

Some references for Steve Draper's CAA keynote 10 July 2012

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

Baxter (2007) "A Case Study of Online Collaborative Work in a Large First Year Psychology Class" <http://www.reap.ac.uk/reap/reap07/>

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: key method showing huge gains from regular formative feedback (from marks, not explanations)]

Chi,M.T.H., Roy,M. & Hausmann,R.G.M. (2008) "Observing Tutorial Dialogues Collaboratively: Insights About Human Tutoring Effectiveness From Vicarious Learning" *Cognitive Science* vol.32 pp.301-341 [Watching a tutorial on video can be as good as interacting with the tutor yourself]

David, Paul A. (1990) "The Dynamo and the Computers: An Historical Perspective on the Modern Productivity Paradox," *American Economic Review*, 80 (2): 355-361 [electric motor history]

Hanscomb,S. See: <http://www.psy.gla.ac.uk/~steve/rap/hanscomb.html> [Idea that tutors perceive and should perhaps discuss the learner's virtues]

Merry, S. & Orsmond, P. (2007) "Students' Responses to Academic Feedback Provided via mp3 Audio Files" In: Proceedings of the Science Teaching and Learning Conference 2007, Chin, P., Clark, K., Doyle, S., Goodhew, P., Madden, T., Meskin, S., Overton, T. & Wilson, J. (eds) pp 100-104. The Higher Education Academy: York. ISBN 978-1-905788-39-2. [An example where making life easier for tutors led immediately to better feedback]

Mitra,S. See here for pointers to published papers and online videos of recent talks: <http://www.psy.gla.ac.uk/~steve/localed/#jigsaw2>

[Mitra shows surprising learning outcomes with absolutely NO assessment of learners by experts]

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

Plimmer,Beryl & Apperley,M.D. (2007) "Making paperless work" *CHINZ '07 Proceedings of the 7th ACM SIGCHI New Zealand conference on Computer-human interaction: design centered HCI 2007*: pp.1-8 [An example where making life easier for tutors led immediately to better feedback]

Plimmer,B. & Mason,P. (2006) "A Pen-based Paperless Environment for Annotating and Marking Student Assignments" in AUIC '06 Proceedings of the 7th Australasian User interface conference - Volume 50 pp.37-44

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>

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