This is a peer-reviewed, final published version of the following document:


EPrint URI: http://eprints.glos.ac.uk/id/eprint/3616

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.
Editors' Introduction

ARTICLES
Conditions Under Which Assessment Supports Students' Learning
  Graham Gibbs & Claire Simpson

Agreement in Student Performance in Assessment
  David James & Scott Fleming

Assessment of Student Learning: promoting a scholarly approach
  Lorraine Stefani

Unfulfilled Promise: formative assessment using computer-aided assessment
  Martin Jenkins

Assessment for Learning
  Sally Brown

CASE STUDIES
A Presentation: a preferred route for assessment in Counsellor Training
  Di Brothers

Demystifying Marking: reflections on developing and using grade descriptors
  Ben Calvert

An Aligned Assessment to Promote Learning About Collaboration Between Health and Care Professionals
  Colleen Connor

Student Self-evaluation of Coursework Assignments: a route to better perception of quality
  Averil Macdonald

Triadic Peer Review in Scenario-based Assessments
  Debra Nestel, Roger Kneebone & Jane Kidd

A Framework for Formative Assessment: initiating quality learning conversations
  Alan Robinson & Mark Udall

Supporting 'HOCS Learning' via Students' Self-assessment of Homework Assignments and Examinations
  Uri Zoller

BOOK REVIEWS
Jude Carroll — A Handbook for Deterring Plagiarism in Higher Education
  Reviewed by Susanna Capon

Peter Knight & Mantz Yorke — Assessment, Learning and Employability
  Reviewed by Christine Shiel

Rowena Murray — How to Survive Your Viva: defending a thesis in an oral examination
  Reviewed by Mary Fuller

Peter Schwartz & Graham Webb (eds) — Assessment: case studies, experience and practice from higher education
  Reviewed by Vicky Bush