Looking for journal articles on Assessment? Try these:


A paper that proposes a set of conditions under which assessment is best organised so that it supports student learning. It looks at how students ‘read’ and ‘experience’ what assessment signals to them about their learning. The set of conditions are justified according to theory and empirical evidence, and then offered as a framework for university teachers to assess their own assessment practices.


With the effort expended in writing descriptors, criteria and standards for increasingly clarity, this paper argues that their success lies less with clarity and more in processes which unpack the tacit knowledge surrounding them. The paper describes an action research strategy, where the focus is on helping students grapple with the difficulty of assessment criteria through providing an opportunity to test out and practice their understandings.


This paper argues for a holistic approach to the complexity of plagiarism – an approach which relies on shared responsibility between students, academics with the whole institution – and supported by external agencies. To illustrate the approach, the article draws on three case studies from different institutions (Sheffield Hallam & Oxford Brookes in the UK; and Newcastle, Australia) and includes a checklist that will help initiate discussion on the adequacy of systems and processes designed to address plagiarism.