

Module AL3 Reference List

ATN (2019). ATN joint statement on authentic assessment. Australian Technology Network of Universities. Retrieved from <https://www.atn.edu.au/news-and-events/latest-news/atn-joint-statement-on-authentic-assessment/>

EUA. (2020). Evans, C., & Bunescu, L. (Eds.). (2020, March). Student assessment: Thematic peer group report (Learning and Teaching Paper No. 10). Brussels, Belgium: European University Association. Retrieved from <https://oulurepo.oulu.fi/bitstream/handle/10024/28510/nbnfi-fe2020101484049.pdf?sequence=1>

Evans, C. , & Zhu, X. The development and validation of the assessment engagement scale

Evans, C., Zhu, X., Winstone, N., Balloo, K., Hughes, A., & Bright, C. (2019). *Maximising Student Success through the Development of Self-regulation. Addressing Barriers to Student Success, Final Report* No. L16. Office for Students.

Formanek, M., Wenger, M.C., Buxner, S.R., Impey, C.D., & Sonam, T. (2017). Insights about large-scale online peer assessment from an analysis of an astronomy MOOC. *Computers & Education*, 113, 243-262.

Hawe, E., & Dixon, H. (2017). Assessment for learning: a catalyst for student self-regulation. *Assessment & Evaluation in Higher Education*, 42(8), 1181-1192. DOI: 10.1080/02602938.2016.1236360

Kuh, G., O' Donnell, K., & Schneider, C.G. (2017). HIPs at ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16.

Marton, F., and Saljo, R. (1976). On qualitative differences in learning: Outcome and process. *British Journal of Educational Psychology*, 46(1), 4–11.

Maslow, A. H. (1943). Preface to motivation theory. *Psychosomatic medicine*, 5(1), 85-92.

<https://doi.org/10.1097/00006842-194301000-00012>

Montenegro, A. (2017). Understanding the concept of student agentic engagement for learning. *Colombian Applied Linguistics Journal*, 19(1), 117–128.

Panadero, E., Brown, G.T., & Strijbos, J. (2016). The future of student self-assessment: a review of known unknowns and potential directions. *Educational Psychology Review*, 28, 803-830.

Reeve, M. (2013). How students create motivationally supportive learning. The concept of agentic engagement. *Journal of Educational Psychology*, 105(3), 579–595. DOI: 10.1037/a0032690

Yee. A. (2016). The unwritten rules of engagement: social class differences in undergraduates' academic strategies. *The Journal of Higher Education*, 87(6), 831-858. DOI: 10.1353/jhe.2016.00311

Other references can be found in the supplementary guide

<https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1136878/full#supplementary-material>