

TTX5740 Astudiaethau Proffesiynol/Professional Studies

[View Online](#)

[1]

S. A. Capel, M. Leask, and S. Younie, Eds, Learning to teach in the secondary school: a companion to school experience, Seventh edition., vol. Learning to teach subjects in the secondary school series. London: Routledge, 2016.

[2]

J. P. Gee, Literacy and education, vol. Routledge key ideas in education series. London: Routledge, 2015. [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3039373470002418&institutionId=2418&customerId=2415

[3]

S. Dymoke and J. Harrison, Reflective teaching and learning: a guide to professional issues for beginning secondary teachers, vol. Developing as a reflective secondary teacher series. Los Angeles, [Calif.]: SAGE, 2008.

[4]

S. A. Capel, M. Leask, and T. Turner, Learning to teach in the secondary school: a companion to school experience, 6th ed., vol. Learning to teach subjects in the secondary school series. Milton Park, Abingdon, Oxon: Routledge, 2013. [Electronic resource]. Available:
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://shibboleth.aber.ac.uk/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203123409>

[5]

J. Hattie, Visible learning for teachers: maximizing impact on learning. London: Routledge, 2012. [Electronic resource]. Available:
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://shibboleth.aber.ac.uk/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203181522>

[6]

J. Hattie and G. C. R. Yates, Visible learning and the science of how we learn. London: Routledge, 2014.

[7]

A. Pollard, Reflective teaching in schools, 5th edition. London: Bloomsbury Academic, 2019. [Online]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781350032941>

[8]

A. Pollard, Readings for reflective teaching. London: Continuum, 2002.

[9]

A. S. Baumann, A. Bloomfield, and L. Roughton, Becoming a secondary school teacher. Hodder, 1997.

[10]

L. Cohen, L. Manion, and K. Morrison, A guide to teaching practice, 5th ed. London: Routledge, 2004. [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037306000002418&institutionId=2418&customerId=2415

[11]

Viv Ellis, Ed., Learning and teaching in secondary schools, Fifth edition., vol. Achieving QTS. London: Learning Matters/SAGE, 2013. [Online]. Available:
http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037306000002418&institutionId=2418&customerId=2415

age_service_id=3037305990002418&institutionId=2418&customerId=2415

[12]

S. Hoult, Secondary professional studies, vol. Achieving QTS. Exeter: Learning Matters, 2005.

[13]

A. G. Geen, Effective teaching for the 21st century: priorities in secondary education, 3rd edition. Cardiff: UWIC Press, 2005.

[14]

C. Kyriacou, Essential teaching skills, Fourth edition. Oxford: Oxford University Press, 2014.

[15]

L. Walker, The essential guide to lesson planning. Harlow, England: Pearson Longman, 2008.

[16]

G. Petty, Teaching today: a practical guide, 4th ed. Cheltenham: Nelson Thornes, 2009.

[17]

J. Blanchard, Inside teaching: how to make a difference for every learner and teacher. London: Routledge, 2017.

[18]

B. Rogers, Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support, 2nd ed. Thousand Oaks, CA: PCP, 2006.

[19]

P. Dix, The essential guide to taking care of behaviour, 2nd ed., vol. Essential guides. Harlow: Longman, 2010. [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3037262740002418&institutionId=2418&customerId=2415

[20]

B. Rogers, 'You know the fair rule': strategies for making the hard job of discipline and behaviour management in school easier, 2nd ed. London: Pearson Education, 1998.

[21]

S. Bahman, H. Maffini, and ebrary, Inc, Developing children's emotional intelligence. New York, NY: Continuum International Pub. Group, 2008. [Electronic resource]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10427124>

[22]

D. Goleman, D. Goleman, and D. Goleman, Emotional intelligence: why it can matter more than IQ; and Working with emotional intelligence. London: Bloomsbury, 2004.

[23]

S. Bowkett, Emotional intelligence, vol. Pocket PAL. London: Network Continuum Education, 2007.

[24]

G. Burnett, Learning to learn: making learning work for all students. Williston, VT: Crown House Pub, 2002.

[25]

P. Ginnis, The teacher's toolkit: promoting variety, engagement, and motivation in the classroom. Norwalk, CT: Crown House Pub. Co, 2005.

