

Handout for Steve Draper's talk, HEA, 1 April 2009

My website: <http://www.psy.gla.ac.uk/~steve/>

Draper,S.W. (2009) "What are learners actually regulating when given feedback?" British Journal of Educational Technology vol.40 no.2 pp.306-315 [An argument that a learner has many different feedback loops in operation, not the single one we assume]

Draper,S.W. (2009) "Catalytic assessment: understanding how MCQs and EVS can foster deep learning" British Journal of Educational Technology vol.40 no.2 pp.285-293 [how conceptual understanding is supported by a new category of "catalytic"assessment]

Morrow,M.I. (2006) "An Application of Peer Feedback to Undergraduates' 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 [reciprocal peer critiquing]

Carol Twigg papers: <http://www.center.rpi.edu/articles.html>

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]

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]

Reciprocal peer critiquing:

my web page: <http://www.psy.gla.ac.uk/~steve/loaled/#mcr>

Morrow (2006) above.