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Nota di contenuto	Cover; Improving Assessment Through Student Involvement: Practical solutions for aiding learning in higher and further education; Copyright; Contents; Preface; Acknowledgements; Chapter 1 The seven pillars of assessment; 1 Why assess?; 2 How to assess?; 3 What to assess?; 4 When to assess?; 5 Who does the assessing?; 6 How well do we assess?; 7 Whither? What do we do or where do we go next?; Chapter 2 What's wrong with traditional assessment?; Limitations of assessment as measurement; Reliability and bias in teacher and examiner marking; Negative side effects of traditional assessment The relationship between traditional assessment and academic dishonestyThe role of the Internet in facilitating and detecting cheating; Advice to practitioners: strategies for preventing cheating; Summary; Appendix: Internet resources to help combat plagiarism; Chapter 3 Changing definitions of assessment; Assessment as measurement; Assessment as procedure; Assessment as enquiry; Assessment and accountability; Assessment as quality control; A synthesis of views;

Problems associated with the four paradigms; Variations within the category of assessment as enquiry  
Key differences between traditional and alternative assessments  
Chapter 4 Why do teachers involve students in assessment?; Themes from the 1950s to 1980s; The 1990s: benefits and pressures; The early 2000s: the rise of the machines?; Overview; Summary: benefits of involving students in assessment; Chapter 5 How may students be involved in assessment?; Peer assessment; Self-assessment; Collaborative assessment; What is the level of student involvement?; What do students assess?; How are assessments carried out?; Recommendations to help combat bias in alternative assessments; Conclusion  
Chapter 6 Practical peer assessment and feedback: problems and solutions  
Frequently asked questions; Peer feedback marking; Final comment; Chapter 7 How well are students able to judge their own work?; A qualitative review of self-assessment studies; A meta-analysis of student self-assessment studies; Recent self-assessment studies; Conclusion; Chapter 8 How reliable or valid are student peer assessments?; A meta-analysis of peer assessment studies; Results; Recommendations to practitioners for implementing peer assessment; Future work in this area; Chapter 9 Assessment of groups by peers  
A survey of group peer assessment studies  
Problems of peer assessment in groups; Strategies for designing and marking group assignments; Preparing for peer assessment in groups; Summary: recommendations for overcoming problems associated with peer assessment in groups; Chapter 10 Computer Assisted Assessment (CAA) and student involvement; What can be achieved by the use of CAA?; CAA and assessment of higher order skills; Functions of CAA; Summary: advice to practitioners; Chapter 11 Past, present and futures; References; Author index; Subject index

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Sommario/riassunto

Annotation

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