

PDM0430 Professionalising your Teaching in HE / PDM0530 Action Research & Reflective Practice in HE

View Online



This list is used for both PGCTHE modules. The resources are categorised by topic.

- Agarwal, P. K., & Bain, P. M. (2019). *Powerful teaching: unleash the science of learning*. Jossey-Bass.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639790900002418&institutionId=2418&customerId=2415
- Ambrose, S. A., & Ambrose, S. A. (2010). *How learning works: seven research-based principles for smart teaching* (1st ed). Jossey-Bass.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3563748590002418&institutionId=2418&customerId=2415
- Angelo, T. A., & Cross, K. P. (1988). *Classroom Assessment Techniques. A Handbook for Faculty*. <https://eric.ed.gov/?id=ED317097>
- Argyris, C. (n.d.-a). *Double Loop Learning in Organizations*. Harvard Business Review.
<https://hbr.org/1977/09/double-loop-learning-in-organizations>
- Argyris, C. (n.d.-b). *Reasons and Rationalizations*. Oxford University Press, Incorporated.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5444785830002418&institutionId=2418&customerId=2415
- Armellini, A. (2019, July 17). *An update on Active Blended Learning at the University of Northampton* | Alejandro Armellini.
<https://alejandroarmellini.wordpress.com/2019/07/17/abl-blog-post-july-2019/>
- Armstrong, P. (n.d.). *Bloom's Taxonomy* | Center for Teaching | Vanderbilt University.
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Ashwin, P. (2020a). *Reflective teaching in higher education* (2nd edition). Bloomsbury Academic.
- Ashwin, P. (2020b). *Transforming university education: a manifesto* (First edition). Bloomsbury Academic.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4958823580002418&institutionId=2418&customerId=2415
- Bale, R. (2020). *Teaching with confidence in higher education: applying strategies from the*

performing arts. Routledge.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5195755810002418&institutionId=2418&customerId=2415

Barber, C. R., McCollum, J. K., & Maboudian, W. L. (2020a). The new roadmap for creating online courses: an interactive workbook. Cambridge University Press.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262110002418&institutionId=2418&customerId=2415

Barber, C. R., McCollum, J. K., & Maboudian, W. L. (2020b). The new roadmap for creating online courses: an interactive workbook. Cambridge University Press.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4920885560002418&institutionId=2418&customerId=2415

Barkley, E. F., Major, C. H., & Jossey-Bass Inc. (n.d.). Engaged Teaching: A Handbook for College Faculty. SocialGood.

Beetham, H., & Sharpe, R. (Eds.). (2020). Rethinking pedagogy for a digital age: principles and practices of design (Third edition). Routledge.

Biggs, J. (1996). Enhancing Teaching through Constructive Alignment. Higher Education, 32 (3).

https://www.jstor.org/stable/3448076?sid=primo&seq=1#metadata_info_tab_contents

Black, J., & Moore, E. J. (2019). UDL navigators in higher education: a field guide. CAST Professional Publishing.

Blake, R. J. (2008). Brave New Digital Classroom: Technology and Foreign Language Learning. Georgetown University Press.

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3933716520002418&institutionId=2418&customerId=2415

Bloom, B. S. (1956). Taxonomy of educational objectives: the classification of educational goals, Handbook 1: Cognitive domain. David McKay Co.

Boettcher, J. V., & Conrad, R.-M. (2016). The online teaching survival guide: simple and practical pedagogical tips (Second edition). Jossey-Bass.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4606178060002418&institutionId=2418&customerId=2415

Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. School of Education and Human Development, George Washington University.

<https://eric.ed.gov/?id=ED336049>

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. Assessment & Evaluation in Higher Education, 38(6), 698–712.

<https://doi.org/10.1080/02602938.2012.691462>

Bovill, C. (2020). Co-creating learning and teaching: towards relational pedagogy in higher education. Critical Publishing.
<https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781913063849>

Bransford, J. (2000). How people learn: brain, mind, experience, and school (Expanded ed). National Academy Press.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920766800002418&institutionId=2418&customerId=2415

Bresciani Ludvik, M. J., Wolff, R., & Henning, G. W. (2016). The neuroscience of learning and development: enhancing creativity, compassion, critical thinking, and peace in higher education (M. J. Bresciani Ludvik, Ed.). Stylus Publishing, LLC.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5195710250002418&institutionId=2418&customerId=2415

Brookfield, S. (2017). Becoming a critically reflective teacher (Second edition). Jossey-Bass.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4952357150002418&institutionId=2418&customerId=2415

Brown, N., & Leigh, J. (2020). Ableism in Academia: Theorising experiences of disabilities and chronic illnesses in higher education. UCL Press.
<https://www.uclpress.co.uk/products/123203>

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014a). Make it stick: the science of successful learning. The Belknap Press of Harvard University Press.
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780674419377>

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014b). Make it stick: the science of successful learning. The Belknap Press of Harvard University Press.

