

## Assessment readings

Biggs, J. (2003) *Teaching for Quality Learning at University*, 2<sup>nd</sup> Ed., Buckingham: SRHE and OUP. See also SEDA Blog (2014-2015):

Bloxham, S. & Boyd, P. (2007) *Developing effective assessment in Higher Education: A practical guide*. Maidenhead, Berkshire: OUP.

Boud, D. & Falchikov, N. Eds. (2007) *Rethinking assessment in Higher Education: Learning for the longer term*. Abingdon, Oxon: Routledge.

Gibbs, G & Simpson, C (2004) 'Conditions under which assessment supports students' learning', *Learning and Teaching in Higher Education*, Issue 1.

Moon, J. (2002) *The Module and Programme Development Handbook: Linking Levels, Learning Outcomes and Assessment Criteria*, London: Routledge Falmer.

Nicol, 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*, 31(2), 199-218.

[SEDA '53 Powerful Ideas' Blog](#) (2014-2015):

John Biggs: Numbers 37 ['You cannot design learning activities until you are clear about your outcomes'](#).

Graham Gibbs '53 Powerful Ideas': Numbers 27 ([Making Feedback Work: Assessment](#)) and 28 ([Making Feedback Work: Students](#)).

TESTA (2010) *Transforming the experience of students through assessment*, The University of Winchester, [www.testa.ac.uk](http://www.testa.ac.uk) [accessed Dec 2014]