

## 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.

Barber CR, McCollum JK, Maboudian WL. The new roadmap for creating online courses: an interactive workbook [Internet]. Cambridge: Cambridge University Press; 2020. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4639262110002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262110002418&institutionId=2418&customerId=2415)

2.

Barber CR, McCollum JK, Maboudian WL. The new roadmap for creating online courses: an interactive workbook [Internet]. Cambridge: Cambridge University Press; 2020. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4920885560002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920885560002418&institutionId=2418&customerId=2415)

3.

Boettcher JV, Conrad RM. The online teaching survival guide: simple and practical pedagogical tips [Internet]. Second edition. San Francisco, CA: Jossey-Bass; 2016. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4606178060002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4606178060002418&institutionId=2418&customerId=2415)

4.

UC Davis C for EE. Just-In-Time Teaching Guide [Internet]. 2020. Available from:  
<https://cee.ucdavis.edu/jitt>

5.

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

6.

Lowe T, El Hakim Y, editors. A handbook for student engagement in higher education: theory into practice [Internet]. London: Routledge; 2020. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4920885730002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920885730002418&institutionId=2418&customerId=2415)

7.

Manalo E. Deeper Learning, Dialogic Learning, and Critical Thinking: Research-Based Strategies for the Classroom [Internet]. Milton: Routledge; 2019. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4933249800002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4933249800002418&institutionId=2418&customerId=2415)

8.

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

9.

McConlogue T. Assessment and feedback in higher education: a guide for teachers [Internet]. UCL Press; Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4274481370002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4274481370002418&institutionId=2418&customerId=2415)

10.

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

11.

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

12.

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

13.

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

14.

Developing Academic Practice. Available from: <https://www.liverpooluniversitypress.co.uk/journals/id/91/>

15.

Educational Action Research. Available from: <http://www.tandfonline.com/toc/reac20/current>

16.

Educational psychology review.

17.

International Journal for Students as Partners. Available from: <https://mulpress.mcmaster.ca/ijsap/index>

18.

Practitioner Research in Higher Education. Available from:  
<http://ojs.cumbria.ac.uk/index.php/prhe/index>

19.

Research in Learning Technology. Available from: <https://journal.alt.ac.uk/index.php/rlt>

20.

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

21.

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

22.

Argyris C. Reasons and Rationalizations [Internet]. Oxford University Press, Incorporated; Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5444785830002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5444785830002418&institutionId=2418&customerId=2415)

23.

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

24.

Brookfield S. Becoming a critically reflective teacher [Internet]. Second edition. San Francisco, [California]: Jossey-Bass; 2017. Available from:  
<https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

p;package\_service\_id=4952357150002418&institutionId=2418&customerId=2415

25.

University of Cambridge Subject Libraries. Models of reflection - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries [Internet]. 2020. Available from: <https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>

26.

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

27.

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

28.

Moon JA. Reflection in learning & professional development: theory & practice [Internet]. London: RoutledgeFalmer; 2008. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639309610002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639309610002418&institutionId=2418&customerId=2415)

29.

Moon JA. Reflection in learning & professional development: theory & practice. London: RoutledgeFalmer; 2008.

30.

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

31.

Schon DA. The reflective practitioner: how professionals think in action [Internet]. London: Routledge; 2016. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4639332390002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639332390002418&institutionId=2418&customerId=2415)

32.

Scho

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

33.

Scho

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

34.

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

35.

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

36.

Angelo TA, Cross KP. Classroom Assessment Techniques. A Handbook for Faculty. [Internet]. 1988. Available from: <https://eric.ed.gov/?id=ED317097>

37.

Barkley EF, Major CH, Jossey-Bass Inc. Engaged Teaching: A Handbook for College Faculty. Richmond, CA: SocialGood;

38.

Bonwell CC, Eison JA. Active Learning: Creating Excitement in the Classroom [Internet]. Washington, DC: School of Education and Human Development, George Washington University; 1991. Available from: <https://eric.ed.gov/?id=ED336049>

39.

Brown PC, Roediger HL, McDaniel MA. Make it stick: the science of successful learning [Internet]. Cambridge, Massachusetts: The Belknap Press of Harvard University Press; 2014. Available from: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780674419377>

40.

Brown PC, Roediger HL, McDaniel MA. Make it stick: the science of successful learning. Cambridge, Massachusetts: The Belknap Press of Harvard University Press; 2014.

41.

Burns L, Mahoney C. Student engagement: identity, motivation and community. Nygaard C, Brand S, Bartholomew P, Millard L, editors. Faringdon, Oxfordshire, U.K.: Libri Publishing; 2013.

