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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Student views on assessment / Alex Bols -- 2. Trained for the high jump ; asked to do the long jump : does first year assessment promote retention? / Anthony Cook -- 3. Exploring new students' conceptions of engagement and feedback / Ed Foster, Jane McNeil and Sarah Lawther -- 4. Helping them succeed : the staff-student relationship / Christine Broughan and David Grantham -- 5. Evaluating assessment practices : the academic staff perspective / Frances Deepwell and Greg Benfield -- 6. Assessment for learning / Liz McDowell -- 7. Finding their voice : podcasts for teaching, learning and assessment / Graham Steventon -- 8. Student peer mentoring for engagement and retention : challenges in community building and assessment / Heather Conboy and Richard Hall - 9. The impact of assessment and feedback processes on student engagement in a research methods module / Steve Jewell -- 10. Digital storytelling as an alternative assessment / Martin Jenkins and Phil Gravestock -- 11. Interdisciplinary assessment / Clinton Golding and Chi Baik -- 12. Assessing employability skills : understanding employer needs and how to engage with students / Marie Hardie and Norman Day -- 13. Getting the context right for good

assessment practice / Lynne Hunt, Sara Hammer and Michael Sankey --  
14. Technology-supported assessment for retention / Ormond  
Simpson -- 15. Issues and strategies for student engagement through  
assessment in transnational higher education / Glenda Crosling.

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Sommario/riassunto

With a unique focus on the relationship between assessment and engagement this book explores what works in terms of keeping students on course to succeed. Against a backdrop of massification and the associated increase in student diversity there is an escalating requirement for personalized, technology driven learning in higher education. In addition, the advent of student fees has promoted a consumer culture resulting in students having an increasingly powerful voice in shaping curricula to their own requirements. How does one engage and retain a group of students of such diverse cu

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