

TRANSFORMING ASSESSMENT

STRATEGIES FOR HIGHER EDUCATION

Curated Reference List

Throughout the course, you will encounter various references embedded in the module content. We have also created this curated reference list of resources you might find particularly helpful in developing new assessment knowledge and strategies. This list is not exhaustive but provides a collection of quality resources to support your professional learning journey in assessment!

[Approaches to Classroom Assessment Inventory \(ACAI\)](#)

ONLINE BOOKS

[Assessment Strategies for Online Learning: Engagement and Authenticity](#)

Authors: Dianne Conrad & Jason Openo

[Teaching, Learning, and Assessment Across the Disciplines: ICE Stories](#)

Authors: Sue Fostaty Young, Meagan Troop, Jenn Stephenson, Kip Pegley, John Johnston, Mavis Morton, Christa Bracci, Anne O'Riordan, Val Michaelson, Kanonhsyonne Janice Hill, and Shayna Watson

PEER REVIEWED ACADEMIC ARTICLES

[Carless, D. \(2020\). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*, 1469787420945845.](#)

[Gibbs, G., & Simpson, C. \(2005\). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, \(1\), 3-31.](#)

[Hattie, J., & Timperley, H. \(2007\). The power of feedback. *Review of Educational Research*, 77\(1\), 81-112.](#)

[Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. \(2021\). Video improves learning in higher education: A systematic review. *Review of Educational Research*, 91\(2\), 204-236.](#)

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[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\(2\), 2-19.](#)

[Pereira, D., Flores, M. A., & Niklasson, L. \(2016\). Assessment revisited: A review of research in Assessment and Evaluation in Higher Education. *Assessment & Evaluation in Higher Education*, 41\(7\), 1008-1032.](#)

[Senel, S., & Senel, H. C. \(2021\). Remote assessment in higher education during COVID-19 pandemic. *International Journal of Assessment Tools in Education*, 8\(2\), 181-199.](#)

[Vo, H. M., Zhu, C., & Diep, N. A. \(2017\). The effect of blended learning on student performance at course-level in higher education: A meta-analysis. *Studies in Educational Evaluation*, 53, 17-28.](#)

HIGHER EDUCATION RESOURCES

[Assessing Group Work, Centre for the Study for Higher Education for the Australian Universities Teaching Committee](#)

[Best Practices: Alternative Assessments, Ryerson University](#)

[Developing Learning Outcomes, A Guide for University of Toronto Faculty](#)

[Guiding Principles for Assessment, University of Calgary](#)

[Online Assessment in Higher Education, University of Calgary](#)

[Assessment of Learning, Queen's Centre for Teaching and Learning](#)

[Higher Ed Examples and Resources, Transparency in Learning and Teaching Project \(TILT\)](#)

[What are Learning Outcomes? Algonquin College](#)

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OTHER WEBSITES

[Assessing Learning Outcomes & Skills, Higher Education Quality Council of Ontario](#)

[Authentic Assessment, eCampus Ontario](#)

[Five Principles for Meaningful Online Assessment, University of Calgary](#)

[Three Promising Alternatives for Assessing College Students' Knowledge and Skills, National Institute for Learning Outcomes Assessment](#)

[Types of Assignments and Tests, University of Waterloo, Centre for Teaching Excellence](#)

[Universal Design for Learning in Higher Education](#)

[Universal Design for Learning \(UDL\) Tips for Assessment, CAST](#)

[Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions, National Institute for Learning Outcomes Assessment](#)