42.

Chamberlain JM, D'Artrey M, Rowe DA. Peer observation of teaching: A decoupled process. Active Learning in Higher Education. 2011 Nov;12(3):189-201.

43.

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

44.

Deslauriers L, McCarty LS, Miller K, Callaghan K, Kestin G. Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*. 2019 Sep 24;116(39):19251–7.

45.

Dunlosky J, Rawson KA, Marsh EJ, Nathan MJ, Willingham DT. Improving Students' Learning With Effective Learning Techniques. *Psychological Science in the Public Interest*. 2013 Jan;14(1):4–58.

46.

Garnham W, Betts T, Oprandi P, Ashall W, Kirby J, Steinberg M, et al., editors. *Disrupting traditional pedagogy: active learning in practice* [Internet]. University of Sussex Active Learning Network; 2019. Available from:  
<https://www.fulcrum.org/concern/monographs/vm40xt05h>

47.

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

48.

Lowe T, El Hakim Y, editors. *A handbook for student engagement in higher education: theory into practice* [Internet]. London: Routledge; 2020. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4606212530002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4606212530002418&institutionId=2418&customerId=2415)



49.

Meyer KA. Student engagement online: what works and why [Internet]. Vol. Volume 40, Number 6. Hoboken, New Jersey: John Wiley & Sons; 2014. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4920886330002418&institutionId=2418&customerId=2415](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 [Internet]. PB Pressbooks; 2021. Available from: <https://pressbooks.middcreate.net/asynchronouscookbook/>

51.

Pratt-Adams S, Richter U, Warnes M, editors. Innovations in Active Learning in Higher Education [Internet]. Active Learning Network; 2020. Available from: <https://hdl.handle.net/2027/fulcrum.1v53k041v>

52.

Redmond P, Heffernan A, Abawi L, Brown A, Henderson R. An Online Engagement Framework for Higher Education. Online Learning. 2018 Mar 1;22(1).

53.

Reynolds HL, Kearns KD. A Planning Tool for Incorporating Backward Design, Active Learning, and Authentic Assessment in the College Classroom. College Teaching. 2017 Jan 2;65(1):17-27.

54.

Simonson SR, editor. POGIL: an introduction to process oriented guided inquiry learning for those who wish to empower learners [Internet]. First edition. Sterling, Virginia: Stylus Publishing LLC; 2019. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639230500002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639230500002418&institutionId=2418&customerId=2415)

55.

Simonson SR, editor. 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.

Talbert R. Flipped learning: a guide for higher education faculty [Internet]. Sterling, Virginia: Stylus Publishing; 2017. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5287603780002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5287603780002418&institutionId=2418&customerId=2415)

57.

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

58.

Creswell JW, Guetterman TC. Educational research: planning, conducting, and evaluating quantitative and qualitative research [Internet]. Sixth, global edition. Harlow, England: Pearson Education Limited; 2021. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4639262140002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639262140002418&institutionId=2418&customerId=2415)

59.

Creswell JW. Educational research: planning, conducting, and evaluating quantitative and qualitative research. Fourth edition. Harlow, Essex: Pearson; 2014.

60.

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

[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639262120002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639262120002418&institutionId=2418&customerId=2415)

61.

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

62.

Noffke SE, Somekh B. The SAGE handbook of educational action research [Internet]. Los Angeles, [Calif.]: SAGE; 2009. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639332580002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639332580002418&institutionId=2418&customerId=2415)

63.

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

64.

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

65.

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

66.

Butler A, Karpicke J, Roediger H. Correcting a metacognitive error: Feedback increases retention of low-confidence correct responses. *Journal of Experimental Psychology: Learning, Memory, and Cognition* [Internet]. 34:918–28. Available from: [https://search.proquest.com/docview/614487223?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search.proquest.com/docview/614487223?rfr_id=info%3Axri%2Fsid%3Aprimo)

67.

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

68.

Dawson P, Henderson M, Mahoney P, Phillips M, Ryan T, Boud D, et al. What makes for effective feedback: staff and student perspectives. *Assessment & Evaluation in Higher Education* [Internet]. 2019 Jan 2;44(1):25–36. Available from: <https://www.tandfonline.com/doi/full/10.1080/02602938.2018.1467877>

69.

McConlogue T. Assessment and feedback in higher education: a guide for teachers [Internet]. UCL Press; Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4385372560002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4385372560002418&institutionId=2418&customerId=2415)

70.

Nicol DJ, Macfarlane-Dick D. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*. 2006 Apr;31(2):199–218.

71.

