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



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

Ambrose, Susan A., and Susan A. Ambrose. 2010. How Learning Works: Seven Research-Based Principles for Smart Teaching. 1st ed. San Francisco: Jossey-Bass.

Angelo, Thomas A., and K. Patricia Cross. 1988. 'Classroom Assessment Techniques. A Handbook for Faculty.' Retrieved (https://eric.ed.gov/?id=ED317097).

Anon. n.d.-a. 'Educational Action Research'.

Anon. n.d.-b. 'Educational Psychology Review'.

Anon. n.d.-c. 'International Journal for Students as Partners'.

Anon. n.d.-d. 'Practitioner Research in Higher Education'.

Argyris, Chris. n.d.-a. 'Double Loop Learning in Organizations'. Harvard Business Review.

Argyris, Chris. n.d.-b. Reasons and Rationalizations. Oxford University Press, Incorporated.

Armstrong, P. n.d. 'Bloom's Taxonomy | Center for Teaching | Vanderbilt University'. Retrieved (https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

Ashwin, Paul, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Greg Light, Kathy Luckett, Jan McArthur, Iain MacLaren, and Monica McLean. 2020. Reflective Teaching in Higher Education. London: Bloomsbury Publishing PLC.

Biggs, John. 1996. 'Enhancing Teaching through Constructive Alignment'. Higher Education Higher Education 32(3):347–64.

Blake, Robert J. 2008. Brave New Digital Classroom: Technology and Foreign Language Learning. Washington, D.C.: Georgetown University Press.

Bloom, Benjamin S. 1956. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain. New York: David McKay Co.

Boettcher, Judith V., and Rita-Marie Conrad. 2016. The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips. Second edition. San Francisco, CA: Jossey-Bass.

Bonwell, Charles C., and James A. Eison. 1991. 'Active Learning: Creating Excitement in the

Classroom'. Retrieved (https://eric.ed.gov/?id=ED336049).

Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. 2014. Make It Stick: The Science of Successful Learning. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Bruff, Derek. 2019. Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching. First edition. Morgantown: West Virginia University Press.

Burns, Liam, and Craig Mahoney. 2013. Student Engagement: Identity, Motivation and Community. edited by C. Nygaard, S. Brand, P. Bartholomew, and L. Millard. Faringdon, Oxfordshire, U.K.: Libri Publishing.

Butler, Andrew, Jeffrey Karpicke, and Henry Roediger. n.d. 'Correcting a Metacognitive Error: Feedback Increases Retention of Low-Confidence Correct Responses'. Journal of Experimental Psychology: Learning, Memory, and Cognition 34:918–28.

CAST. n.d. 'Universal Design for Learning: The UDL Guidelines'. CAST. Retrieved (http://udlguidelines.cast.org/?utm\_medium=web&utm\_campaign=none&utm\_so urce=cast-about-udl).

Chamberlain, John Martyn, Meriel D'Artrey, and Deborah-Anne Rowe. 2011. 'Peer Observation of Teaching: A Decoupled Process'. Active Learning in Higher Education 12(3):189–201. doi: 10.1177/1469787411415083.

Chickering, A. W., and Z. F. Gamson. 1987. 'Seven Principles for Good Practice in Undergraduate Education'. American Association of Higher Education Bulletin 39(7).

Cook-Sather, Alison, Catherine Bovill, Peter Felten, and Michael Cook. 2014. Engaging Students as Partners in Learning and Teaching: A Guide for Faculty. First edition. San Francisco, California: Jossey-Bass.

Costello, Patrick J. M., and John Costello. 2011. Effective Action Research: Developing Reflective Thinking and Practice. 2nd ed. London: Continuum.

Creswell, John W. 2014. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth edition. Harlow, Essex: Pearson.

Dunlosky, John, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, and Daniel T. Willingham. 2013. 'Improving Students' Learning With Effective Learning Techniques'. Psychological Science in the Public Interest 14(1):4–58. doi: 10.1177/1529100612453266.

Dweck, Carol S. 2017. Mindset. Updated edition. London: Robinson.

Ghaye, Tony. 2011. Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action. 2nd ed. London: Routledge.

Hattie, John. 2012. Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.

Hattie, John, and Klaus Zierer. 2018. 10 Mindframes for Visible Learning: Teaching for Success. London: Routledge.

Horvath, Jared Cooney. 2019. Stop Talking, Start Influencing: 12 Insights from Brain Science to Make Your Message Stick. Chatswood, N.S.W.: EXISLE PUB.

International Society for the Scholarship of Teaching and Learning. 2013. 'Teaching & Learning Inquiry'.

Jones, Kate. 2019. Retrieval Practice: Research and Resources for Every Classroom. Melton, Woodbridge, Suffolk: John Catt Educational Ltd.

Kahn, Peter, and Lorraine Anderson. 2019. Developing Your Teaching: Towards Excellence. Second edition. London: Routledge.

