tutors' Written Comments'. In Student Writing in Higher


Kador, Thomas, Leonie Hannan, Julianne Nyhan, Melissa Terras, Helen J. Chatterjee and Mark Carnall. ‘Object-Based Learning and Research-Based Education: Case Studies from the UCL Curricula’. In Teaching and Learning in Higher Education: Perspectives from UCL, edited by Jason P. Davies and Norbert Pachler, 2018.


Mountford-Zimdars, Anna, John Sanders, Joanne Moore, Duna Sabri, Steven Jones and Louise Higham. ‘What Can Universities Do to Support All Their Students to Progress Successfully throughout Their Time at University?’, *Perspectives: Policy and Practice in Higher Education* 21, no. 2/3 (2017): 101–10.


Price, Margaret, Karen Handley, Jill Millar and Berry O’Donovan. 'Feedback: All That Effort, but What is the Effect?', *Assessment and Evaluation in Higher Education* 35, no. 3 (2010): 277–89.


Roththoff, Thomas. 'Standing up for Subjectivity in the Assessment of Competencies', *GMS Journal for Medical Education* 35, no. 3 (2018): 1–11.