[26]

C. Watkins, E. Carnell, and C. Lodge, *Effective learning in classrooms*. London: Paul Chapman, 2007. [Electronic resource]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781849202817>

[27]

H. Pashler, M. McDaniel, D. Rohrer, and R. Bjork, 'Learning Styles: Concepts and Evidence', *Psychological Science in the Public Interest*, vol. 9, no. 3, pp. 105–119, Dec. 2009, doi: 10.1111/j.1539-6053.2009.01038.x.

[28]

D. J. Wood, *How children think and learn: the social contexts of cognitive development*, 2nd ed., vol. *Understanding children's worlds*. Oxford, UK: Blackwell, 1998.

[29]

C. G. Mooney, *Theories of childhood: an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*, Second edition., vol. *Redleaf professional library*. Saint Paul, MN: Redleaf Press, 2013.

[30]

P. J. Black, C. Harrison, and King's College London, *Science inside the black box: assessment for learning in the science classroom*. London: nferNelson, 2004.

[31]

M. A. Ruiz-Primo and S. M. Brookhart, *Using feedback to enhance formative assessment*. London: Routledge, 2017.

[32]

M. Fautley and J. Savage, *Assessment for learning and teaching in secondary schools*, vol. *Achieving QTS*. Exeter: Learning Matters, 2007. [Online]. Available:
<http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack>

age_service_id=3037262720002418&institutionId=2418&customerId=2415

[33]

S. Clarke, *Outstanding formative assessment: culture and practice*. London: Hodder Education, 2014.

[34]

C. Harrison, S. Howard, and King's College London. Department of Education and Professional Studies, 'Chapter 5: Implementing formative assessment', in *Inside the primary black box: assessment for learning in primary and early years classrooms*, London: GL Assessment, pp. 8–16.

[35]

P. Black, C. Harrison, C. Lee, B. Marshall, and D. Wiliam, *Assessment for Learning*. Maidenhead: McGraw-Hill Education, 2007. [Electronic resource]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2505583180002418&institutionId=2418&customerId=2415

[36]

S. Chappuis and R. Stiggins, 'Classroom Assessment for Learning'. ASCD. [Online]. Available: <http://hssdnewteachers.pbworks.com/w/file/50394085/Classroom.Assessment.for.Learning.Chappuis.pdf>

[37]

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.

[38]

'Assessment for Learning - Hargreaves2005Assesment213.pdf'. [Online]. Available: <http://eprints.ioe.ac.uk/2518/1/Hargreaves2005Assesment213.pdf>

[39]

N. Frederickson and T. Cline, *Special educational needs, inclusion and diversity*, Third edition. Maidenhead, Berkshire, England: McGraw-Hill Education, 2015. [Electronic resource]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&p;package_service_id=5889755130002418&institutionId=2418&customerId=2415

[40]

J. Wearmouth, *Special educational needs, vol. The basics*. London: Routledge, 2012. [Electronic resource]. Available:
<http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203155189>

[41]

S. McNamara and G. Moreton, *Changing behaviour: teaching children with emotional and behavioural difficulties in primary and secondary classrooms*, 2nd ed. London: David Fulton, 2001.

[42]

S. Claro, D. Paunesku, and C. S. Dweck, 'Growth mindset tempers the effects of poverty on academic achievement', *Proceedings of the National Academy of Sciences*, vol. 113, no. 31, pp. 8664–8668, Aug. 2016, doi: 10.1073/pnas.1608207113.

[43]

A. Furnham, T. Chamorro-Premuzic, and F. McDougall, 'Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance', *Learning and Individual Differences*, vol. 14, no. 1, pp. 47–64, 2003, doi: 10.1016/j.lindif.2003.08.002.

[44]

Y. Niiya, A. T. Brook, and J. Crocker, 'Contingent Self-worth and Self-handicapping: Do Incremental Theorists Protect Self-esteem?', *Self and Identity*, vol. 9, no. 3, pp. 276–297, Jul. 2010, doi: 10.1080/15298860903054233.

[45]

Crocker, JenniferPark, Lora E., 'The Costly Pursuit of Self-Esteem', Psychological Bulletin, vol. 130, no. 3, pp. 392-414, [Online]. Available:
<https://search.proquest.com/docview/614426250?accountid=14783>

[46]

'What Having a "Growth Mindset" Actually Means'. [Online]. Available:
<https://hbr.org/2016/01/what-having-a-growth-mindset-actually-means>

[47]

A. Quigley, Closing the vocabulary gap. Abingdon, Oxon: Routledge is an imprint of the Taylor & Francis Group, an informa business, 2018. [Online]. Available:
https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4732845730002418&institutionId=2418&customerId=2415

[48]

J. Richmond and United Kingdom Literacy Association, Talk. [Place of publication not identified]: Owen Education, 2015.

[49]

J. Richmond, United Kingdom Literacy Association, and Owen Education (Agency), Grammar and knowledge about language. Leicester: Owen Education, 2015.

