

References

- [Winstone, N. E., & Nash, R. A. \(2016\).](#) ***The Developing Engagement with Feedback Toolkit (DEFT)***. York, UK: Higher Education Academy.
- [Winstone, N. E., Nash, R. A., Rowntree, J., & Parker, M. \(2017\).](#) **'It'd be useful, but I wouldn't use it': Barriers to university students' feedback seeking and recipience.** *Studies in Higher Education*, 42, 2026-2041.
- [Nash, R. A., & Winstone, N. E. \(2017\).](#) **Responsibility-sharing in the giving and receiving of assessment feedback.** *Frontiers in Psychology*, 8, 1519.
- [Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. \(2017\).](#) **Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of recipience processes.** *Educational Psychologist*, 52, 17-37.

- Burke, D. (2009). Strategies for using feedback students bring to higher education. *Assessment & Evaluation in Higher Education*, 34, 41–50.
- Gino, F. (2008). Do we listen to advice just because we paid for it? The impact of advice cost on its use. *Organizational Behavior and Human Decision Processes*, 107, 234-245.
- Howell, J. L., & Shepperd, J. A. (2013). Behavioral obligation and information avoidance. *Annals of Behavioral Medicine*, 45, 258-263.
- Stone, D., and Heen, S. (2014). *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. London: Penguin.
- Woolley, K., & Risen, J. L. (2018). Closing your eyes to follow your heart: Avoiding information to protect a strong intuitive preference. *Journal of Personality and Social Psychology*, 114, 230-245.
- Weaver, M.R. (2006). Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, 31, 379–394.