Bruff, D. (2019). Intentional tech: principles to guide the use of educational technology in college teaching (First edition). West Virginia University Press.

Burns, L., & Mahoney, C. (2013). Student engagement: identity, motivation and community (C. Nygaard, S. Brand, P. Bartholomew, & L. Millard, Eds.). Libri Publishing.

Butler, A., Karpicke, J., & Roediger, H. (n.d.). Correcting a metacognitive error: Feedback increases retention of low-confidence correct responses. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 34, 918–928.
https://search.proquest.com/docview/614487223?rfr_id=info%3Axri%2Fsid%3Aprimo

Byrne, N., Butcher, C., & Timm, H. (2021). An introduction to teaching in UK higher education: a guide for international and transnational teachers. Routledge.
<https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

p;package_service_id=4639309580002418&institutionId=2418&customerId=2415

CAST. (n.d.). Universal Design for Learning: The UDL Guidelines. CAST.
http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

Chamberlain, J. M., D'Artrey, M., & Rowe, D.-A. (2011). Peer observation of teaching: A decoupled process. *Active Learning in Higher Education*, 12(3), 189–201.
<https://doi.org/10.1177/1469787411415083>

Chickering, A. W., & Gamson, Z. F. (1987). Seven Principles for Good Practice in Undergraduate Education. In *American Association of Higher Education Bulletin* (Vol. 39, Issue 7). <https://files.eric.ed.gov/fulltext/ED282491.pdf>

Cook-Sather, A., Bovill, C., Felten, P., & Cook, M. (2014). *Engaging students as partners in learning and teaching: a guide for faculty* (First edition). Jossey-Bass.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564904280002418&institutionId=2418&customerId=2415

Costello, P. J. M., & Costello, J. (2011). *Effective action research: developing reflective thinking and practice* (2nd ed). Continuum.
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781441174833>

Creswell, J. W. (2014). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Fourth edition). Pearson.

Creswell, J. W., & Guetterman, T. C. (2021). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Sixth, global edition). Pearson Education Limited.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262140002418&institutionId=2418&customerId=2415

Dawson, P. (2021). *Defending assessment security in a digital world: preventing e-cheating and supporting academic integrity in higher education*. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5320002780002418&institutionId=2418&customerId=2415

Dawson, P., Henderson, M., Mahoney, P., Phillips, M., Ryan, T., Boud, D., & Molloy, E. (2019). What makes for effective feedback: staff and student perspectives. *Assessment & Evaluation in Higher Education*, 44(1), 25–36.
<https://doi.org/10.1080/02602938.2018.1467877>

Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251–19257.
<https://doi.org/10.1073/pnas.1821936116>

Developing Academic Practice. (n.d.).

<https://www.liverpooluniversitypress.co.uk/journals/id/91/>

Drumm, L. (2019). Folk pedagogies and pseudo-theories: how lecturers rationalise their digital teaching. *Research in Learning Technology*, 27.

<https://doi.org/https://doi.org/10.25304/rlt.v27.2094>

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013).

Improving Students' Learning With Effective Learning Techniques. *Psychological Science in the Public Interest*, 14(1), 4-58. <https://doi.org/10.1177/1529100612453266>

Dweck, C. S. (2017). *Mindset* (Updated edition). Robinson.

Educational Action Research. (n.d.). <http://www.tandfonline.com/toc/reac20/current>

Educational psychology review. (n.d.).

Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: how human connections drive success in college*. Johns Hopkins University Press.

<https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781421439372>

Garnham, W., Betts, T., Oprandi, P., Ashall, W., Kirby, J., Steinberg, M., Taylor, H., & Walden, V. (Eds.). (2019). *Disrupting traditional pedagogy: active learning in practice*.

