

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.

[1]

C. R. Barber, J. K. McCollum, and W. L. Maboudian, The new roadmap for creating online courses: an interactive workbook. Cambridge: Cambridge University Press, 2020. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262110002418&institutionId=2418&customerId=2415

[2]

C. R. Barber, J. K. McCollum, and W. L. Maboudian, The new roadmap for creating online courses: an interactive workbook. Cambridge: Cambridge University Press, 2020. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920885560002418&institutionId=2418&customerId=2415

[3]

J. V. Boettcher and R.-M. Conrad, The online teaching survival guide: simple and practical pedagogical tips, Second edition. San Francisco, CA: Jossey-Bass, 2016. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4606178060002418&institutionId=2418&customerId=2415

[4]

C. for E. E. UC Davis, 'Just-In-Time Teaching Guide'. [Online]. Available:
<https://cee.ucdavis.edu/jitt>

[5]

P. Kahn and L. Anderson, *Developing your teaching: towards excellence*, Second edition. London: Routledge, 2019. [Electronic resource]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780429490583>

[6]

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

[7]

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

[8]

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

[9]

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

[10]

H. POKORNY., *ENHANCING TEACHING PRACTICE IN HIGHER EDUCATION*, 2ND ED. LONDON: SAGE PUBLICATIONS, 2021.

[11]

H. Pokorny and D. Warren, Eds, Enhancing teaching practice in higher education. Los Angeles: SAGE, 2016.

[12]

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

[13]

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

[14]

'Developing Academic Practice', [Online]. Available:
<https://www.liverpooluniversitypress.co.uk/journals/id/91/>

[15]

'Educational Action Research', [Online]. Available:
<http://www.tandfonline.com/toc/reac20/current>

[16]

'Educational psychology review'.

[17]

'International Journal for Students as Partners', [Online]. Available:
<https://mulpress.mcmaster.ca/ijsap/index>

[18]

'Practitioner Research in Higher Education', [Online]. Available:
<http://ojs.cumbria.ac.uk/index.php/prhe/index>

[19]

'Research in Learning Technology', [Online]. Available:
<https://journal.alt.ac.uk/index.php/rlt>

[20]

International Society for the Scholarship of Teaching and Learning, 'Teaching & learning inquiry', 2013.

[21]

C. Argyris, 'Double Loop Learning in Organizations', Harvard Business Review, [Online]. Available: <https://hbr.org/1977/09/double-loop-learning-in-organizations>

[22]

C. Argyris, Reasons and Rationalizations. Oxford University Press, Incorporated. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5444785830002418&institutionId=2418&customerId=2415

[23]

P. Ashwin, Reflective teaching in higher education, 2nd edition. London: Bloomsbury Academic, 2020.

[24]

S. Brookfield, Becoming a critically reflective teacher, Second edition. San Francisco, [California]: Jossey-Bass, 2017. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4952357150002418&institutionId=2418&customerId=24

15

[25]

University of Cambridge Subject Libraries, 'Models of reflection - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries'. [Online]. Available: <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>

[26]

T. Ghaye, Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action, 2nd ed. Hoboken: Taylor and Francis, 2010. [Electronic resource]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639252410002418&institutionId=2418&customerId=2415

[27]

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

[28]

J. A. Moon, Reflection in learning & professional development: theory & practice. London: RoutledgeFalmer, 2008. [Electronic resource]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639309610002418&institutionId=2418&customerId=2415

[29]

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

[30]

J. A. Moon, Learning journals: a handbook for reflective practice and professional development, 2nd ed. Abingdon, Oxon: Routledge, 2006.

[31]

D. A. Schon, *The reflective practitioner: how professionals think in action*. London: Routledge, 2016. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639332390002418&institutionId=2418&customerId=2415

[32]

D. A.
Scho

n, *The reflective practitioner: how professionals think in action*. Aldershot: Arena, Ashgate, 1991.

[33]

D. A.
Scho

n, *Educating the reflective practitioner: toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass, 1987.

