

Some references for Steve Draper's GCU talk 26 Sept 2012

The talk has a web page with abstracts, slides, this handout, links:

- "Feedback calendars, and two other approaches"
<http://www.psy.gla.ac.uk/~steve/talks/fcal2.html>

Draper,S.W. (2009a) "Catalytic assessment: understanding how MCQs and EVS can foster deep learning" *British Journal of Educational Technology* vol.40 no.2 pp.285-293

Draper,S.W. (2009b) "What are learners actually regulating when given feedback?" *British Journal of Educational Technology* vol.40 no.2 pp.306-315

Draper: Feedback Calendars <http://www.psy.gla.ac.uk/~steve/rap/fcal/>

Draper: brief description of '2-dim feedback' <http://www.psy.gla.ac.uk/~steve/rap/#Interventions>

Draper: brief description of "Reciprocal peer critiquing" <http://www.psy.gla.ac.uk/~steve/loaled/#mcr>

Draper "Prompted student processing of feedback" <http://www.psy.gla.ac.uk/~steve/rap/fprompt.html>
(includes a link to the student prompt document I used)

Bloom, B.S. (1984) "The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring " *Educational Researcher* Vol.13 No.6 (Jun. - Jul., 1984) pp. 4-16 [Mastery Learning]

Morrow,M.I. (2006) "An Application of Peer Feedback to Undergraduate's Writing of Critical Literature Reviews" *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education*" vol.1 no.2 pp.61-72

Novak, G, Patterson, E.T., Gavrin, A.D., and Christian, W. (1999). *Just-In-Time Teaching: Blending Active Learning with Web Technology*

REAP project <http://www.reap.ac.uk/>

Rowntree,D. (1977) Assessing students: How shall we know them? (Kogan Page: London) Or see:
<http://www.psy.gla.ac.uk/~steve/best/rowntree.html>

Wood, D. & Middleton, D. (1975) "A study of assisted problem-solving" British j. of psychology vol.66 no.2 pp.181-191 [Contingent tutoring, scaffolding]

Wood, D., Bruner,J. & Ross, G. (1976) "The role of tutoring in problem solving" Journal of child psychiatry vol.17 pp.89-100 [Contingent tutoring, scaffolding]

Wood, D., Wood, H. & Middleton, D. (1978) "An experimental evaluation of four face-to-face teaching strategies" Int. j. of behavioral development vol.1 pp.131-147. [Contingent tutoring, scaffolding]

Feedback Calendars

Steve Draper, April 2012

References:

<http://www.psy.gla.ac.uk/~steve/fcal/> " Main Fcal web page

<http://www.psy.gla.ac.uk/~steve/rap/fprompt.html> Prompted student processing of feedback

Draper, S.W. (2009) "What are learners actually regulating when given feedback?" *British Journal of Educational Technology* vol.40 no.2 pp.306-315

Feedback calendar for Computer Science CS1P Level 1 Semester 1

Assignment	Work start date	Student hand-in date	Feedback available	Marked by	Mark	Comments (show generic + individual)	Written / oral	Discussion?	Feedback shared with peers?	Alternative good answers shown?
Friday lecture preparation	Wed	Fri	Fri	Lecturer	Yes	0-10 mins per EVS question	Oral	Yes	Group	Sometimes
Weekly Lab prep	Lab	Lab	Lab	Tutor	Tick/cross	1 – 10 mins total	Oral	Yes	Solo	Yes/depends
<i>Weekly lab – student questions</i>	Lab	Lab	Lab	Tutor	Yes	On demand	Oral	Yes	Solo	Depends
<i>Weekly lab – summative</i>	Lab	End of lab	End of lab	Tutor	Yes	On demand	Oral	Yes	Solo	Depends
Feedback in lecture following lab	Lab	Lab	Wed	Tutor	No	30 mins using EVS, plus 7 mins other talk	Oral	Yes	Group	Yes/depends
Mock class test (EVS)	14 Oct	14 Oct	14 Oct	Tutor	Yes	Generic 0-2 mins per qu.	Oral	Some	Group	Correct answers
Mock lab exam	Week 5 lab	Week 5 lab	Week 5 lab	Tutor	Tick/cross	0 – 2 mins	Oral	Some	Solo	Model answer
1st class test	28 Oct	28 Oct	Week 7 lab	Tutor	Yes	0 – 20 words	Written	Some	Solo	Model answer
Lab exam	28 Nov	Week 12 lab	10 Jan	Tutor	Yes	10-50 words	Written	Usually no	Solo	Model answer
2nd class test	Week 13	Week 13	10 Jan	Tutor	Yes	Generic 25 mins	Oral	Usually no	Solo	Model answer