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

72.

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

73.

Wiliam D. What is assessment for learning? Studies in Educational Evaluation. 2011 Mar;37(1):3–14.

74.

Winstone NE, Boud D. The need to disentangle assessment and feedback in higher education. Studies in Higher Education. 2020 Jun 16;1–12.

75.

Villarroel V, Bloxham S, Bruna D, Bruna C, Herrera-Seda C. Authentic assessment: creating a blueprint for course design. Assessment & Evaluation in Higher Education. 2018 Jul 4;43(5):840–54.

76.

Winstone NE, Carless D. Designing effective feedback processes in higher education: a learning-focused approach [Internet]. Abingdon, Oxon: Routledge, an imprint of the Taylor & Francis Group; 2020. Available from:  
[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4639240290002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639240290002418&institutionId=2418&customerId=2415)

77.

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

78.

Blake RJ. Brave New Digital Classroom: Technology and Foreign Language Learning [Internet]. Washington, D.C.: Georgetown University Press; 2008. Available from: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3933716520002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3933716520002418&institutionId=2418&customerId=2415)

79.

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

80.

Drumm L. Folk pedagogies and pseudo-theories: how lecturers rationalise their digital teaching. Research in Learning Technology [Internet]. 2019;27. Available from: <https://journal.alt.ac.uk/index.php/rlt/article/view/2094>

81.

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

82.

Major CH. Teaching Online: A Guide to Theory, Research, and Practice [Internet]. Baltimore: Johns Hopkins University Press; 2015. Available from: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4069461110002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4069461110002418&institutionId=2418&customerId=2415)

83.

Hartley P, Beckingham S, Dawson M. Success in groupwork [Internet]. Second edition. London: Bloomsbury Academic; 2022. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5410641040002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5410641040002418&institutionId=2418&customerId=2415)

84.

Agarwal PK, Bain PM. Powerful teaching: unleash the science of learning [Internet]. San Francisco, California: Jossey-Bass; 2019. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4639790900002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4639790900002418&institutionId=2418&customerId=2415)

85.

Ambrose SA, Ambrose SA. How learning works: seven research-based principles for smart teaching [Internet]. 1st ed. San Francisco: Jossey-Bass; 2010. Available from: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3563748590002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3563748590002418&institutionId=2418&customerId=2415)

86.

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

87.

Ashwin P. Transforming university education: a manifesto [Internet]. First edition. London [England]: Bloomsbury Academic; 2020. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4958823580002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4958823580002418&institutionId=2418&customerId=2415)

88.

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

89.

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

90.

Biggs J. Enhancing Teaching through Constructive Alignment. Higher Education [Internet]. 1996;32(3). Available from: [https://www.jstor.org/stable/3448076?sid=primo&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/3448076?sid=primo&seq=1#metadata_info_tab_contents)

91.

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

92.

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

93.

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

94.

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

95.

Bresciani Ludvik MJ, Wolff R, Henning GW. The neuroscience of learning and development: enhancing creativity, compassion, critical thinking, and peace in higher education [Internet]. Bresciani Ludvik MJ, editor. Sterling, Virginia: Stylus Publishing, LLC; 2016. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4920766800002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4920766800002418&institutionId=2418&customerId=2415)



p;package\_service\_id=5195710250002418&institutionId=2418&customerId=2415

96.

Brown N, Leigh J. Ableism in Academia: Theorising experiences of disabilities and chronic illnesses in higher education [Internet]. UCL Press; 2020. Available from: <https://www.uclpress.co.uk/products/123203>

97.

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

98.

CAST. Universal Design for Learning: The UDL Guidelines [Internet]. CAST. Available from: [http://udlguidelines.cast.org/?utm\\_medium=web&utm\\_campaign=none&utm\\_source=cast-about-udl](http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl)

99.

Chickering AW, Gamson ZF. Seven Principles for Good Practice in Undergraduate Education [Internet]. Vol. 39, American Association of Higher Education Bulletin. 1987. Available from: <https://files.eric.ed.gov/fulltext/ED282491.pdf>

100.

Dweck CS. Mindset. Updated edition. London: Robinson; 2017.

101.

Guccione K, Hutchinson S. Coaching and mentoring for academic development [Internet]. United Kingdom: Emerald Publishing; 2021. Available from: <https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

p;package\_service\_id=4639261980002418&institutionId=2418&customerId=2415

102.

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

103.

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

104.

Hattie J. Visible learning for teachers: maximizing impact on learning [Internet]. London: Routledge; 2012. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639252320002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639252320002418&institutionId=2418&customerId=2415)

105.