[34]

J. van Ameijde, M. Weller, and S. Cross, 'Designing for Student Retention The ICEBERG model and key design tips'. Open University, 2015. [Online]. Available: <http://www.open.ac.uk/blogs/learning-design/wp-content/uploads/2020/09/ICEBERG-booklet-compressed.pdf>

[35]

A. Armellini, 'An update on Active Blended Learning at the University of Northampton | Alejandro Armellini'. [Online]. Available: <https://alejandroarmellini.wordpress.com/2019/07/17/abl-blog-post-july-2019/>

[36]

T. A. Angelo and K. P. Cross, 'Classroom Assessment Techniques. A Handbook for Faculty.' [Online]. Available: <https://eric.ed.gov/?id=ED317097>

[37]

E. F. Barkley, C. H. Major, and Jossey-Bass Inc, Engaged Teaching: A Handbook for College Faculty. Richmond, CA: SocialGood.

[38]

C. C. Bonwell and J. A. Eison, 'Active Learning: Creating Excitement in the Classroom'. [Online]. Available: <https://eric.ed.gov/?id=ED336049>

[39]

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

[40]

P. C. Brown, H. L. Roediger, and M. A. McDaniel, Make it stick: the science of successful learning. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2014.

[41]

L. Burns and C. Mahoney, Student engagement: identity, motivation and community. Faringdon, Oxfordshire, U.K.: Libri Publishing, 2013.

[42]

J. M. Chamberlain, M. D'Artrey, and D.-A. Rowe, 'Peer observation of teaching: A decoupled process', Active Learning in Higher Education, vol. 12, no. 3, pp. 189–201, Nov. 2011, doi: 10.1177/1469787411415083.

[43]

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

[44]

L. Deslauriers, L. S. McCarty, K. Miller, K. Callaghan, and G. Kestin, 'Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom', Proceedings of the National Academy of Sciences, vol. 116, no. 39, pp. 19251–19257, Sep. 2019, doi: 10.1073/pnas.1821936116.

[45]

J. Dunlosky, K. A. Rawson, E. J. Marsh, M. J. Nathan, and D. T. Willingham, 'Improving Students' Learning With Effective Learning Techniques', Psychological Science in the Public Interest, vol. 14, no. 1, pp. 4–58, Jan. 2013, doi: 10.1177/1529100612453266.

[46]

W. Garnham et al., Eds, 'Disrupting traditional pedagogy: active learning in practice'. [Online]. Available: <https://www.fulcrum.org/concern/monographs/vm40xt05h>

[47]

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

[48]

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

[49]

K. A. Meyer, Student engagement online: what works and why, vol. Volume 40, Number 6. Hoboken, New Jersey: John Wiley & Sons, 2014. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4920886330002418&institutionId=2418&customerId=2415

[50]

Office of Digital Learning & Inquiry, Middlebury College, 'The Asynchronous Cookbook: recipes for engaged & active online learning'. [Online]. Available: <https://pressbooks.middcreate.net/asynchronouscookbook/>

[51]

S. Pratt-Adams, U. Richter, and M. Warnes, Eds, 'Innovations in Active Learning in Higher Education'. [Online]. Available: <https://hdl.handle.net/2027/fulcrum.1v53k041v>

[52]

P. Redmond, A. Heffernan, L. Abawi, A. Brown, and R. Henderson, 'An Online Engagement Framework for Higher Education', Online Learning, vol. 22, no. 1, Mar. 2018, doi: 10.24059/olj.v22i1.1175.

[53]

H. L. Reynolds and K. D. Kearns, 'A Planning Tool for Incorporating Backward Design, Active Learning, and Authentic Assessment in the College Classroom', College Teaching, vol. 65, no. 1, pp. 17-27, Jan. 2017, doi: 10.1080/87567555.2016.1222575.