University of Sussex Active Learning Network. <https://doi.org/10.20919/9780995786240>

Ghaye, T. (2010). *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action* (2nd ed). Taylor and Francis.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639252410002418&institutionId=2418&customerId=2415

Ghaye, T. (2011). *Teaching and learning through reflective practice: a practical guide for positive action* (2nd ed). Routledge.

Guccione, K., & Hutchinson, S. (2021). *Coaching and mentoring for academic development*. Emerald Publishing.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639261980002418&institutionId=2418&customerId=2415

Hartley, P., Beckingham, S., & Dawson, M. (2022). *Success in groupwork* (Second edition). Bloomsbury Academic.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5410641040002418&institutionId=2418&customerId=2415

Hattie, J. (2012a). *Visible learning for teachers: maximizing impact on learning*. Routledge.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639252320002418&institutionId=2418&customerId=2415

Hattie, J. (2012b). Visible learning for teachers: maximizing impact on learning. Routledge.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564849860002418&institutionId=2418&customerId=2415

Hattie, J., & Zierer, K. (2018a). 10 mindframes for visible learning: teaching for success. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639309570002418&institutionId=2418&customerId=2415

Hattie, J., & Zierer, K. (2018b). 10 mindframes for visible learning: teaching for success. Routledge.

Horvath, J. C. (2019). Stop talking, start influencing: 12 insights from brain science to make your message stick. EXISLE PUB.

International Journal for Students as Partners. (n.d.).
<https://mulpress.mcmaster.ca/ijsap/index>

International Society for the Scholarship of Teaching and Learning. (2013). Teaching & learning inquiry.

Jones, K. (2019). Retrieval practice: research and resources for every classroom. John Catt Educational Ltd.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4255715380002418&institutionId=2418&customerId=2415

Kahn, P., & Anderson, L. (2019). Developing your teaching: towards excellence (Second edition). Routledge.
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780429490583>

Karpicke, J. D., & Blunt, J. R. (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, 331(6018).
https://www.jstor.org/stable/25790300?seq=1#metadata_info_tab_contents

King, H. (2022). Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development. Taylor & Francis Group.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5195755800002418&institutionId=2418&customerId=2415

Kirschner, P. A., Hendrick, C., & Caviglioli, O. (2020). How learning happens: seminal works in educational psychology and what they mean in practice. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4464984780002418&institutionId=2418&customerId=2415

Kneebone, R. (2020). Expert: understanding the path to mastery. Viking.
<https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780241986141>

Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming. *Applied Cognitive Psychology*, 23(9), 1297–1317.
<https://doi.org/10.1002/acp.1537>

Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4). https://www.jstor.org/stable/1477405?seq=1#metadata_info_tab_contents

Lambert, S. R. (2019). Six critical dimensions: A model for widening participation in open, online and blended programs. *Australasian Journal of Educational Technology*, 35(6), 161–182. <https://doi.org/https://doi.org/10.14742/ajet.5683>

Lang, J. M. (2016). *Small Teaching: Everyday Lessons from the Science of Learning*. Jossey-Bass & Pfeiffer.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4482599520002418&institutionId=2418&customerId=2415

Laurillard, D. (2002). *Rethinking university teaching: a conversational framework for the effective use of learning technologies* (2nd ed). RoutledgeFalmer.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639793930002418&institutionId=2418&customerId=2415

Laurillard, D. (2012). *Teaching as a design science: building pedagogical patterns for learning and technology*. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639230010002418&institutionId=2418&customerId=2415

Lowe, T., & El Hakim, Y. (Eds.). (2020a). *A handbook for student engagement in higher education: theory into practice*. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920885730002418&institutionId=2418&customerId=2415

Lowe, T., & El Hakim, Y. (Eds.). (2020b). *A handbook for student engagement in higher education: theory into practice*. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4606212530002418&institutionId=2418&customerId=2415

Luckin, R. (Ed.). (2018). *Enhancing learning and teaching with technology: what the research says*. UCL Institute of Education Press.
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781782772279>

Major, C. H. (2015). *Teaching Online: A Guide to Theory, Research, and Practice*. Johns Hopkins University Press.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4069461110002418&institutionId=2418&customerId=2415

5

Manalo, E. (2019). *Deeper Learning, Dialogic Learning, and Critical Thinking: Research-Based Strategies for the Classroom*. Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4933249800002418&institutionId=2418&customerId=2415

Marshall, S. (Ed.). (2020). *A handbook for teaching and learning in higher education: enhancing academic practice* (Fifth edition). Routledge.