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

106.

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

107.

Kirschner PA, Hendrick C, Caviglioli O. How learning happens: seminal works in educational psychology and what they mean in practice [Internet]. London: Routledge; 2020. Available from:

[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4464984780002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4464984780002418&institutionId=2418&customerId=2415)

108.

Karpicke JD, Blunt JR. Retrieval practice produces more learning than elaborative studying with concept mapping. Science [Internet]. 2011;331(6018). Available from:

[https://www.jstor.org/stable/25790300?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/25790300?seq=1#metadata_info_tab_contents)

109.

King H. Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development [Internet]. Milton: Taylor & Francis Group; 2022. Available from:

[https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=5195755800002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5195755800002418&institutionId=2418&customerId=2415)

110.

Kneebone R. Expert: understanding the path to mastery [Internet]. London: Viking; 2020. Available from:

<https://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780241986141>

111.

Kornell N. Optimising learning using flashcards: Spacing is more effective than cramming. Applied Cognitive Psychology. 2009 Dec;23(9):1297–317.

112.

Krathwohl DR. A Revision of Bloom's Taxonomy: An Overview. Theory Into Practice [Internet]. 2002;41(4). Available from:

[https://www.jstor.org/stable/1477405?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/1477405?seq=1#metadata_info_tab_contents)

113.

Lambert SR. Six critical dimensions: A model for widening participation in open, online and blended programs. *Australasian Journal of Educational Technology* [Internet]. 2019 Dec 28;35(6):161–82. Available from: <https://ajet.org.au/index.php/AJET/article/view/5683>

114.

Lang JM. *Small Teaching: Everyday Lessons from the Science of Learning* [Internet]. San Francisco, CA: Jossey-Bass & Pfeiffer; 2016. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4482599520002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4482599520002418&institutionId=2418&customerId=2415)

115.

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

116.

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

117.

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

118.

McTighe J, Wiggins GP. *Essential questions: opening doors to student understanding* [Internet]. Alexandria, Va: ASCD; 2013. Available from: <http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

;package\_service\_id=3563783090002418&institutionId=2418&customerId=2415

119.

Middendorf JK, Shopkow L, Bernstein D. Overcoming student learning bottlenecks: decode the critical thinking of your discipline [Internet]. Sterling, Virginia: Stylus Publishing; 2018. Available from:  
[http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3934759720002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3934759720002418&institutionId=2418&customerId=2415)

120.

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

121.

Nelson LL, Rose DH. Design and deliver: planning and teaching using universal design for learning [Internet]. Baltimore, Maryland: Paul H. Brookes Publishing Co; 2014. Available from:  
[http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=3564849700002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3564849700002418&institutionId=2418&customerId=2415)

122.

Pecorari D, Shaw P, editors. Student plagiarism in higher education: reflections on teaching practice [Internet]. 1st ed. London: Routledge; 2018. Available from:  
[http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4069453160002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4069453160002418&institutionId=2418&customerId=2415)

123.

Penn P. The psychology of effective studying: how to succeed in your degree [Internet]. London: Routledge; 2020. Available from:  
[http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=4062487240002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4062487240002418&institutionId=2418&customerId=2415)

124.

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

125.

Rawson KA, Dunlosky J. Improving students' self-evaluation of learning for key concepts in textbook materials. *European Journal of Cognitive Psychology*. 2007 Jul;19(4-5):559-79.

126.

Rawson KA, Dunlosky J, Sciartelli SM. The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention. *Educational Psychology Review*. 2013 Dec;25(4):523-48.

127.

Tong VCH, Standen A, Sotiriou M. Shaping Higher Education with Students: Ways to Connect Research and Teaching [Internet]. UCL Press; 2018. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=5195560660002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5195560660002418&institutionId=2418&customerId=2415)

128.

Wiggins GP, McTighe J. The understanding by design guide to creating high-quality units [Internet]. Alexandria, Va: ASCD; 2011. Available from: [http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=3564870460002418&institutionId=2418&customerId=2415](http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=3564870460002418&institutionId=2418&customerId=2415)

129.

Wisker G. The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations [Internet]. 2nd edition. Basingstoke, [England]: Palgrave Macmillan; 2012. Available from: [https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package\\_service\\_id=4639229990002418&institutionId=2418&customerId=2415](https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=4639229990002418&institutionId=2418&customerId=2415)

130.

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

131.

Wissman KT, Rawson KA, Pyc MA. The interim test effect: Testing prior material can facilitate the learning of new material. Psychonomic Bulletin & Review. 2011 Dec;18(6):1140-7.

132.

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