[54]

S. R. Simonson, Ed., POGIL: an introduction to process oriented guided inquiry learning for those who wish to empower learners, First edition. Sterling, Virginia: Stylus Publishing LLC, 2019. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639230500002418&institutionId=2418&customerId=2415

[55]

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

[56]

R. Talbert, *Flipped learning: a guide for higher education faculty*. Sterling, Virginia: Stylus Publishing, 2017. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5287603780002418&institutionId=2418&customerId=2415

[57]

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

[58]

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

[59]

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

[60]

J. McNiff, *Action research: principles and practice*, 3rd ed. Milton Park, Abingdon, Oxon: Routledge, 2013. [Online]. Available:

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639262120002418&institutionId=2418&customerId=2415

[61]

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

[62]

S. E. Noffke and B. Somekh, *The SAGE handbook of educational action research*. Los Angeles, [Calif.]: SAGE, 2009. [Electronic resource]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639332580002418&institutionId=2418&customerId=2415

[63]

L. Norton, *Action research in teaching & learning: a practical guide to conducting pedagogical research in universities*, Second edition. London: Routledge, Taylor & Francis Group, 2019. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5195671100002418&institutionId=2418&customerId=2415

[64]

K. Sambell, "'We need to change what we're doing.'" Using pedagogic action research to improve teacher management of exemplars', *Practitioner Research in Higher Education*, vol. 13, no. 1, pp. 3-17, 2020, [Online]. Available:
<https://ojs.cumbria.ac.uk/index.php/prhe/article/view/631>

[65]

D. Boud and E. Molloy, 'Rethinking models of feedback for learning: the challenge of design', *Assessment & Evaluation in Higher Education*, vol. 38, no. 6, pp. 698-712, Sep. 2013, doi: 10.1080/02602938.2012.691462.

[66]

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

[67]

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

[68]

P. Dawson et al., 'What makes for effective feedback: staff and student perspectives', *Assessment & Evaluation in Higher Education*, vol. 44, no. 1, pp. 25–36, Jan. 2019, doi: 10.1080/02602938.2018.1467877.

[69]

T. McConlogue, *Assessment and feedback in higher education: a guide for teachers*. UCL Press. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4385372560002418&institutionId=2418&customerId=2415

[70]

D. J. Nicol and D. Macfarlane-Dick, 'Formative assessment and self-regulated learning: a model and seven principles of good feedback practice', *Studies in Higher Education*, vol. 31, no. 2, pp. 199–218, Apr. 2006, doi: 10.1080/03075070600572090.

[71]

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

5

[72]

K. Sambell and S. Brown, 'Kay Sambell and Sally Brown: Covid-19 Assessment Collection - Sally Brown Sally Brown'. [Online]. Available:
<https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

[73]

D. Wiliam, 'What is assessment for learning?', *Studies in Educational Evaluation*, vol. 37, no. 1, pp. 3-14, Mar. 2011, doi: 10.1016/j.stueduc.2011.03.001.

[74]

N. E. Winstone and D. Boud, 'The need to disentangle assessment and feedback in higher education', *Studies in Higher Education*, pp. 1-12, Jun. 2020, doi: 10.1080/03075079.2020.1779687.

[75]

V. Villarroel, S. Bloxham, D. Bruna, C. Bruna, and C. Herrera-Seda, 'Authentic assessment: creating a blueprint for course design', *Assessment & Evaluation in Higher Education*, vol. 43, no. 5, pp. 840-854, Jul. 2018, doi: 10.1080/02602938.2017.1412396.

[76]

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

[77]

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

[78]

R. J. Blake, *Brave New Digital Classroom: Technology and Foreign Language Learning*. Washington, D.C.: Georgetown University Press, 2008. [Electronic resource]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3933716520002418&institutionId=2418&customerId=2415

[79]

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

[80]

L. Drumm, 'Folk pedagogies and pseudo-theories: how lecturers rationalise their digital teaching', *Research in Learning Technology*, vol. 27, 2019, doi: <https://doi.org/10.25304/rlt.v27.2094>.