McConlogue, T. (n.d.-a). *Assessment and feedback in higher education: a guide for teachers*. UCL Press.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4274481370002418&institutionId=2418&customerId=2415

McConlogue, T. (n.d.-b). *Assessment and feedback in higher education: a guide for teachers*. UCL Press.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4385372560002418&institutionId=2418&customerId=2415

McNiff, J. (2013a). *Action research: principles and practice* (3rd ed). Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262120002418&institutionId=2418&customerId=2415

McNiff, J. (2013b). *Action research: principles and practice* (3rd edition). Routledge.

McTighe, J., & Wiggins, G. P. (2013). *Essential questions: opening doors to student understanding*. ASCD.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3563783090002418&institutionId=2418&customerId=2415

McTighe, J., & Willis, J. (2019). *Upgrade your teaching: understanding by design meets neuroscience*. ASCD.

Meyer, K. A. (2014). *Student engagement online: what works and why: Vol. Volume 40, Number 6*. John Wiley & Sons.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920886330002418&institutionId=2418&customerId=2415

Middendorf, J. K., Shopkow, L., & Bernstein, D. (2018). *Overcoming student learning bottlenecks: decode the critical thinking of your discipline*. Stylus Publishing.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3934759720002418&institutionId=2418&customerId=2415

Moon, J. A. (2006). *Learning journals: a handbook for reflective practice and professional*

development (2nd ed). Routledge.

Moon, J. A. (2008a). Reflection in learning & professional development: theory & practice. RoutledgeFalmer.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639309610002418&institutionId=2418&customerId=2415

Moon, J. A. (2008b). Reflection in learning & professional development: theory & practice. RoutledgeFalmer.

Mortiboys, A. (2010). How to be an effective teacher in higher education: answers to lecturers' questions. Open University Press.

Nelson, L. L., & Rose, D. H. (2014). Design and deliver: planning and teaching using universal design for learning. Paul H. Brookes Publishing Co.

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564849700002418&institutionId=2418&customerId=2415

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218. <https://doi.org/10.1080/03075070600572090>

Noffke, S. E., & Somekh, B. (2009). The SAGE handbook of educational action research. SAGE.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639332580002418&institutionId=2418&customerId=2415

Norton, L. (2019). Action research in teaching & learning: a practical guide to conducting pedagogical research in universities (Second edition). Routledge, Taylor & Francis Group.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5195671100002418&institutionId=2418&customerId=2415

Office of Digital Learning & Inquiry, Middlebury College. (2021, May 20). The Asynchronous Cookbook: recipes for engaged & active online learning. PB Pressbooks.

<https://pressbooks.middcreate.net/asynchronouscookbook/>

Pecorari, D., & Shaw, P. (Eds.). (2018). Student plagiarism in higher education: reflections on teaching practice (1st ed.). Routledge.

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4069453160002418&institutionId=2418&customerId=2415

Penn, P. (2020). The psychology of effective studying: how to succeed in your degree. Routledge.

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4062487240002418&institutionId=2418&customerId=2415

POKORNY., H. (2021). ENHANCING TEACHING PRACTICE IN HIGHER EDUCATION (2ND ED.).

SAGE PUBLICATIONS.

Pokorny, H., & Warren, D. (Eds.). (2016). Enhancing teaching practice in higher education. SAGE.

Practitioner Research in Higher Education. (n.d.).
<http://ojs.cumbria.ac.uk/index.php/prhe/index>

Pratt-Adams, S., Richter, U., & Warnes, M. (Eds.). (2020). Innovations in Active Learning in Higher Education. Active Learning Network. <https://doi.org/10.20919/9781912319961>

Race, P. (2007). The lecturer's toolkit: a practical guide to assessment, learning and teaching (3rd ed). Kogan Page.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564870440002418&institutionId=2418&customerId=2415

Race, P. (2020). The lecturer's toolkit: a practical guide to assessment, learning and teaching (Fifth edition). Routledge.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4606266200002418&institutionId=2418&customerId=2415

Ramsden, P. (2003). Learning to teach in higher education (2nd ed). RoutledgeFalmer.

