

References

Broughton, S.J. Hernandez-Martinez, P. and Robinson, C.L., 2011. Focus groups to ascertain the presence of formative feedback in CAA. In: C. Smith, ed. *Proceedings of the BSRLM Day Conference*, 31(2): 1-6. Leeds University, Leeds 10-11 June 2011.

Broughton, S.J. Hernandez-Martinez, P. and Robinson, C.L., 2012a. Using focus groups to investigate the presence of formative feedback in CAA. *Research in Mathematics Education*, 14(1): 87-88.

Broughton, S.J. Hernandez-Martinez, P. and Robinson, C.L., 2012b. Building a profile of how students engage with CAA in mathematics modules. In: D. Waller, ed. *Proceedings of the CETL-MSOR Conference 2011*: 33-38. Coventry University, Coventry 5-6 September 2011.

Engeström, Y., 2000. Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43(7): 960-974.

Harrison, M.C. Green, D.R. Pidcock, D. and Palipana, A.S., 2007. HELM educational transfer. In: *MSOR Connections*, 7(1): 20-22.

HELM, 2006. HELM – Helping Engineers Learn Mathematics. Available at <http://helm.lboro.ac.uk>.

Robinson, C.L. Hernandez-Martinez, P. and Broughton, S.J., 2012. Mathematics lecturers' practice and perception of computer-aided assessment. In: P. Iannone and A. Simpson, eds. *Mapping University Mathematics Assessment Practices*. Norwich: University of East Anglia. Ch.21.

Roth, W.-M. and Lee, Y.-J., 2006. Contradictions in theorizing and implementing communities in education. *Educational Research Review*, 1: 27-40.