[81]

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

[82]

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

[83]

P. Hartley, S. Beckingham, and M. Dawson, *Success in groupwork*, Second edition. London: Bloomsbury Academic, 2022. [Online]. Available: <https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

p;package_service_id=5410641040002418&institutionId=2418&customerId=2415

[84]

P. K. Agarwal and P. M. Bain, *Powerful teaching: unleash the science of learning*. San Francisco, California: Jossey-Bass, 2019. [Electronic resource]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639790900002418&institutionId=2418&customerId=2415

[85]

S. A. Ambrose and S. A. Ambrose, *How learning works: seven research-based principles for smart teaching*, 1st ed. San Francisco: Jossey-Bass, 2010. [Electronic resource]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3563748590002418&institutionId=2418&customerId=2415

[86]

P. Armstrong, 'Bloom's Taxonomy | Center for Teaching | Vanderbilt University'. [Online]. Available: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

[87]

P. Ashwin, *Transforming university education: a manifesto*, First edition. London [England]: Bloomsbury Academic, 2020. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4958823580002418&institutionId=2418&customerId=2415

[88]

R. Bale, *Teaching with confidence in higher education: applying strategies from the performing arts*. New York: Routledge, 2020. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5195755810002418&institutionId=2418&customerId=2415

[89]

H. Beetham and R. Sharpe, Eds, Rethinking pedagogy for a digital age: principles and practices of design, Third edition. New York, NY: Routledge, 2020.

[90]

J. Biggs, 'Enhancing Teaching through Constructive Alignment', Higher Education, vol. 32, no. 3, 1996, [Online]. Available:
https://www.jstor.org/stable/3448076?sid=primo&seq=1#metadata_info_tab_contents

[91]

J. Black and E. J. Moore, UDL navigators in higher education: a field guide. Wakefield, Massachusetts: CAST Professional Publishing, 2019.

[92]

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

[93]

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

[94]

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

[95]

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

[96]

J. Leigh and N. Brown, Eds, *Ableism in Academia: theorising experiences of disabilities and chronic illnesses in higher education*. London, England: UCL Press, 2020.

[97]

N. Byrne, C. Butcher, and H. Timm, *An introduction to teaching in UK higher education: a guide for international and transnational teachers*. London: Routledge, 2021. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639309580002418&institutionId=2418&customerId=2415

[98]

CAST, 'Universal Design for Learning: The UDL Guidelines', CAST. [Online]. Available: http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

[99]

A. W. Chickering and Z. F. Gamson, 'Seven Principles for Good Practice in Undergraduate Education', *American Association of Higher Education Bulletin*, vol. 39, no. 7. 1987. [Online]. Available: <https://files.eric.ed.gov/fulltext/ED282491.pdf>

[100]

C. S. Dweck, *Mindset*, Updated edition. London: Robinson, 2017.

[101]

K. Guccione and S. Hutchinson, Coaching and mentoring for academic development. United Kingdom: Emerald Publishing, 2021. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639261980002418&institutionId=2418&customerId=2415

[102]

J. Hattie and K. Zierer, 10 mindframes for visible learning: teaching for success. Abingdon, Oxon: Routledge, 2018. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639309570002418&institutionId=2418&customerId=2415

[103]

J. Hattie and K. Zierer, 10 mindframes for visible learning: teaching for success. London: Routledge, 2018.

[104]

J. Hattie, Visible learning for teachers: maximizing impact on learning. London: Routledge, 2012. [Electronic resource]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639252320002418&institutionId=2418&customerId=2415

[105]

J. Hattie, Visible learning for teachers: maximizing impact on learning. London: Routledge, 2012. [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=3564849860002418&institutionId=2418&customerId=2415

[106]

J. C. Horvath, Stop talking, start influencing: 12 insights from brain science to make your message stick. Chatswood, N.S.W.: EXISLE PUB, 2019.

[107]

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

[108]

J. D. Karpicke and J. R. Blunt, 'Retrieval practice produces more learning than elaborative studying with concept mapping.', *Science*, vol. 331, no. 6018, 2011, [Online]. Available: https://www.jstor.org/stable/25790300?seq=1#metadata_info_tab_contents

[109]

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

[110]

R. Kneebone, *Expert: understanding the path to mastery*. London: Viking, 2020. [Online]. Available: <https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780241986141>

[111]

N. Kornell, 'Optimising learning using flashcards: Spacing is more effective than cramming', *Applied Cognitive Psychology*, vol. 23, no. 9, pp. 1297–1317, Dec. 2009, doi: 10.1002/acp.1537.