Rawson, K. A., & Dunlosky, J. (2007). Improving students' self-evaluation of learning for key concepts in textbook materials. *European Journal of Cognitive Psychology*, 19(4-5), 559-579. <https://doi.org/10.1080/09541440701326022>

Rawson, K. A., Dunlosky, J., & Sciartelli, S. M. (2013). The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention. *Educational Psychology Review*, 25(4), 523-548. <https://doi.org/10.1007/s10648-013-9240-4>

Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). An Online Engagement Framework for Higher Education. *Online Learning*, 22(1).
<https://doi.org/10.24059/olj.v22i1.1175>

Research in Learning Technology. (n.d.). <https://journal.alt.ac.uk/index.php/rlt>

Reynolds, H. L., & Kearns, K. D. (2017). A Planning Tool for Incorporating Backward Design, Active Learning, and Authentic Assessment in the College Classroom. *College Teaching*, 65(1), 17-27. <https://doi.org/10.1080/87567555.2016.1222575>

Sambell, K. (2020). "We need to change what we're doing." Using pedagogic action research to improve teacher management of exemplars. *Practitioner Research in Higher Education*, 13(1), 3-17. <https://ojs.cumbria.ac.uk/index.php/prhe/article/view/631>

Sambell, K., & Brown, S. (n.d.). Kay Sambell and Sally Brown: Covid-19 Assessment Collection - Sally Brown Sally Brown.
<https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

Scho

..

n, D. A. (1987). *Educating the reflective practitioner: toward a new design for teaching and learning in the professions*. Jossey-Bass.

Scho

..

n, D. A. (1991). *The reflective practitioner: how professionals think in action*. Arena, Ashgate.

Schon, D. A. (2016). *The reflective practitioner: how professionals think in action*. Routledge.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639332390002418&institutionId=2418&customerId=2415

Simonson, S. R. (Ed.). (2019a). *POGIL: an introduction to process oriented guided inquiry learning for those who wish to empower learners* (First edition). Stylus Publishing LLC.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639230500002418&institutionId=2418&customerId=2415

Simonson, S. R. (Ed.). (2019b). *POGIL: an introduction to process oriented guided inquiry learning for those who wish to empower learners* (First edition). Stylus Publishing LLC.

Talbert, R. (2017). *Flipped learning: a guide for higher education faculty*. Stylus Publishing.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5287603780002418&institutionId=2418&customerId=2415

Tong, V. C. H., Standen, A., & Sotiriou, M. (2018). *Shaping Higher Education with Students: Ways to Connect Research and Teaching*. UCL Press.

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5195560660002418&institutionId=2418&customerId=2415

UC Davis, C. for E. E. (2020). *Just-In-Time Teaching Guide*. <https://cee.ucdavis.edu/jitt>

University of Cambridge Subject Libraries. (2020). *Models of reflection - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries*.

<https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>

van Ameijde, J., Weller, M., & Cross, S. (2015). *Designing for Student Retention The ICEBERG model and key design tips*. Open University.

<http://www.open.ac.uk/blogs/learning-design/wp-content/uploads/2020/09/ICEBERG-booklet-compressed.pdf>

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). *Authentic assessment: creating a blueprint for course design*. *Assessment & Evaluation in Higher Education*, 43(5), 840–854. <https://doi.org/10.1080/02602938.2017.1412396>

Weller, S. (2019). *Academic practice: developing as a professional in higher education* (2nd edition). SAGE Publications Ltd.

Wiggins, G. P., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. ASCD.
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564870460002418&institutionId=2418&customerId=2415

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3–14. <https://doi.org/10.1016/j.stueduc.2011.03.001>

Winstone, N., & Carless, D. (2019). *Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach*. Taylor & Francis Inc.

Winstone, N. E., & Boud, D. (2020). The need to disentangle assessment and feedback in higher education. *Studies in Higher Education*, 1–12.
<https://doi.org/10.1080/03075079.2020.1779687>

Winstone, N. E., & Carless, D. (2020). *Designing effective feedback processes in higher education: a learning-focused approach*. Routledge, an imprint of the Taylor & Francis Group.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639240290002418&institutionId=2418&customerId=2415

Wisker, G. (2012a). *The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations* (2nd edition). Palgrave Macmillan.
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639229990002418&institutionId=2418&customerId=2415

Wisker, G. (2012b). *The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations* (2nd ed). Palgrave Macmillan.

Wissman, K. T., Rawson, K. A., & Pyc, M. A. (2011). The interim test effect: Testing prior material can facilitate the learning of new material. *Psychonomic Bulletin & Review*, 18(6), 1140–1147. <https://doi.org/10.3758/s13423-011-0140-7>