Karpicke, Jeffrey D., and Janelle R. Blunt. 2011. 'Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping.' Science 331(6018).

Kornell, Nate. 2009. 'Optimising Learning Using Flashcards: Spacing Is More Effective than Cramming'. Applied Cognitive Psychology 23(9):1297–1317. doi: 10.1002/acp.1537.

Krathwohl, David R. 2002. 'A Revision of Bloom's Taxonomy: An Overview'. Theory Into Practice 41(4).

Lowe, Tom, and Yassein El Hakim, eds. 2020. A Handbook for Student Engagement in Higher Education: Theory into Practice. London: Routledge.

Luckin, Rosemary, ed. 2018. Enhancing Learning and Teaching with Technology: What the Research Says. London: UCL Institute of Education Press.

Major, Claire Howell. 2015. Teaching Online: A Guide to Theory, Research, and Practice. Baltimore: Johns Hopkins University Press.

Marshall, Stephanie, ed. 2020. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. Fifth edition. London: Routledge.

McNiff, Jean. 2013. Action Research: Principles and Practice. 3rd edition. London: Routledge.

McTighe, Jay, and Grant P. Wiggins. 2013. Essential Questions: Opening Doors to Student Understanding. Alexandria, Va: ASCD.

McTighe, Jay, and Judy Willis. 2019. Upgrade Your Teaching: Understanding by Design Meets Neuroscience. Alexandria, Virginia: ASCD.

Middendorf, Joan K., Leah Shopkow, and Dan Bernstein. 2018. Overcoming Student Learning Bottlenecks: Decode the Critical Thinking of Your Discipline. Sterling, Virginia: Stylus Publishing.

Moon, Jennifer A. 2006. Learning Journals: A Handbook for Reflective Practice and Professional Development. 2nd ed. Abingdon, Oxon: Routledge.

Moon, Jennifer A. 2008. Reflection in Learning & Professional Development: Theory & Practice. London: RoutledgeFalmer.

Mortiboys, Alan. 2010. How to Be an Effective Teacher in Higher Education: Answers to Lecturers' Questions. Maidenhead, Berkshire, England: Open University Press.

Nelson, Loui Lord, and David H. Rose. 2014. Design and Deliver: Planning and Teaching Using Universal Design for Learning. Baltimore, Maryland: Paul H. Brookes Publishing Co.

Pecorari, Diane, and Philip Shaw, eds. 2018. Student Plagiarism in Higher Education: Reflections on Teaching Practice. 1st ed. London: Routledge.

Penn, Paul. 2020. The Psychology of Effective Studying: How to Succeed in Your Degree. London: Routledge.

Pokorny, Helen, and Digby Warren, eds. 2016. Enhancing Teaching Practice in Higher Education. Los Angeles: SAGE.

Race, Philip. 2007. The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching. 3rd ed. London: Kogan Page.

Rawson, Katherine A., and John Dunlosky. 2007. 'Improving Students' Self-Evaluation of Learning for Key Concepts in Textbook Materials'. European Journal of Cognitive Psychology 19(4–5):559–79. doi: 10.1080/09541440701326022.

Rawson, Katherine A., John Dunlosky, and Sharon M. Sciartelli. 2013. 'The Power of Successive Relearning: Improving Performance on Course Exams and Long-Term Retention'. Educational Psychology Review 25(4):523–48. doi: 10.1007/s10648-013-9240-4.

Scho

n, Donald A. 1987. Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions. San Francisco: Jossey-Bass.

Scho

n, Donald A. 1991. The Reflective Practitioner: How Professionals Think in Action. Aldershot: Arena, Ashgate.

Simonson, Shawn R., ed. 2019. POGIL: An Introduction to Process Oriented Guided Inquiry Learning for Those Who Wish to Empower Learners. First edition. Sterling, Virginia: Stylus Publishing LLC.

Tong, Vincent C. H., Alex Standen, and Mina Sotiriou, eds. 2018. Shaping Higher Education with Students: Ways to Connect Research and Teaching. London: UCL Press.

UC Davis, Center for Educational Effectiveness. 2020. 'Just-In-Time Teaching Guide'. Retrieved (https://cee.ucdavis.edu/jitt).

Wiggins, Grant P., and Jay McTighe. 2011. The Understanding by Design Guide to Creating

High-Quality Units. Alexandria, Va: ASCD.

Wiliam, Dylan. 2011. 'What Is Assessment for Learning?' Studies in Educational Evaluation 37(1):3–14. doi: 10.1016/j.stueduc.2011.03.001.

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

Wissman, Kathryn T., Katherine A. Rawson, and Mary A. Pyc. 2011. 'The Interim Test Effect: Testing Prior Material Can Facilitate the Learning of New Material'. Psychonomic Bulletin & Review 18(6):1140-47. doi: 10.3758/s13423-011-0140-7.