[112]

D. R. Krathwohl, 'A Revision of Bloom's Taxonomy: An Overview', *Theory Into Practice*, vol. 41, no. 4, 2002, [Online]. Available: https://www.jstor.org/stable/1477405?seq=1#metadata_info_tab_contents

[113]

S. R. Lambert, 'Six critical dimensions: A model for widening participation in open, online and blended programs', *Australasian Journal of Educational Technology*, vol. 35, no. 6, pp. 161-182, Dec. 2019, doi: <https://doi.org/10.14742/ajet.5683>.

[114]

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

[115]

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

[116]

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

[117]

J. McTighe and J. Willis, *Upgrade your teaching: understanding by design meets neuroscience*. Alexandria, Virginia: ASCD, 2019.

[118]

J. McTighe and G. P. Wiggins, *Essential questions: opening doors to student understanding*. Alexandria, Va: ASCD, 2013. [Electronic resource]. Available:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3563783090002418&institutionId=2418&customerId=2415

[119]

J. K. Middendorf, L. Shopkow, and D. Bernstein, *Overcoming student learning bottlenecks: decode the critical thinking of your discipline*. Sterling, Virginia: Stylus Publishing, 2018.

[Online]. Available:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3934759720002418&institutionId=2418&customerId=2415

[120]

A. Mortiboys, *How to be an effective teacher in higher education: answers to lecturers' questions*. Maidenhead, Berkshire, England: Open University Press, 2010.

[121]

L. L. Nelson and D. H. Rose, *Design and deliver: planning and teaching using universal design for learning*. Baltimore, Maryland: Paul H. Brookes Publishing Co, 2014. [Online].

Available:

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

[122]

D. Pecorari and P. Shaw, Eds, *Student plagiarism in higher education: reflections on teaching practice*, 1st edn. London: Routledge, 2018. [Online]. Available:

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

[123]

P. Penn, *The psychology of effective studying: how to succeed in your degree*. London: Routledge, 2020. [Online]. Available:

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

[124]

P. Ramsden, *Learning to teach in higher education*, 2nd ed. London: RoutledgeFalmer, 2003.

[125]

K. A. Rawson and J. Dunlosky, 'Improving students' self-evaluation of learning for key concepts in textbook materials', *European Journal of Cognitive Psychology*, vol. 19, no. 4-5, pp. 559-579, Jul. 2007, doi: 10.1080/09541440701326022.

[126]

K. A. Rawson, J. Dunlosky, and S. M. Sciartelli, 'The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention', *Educational Psychology Review*, vol. 25, no. 4, pp. 523-548, Dec. 2013, doi: 10.1007/s10648-013-9240-4.

[127]

V. C. H. Tong, A. Standen, and M. Sotiriou, *Shaping Higher Education with Students: Ways to Connect Research and Teaching*. UCL Press, 2018. [Online]. Available: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5195560660002418&institutionId=2418&customerId=2415

[128]

G. P. Wiggins and J. McTighe, *The understanding by design guide to creating high-quality units*. Alexandria, Va: ASCD, 2011. [Electronic resource]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=3564870460002418&institutionId=2418&customerId=2415

[129]

G. Wisker, *The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations*, 2nd edition. Basingstoke, [England]: Palgrave Macmillan, 2012. [Online]. Available:

https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639229990002418&institutionId=2418&customerId=2415

[130]

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

[131]

K. T. Wissman, K. A. Rawson, and M. A. Pyc, 'The interim test effect: Testing prior material can facilitate the learning of new material', *Psychonomic Bulletin & Review*, vol. 18, no. 6, pp. 1140–1147, Dec. 2011, doi: 10.3758/s13423-011-0140-7.

[132]

P. Felten and L. M. Lambert, *Relationship-rich education: how human connections drive success in college*. Baltimore: Johns Hopkins University Press, 2020. [Online]. Available: <https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781421439372>