volume 19

number 1

march 2018

active learning in higher education



Nicola Livingstone and Nicola Naismith



3

Active Learning in Higher Education

SUBSCRIBED

Contents

Editorial

Lynne Baldwin

Articles	
Critical Pedagogy and assessment in higher education: The ideal of 'authenticity' in learning Maria Martinez Serrano, Mark O'Brien, Krystal Roberts and David Whyte	9
Engaging with assessment: Increasing student engagement through continuous assessment Naomi Holmes	23
Marking and providing feedback face-to-face: Staff and student perspectives Charlotte Chalmers, Elaine Mowat and Maggie Chapman	35
Effects of learning design patterns in service learning courses Karl-Heinz Gerholz,Verena Liszt and Katrin B Klingsieck	47
An exploratory study of students' weekly stress levels and sources of stress during the semester Adele Pitt, Florin Oprescu, Geraldine Tapia and Marion Gray	61
Faculty and undergraduate student perceptions of an integrated mentoring approach	77



Active Learning in Higher Education SUBSCRIBED

Contents

Editorial 95 Lynne P Baldwin Articles The provision of partial notes is not associated with improved student 101 attention in lectures or subsequent understanding of the lecture material Keitaro Machida, Michelle Chin and Katherine A Johnson The effect of social media multitasking on classroom performance 117 Muhammet Demirbilek and Tarik Talan Technology-supported collaborative concept maps in classrooms 131 Omer Faruk Islim Fostering positive adjustment behaviour: Social connectedness, 145 achievement motivation and emotional-social learning among male and female university students Fared Jdaitawi Turki, Malek Jdaitawi and Hani Sheta Satisfaction with the supervision of undergraduate dissertations 159 M Luisa Del Río, Rosario Díaz-Vázquez and José M Maside Sanfiz Large class teaching: How does one go about the task of 173 moderating large volumes of assessment? Jaclyn Broadbent

Active Learning in Higher Education

Contents

Editorial Lynne Baldwin	189
Articles	
Do interactive learning spaces increase student achievement? A comparison of classroom context Mary Lou Vercellotti	197
The flipped classroom: Does viewing the recordings matter? Thamar Melanie Heijstra and Margrét Sigrún Sigurðardóttir	211
Adjustment-seeking behavior: The role of political skill and self-effica in training students to be more actively engaged in their studies Paul D Geyer	.cy 225
Identifying predictors of students' perception of and engagement with assessment feedback Nadia Ali, Lubna Ahmed and Sarah Rose	239
Comparison of high-technology active learning and low-technology active learning classrooms Adelheid AM Nicol, Soo M Owens, Stéphanie SCL Le Coze, Allister MacIntyre and Christina Eastwood	253

