

RAISE Reading Group: Programme: October 2026 – August 2027

Reading Group month	Article title and author	Link
Oct 2026	Winstone, N. E., Gravett, K., & Elkington, S. (2026). Black Box Assessment: rethinking integrity and learning for a time of Generative AI. <i>Assessment & Evaluation in Higher Education</i> , 1–18.	https://doi.org/10.1080/02602938.2026.2661365
Dec 2026	Hollenberg, E., & Pezzino, M. (2026). Students as Partners in Peer Review of Teaching: A Collaborative Model Involving the Students' Union. <i>Student Engagement in Higher Education Journal</i> , 7(3), 115–136.	https://doi.org/10.66561/sehej.v7i3.1442
Jan 2027	Bergdahl, N., Bond, M., Sjöberg, J. <i>et al.</i> Unpacking student engagement in higher education learning analytics: a systematic review. <i>Int J Educ Technol High Educ</i> 21 , 63 (2024).	https://doi.org/10.1186/s41239-024-00493-y
Mar 2027	Wilson-Scott, J., Perkins, J., Pryor, M., Besson, M., & Turi, S. (2025). Compassionate assessment: the value of programme-level student-staff collaborations. <i>Journal of Learning Development in Higher Education</i> , (35).	https://doi.org/10.47408/jldhe.vi35.1327
May 2027	Quinlan, K. M., Sellei, G., & Fiorucci, W. (2025). Educationally authentic assessment: reframing authentic assessment in relation to students' meaningful engagement. <i>Teaching in Higher Education</i> , 30(3), 717–734.	https://doi.org/10.1080/13562517.2024.2394042
June 2027	Support for students with mental health conditions in UK Higher Education: the role and impact of Mental Health Advisers Rachel Spacey, University Mental Health Advisers Network (UMHAN), UK	https://doi.org/10.5456/WPLL.28.1.159