[50]

C. Omand, Storyline: creative learning across the curriculum, vol. 7. Leicester: UKLA, 2014.

[51]

J. Hochman and N. Wexler, The writing revolution: a guide to advancing thinking through

writing in all subjects and grades. San Francisco: Jossey-Bass, 2017. [Online]. Available: <https://ebookcentral.proquest.com/lib/ABER/detail.action?pq-origsite=primo&docID=4931557>

[52]

S. May and N. Wright, 'Secondary Literacy Across the Curriculum: Challenges and Possibilities', *Language and Education*, vol. 21, no. 5, pp. 370–376, Sep. 2007, doi: 10.2167/le797.0.

[53]

M. Lewis and D. Wray, *Literacy in the secondary school*. London: David Fulton Publishers, 2000.

[54]

M. Lewis and D. Wray, *Developing children's non-fiction writing: working with writing frames*, vol. Primary professional bookshelf. Leamington Spa: Scholastic, 1995.

[55]

G. Moss, *Literacy and gender: researching texts, contexts and readers*, vol. Literacies. London: Routledge, 2007. [Online]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203464274>

[56]

A. Goodwyn and C. Fuller, *The great literacy debate: a critical response to the literacy strategy and framework for English*. London: Routledge, 2011. [Electronic resource]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203814246>

[57]

K. Pahl and J. Rowsell, *Literacy and education: understanding the new literacy studies in the classroom*, Second edition. Los Angeles, [California]: SAGE, 2012.

[58]

H. Janks, *Literacy and power*, vol. *Language, culture, and teaching*. New York, NY: Routledge, 2010.

[59]

T. Locke, *Beyond the grammar wars: a resource for teachers and students on developing language knowledge in the English/literacy classroom*. London: Routledge, 2010.

[60]

E. Millard and ebrary, Inc, *Differently literate: boys, girls and the schooling of literacy*. London: Falmer Press, 1997. [Electronic resource]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10057174>

[61]

K. Hall and ebrary, Inc, *International handbook of research on children's literacy, learning, and culture*. Chichester, West Sussex: Wiley-Blackwell, 2013. [Electronic resource]. Available: <http://site.ebrary.com/lib/aber/Doc?id=10667435>

[62]

M. M. Spencer, *On being literate*. Portsmouth, N.H: Heinemann, 1992.

[63]

C. Vrasidas, 'The rhetoric of reform and teachers' use of ICT', *British Journal of Educational Technology*, vol. 46, no. 2, pp. 370–380, Mar. 2015, doi: 10.1111/bjet.12149.

[64]

E. Smeets and T. Mooij, 'Pupil-centred learning, ICT, and teacher behaviour: observations in educational practice', *British Journal of Educational Technology*, vol. 32, no. 4, pp. 403–417, Sep. 2001, doi: 10.1111/1467-8535.00210.

[65]

J. Bell, Doing your research project: a guide for first-time researchers, Sixth edition. Berkshire: Open University Press, 2014. [Electronic resource]. Available: <http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780335264476>

[66]

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

[67]

M. Denscombe, The good research guide: research methods For small-scale social research projects, 7th ed. Maidenhead: McGraw-Hill Education, 2021.

[68]

M. Denscombe, The good research guide: for small-scale social research projects, 4th ed., vol. Open UP study skills. Maidenhead: McGraw-Hill Open University Press, 2010. [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2505600620002418&institutionId=2418&customerId=2415

[69]

L. M. Bell and J. M. Aldridge, Student voice, teacher action research and classroom improvement

/

, vol. Advances in learning environments research. [Place of publication not identified]: SensePublishers, 2014. [Online]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2505600610002418&institutionId=2418&customerId=2415

[70]

K. Alexakos and SpringerLink (Online service), Being a Teacher | Researcher: A Primer on Doing Authentic Inquiry Research on Teaching and Learning, vol. Bold Visions in Educational Research. Rotterdam: SensePublishers, 2015. [Electronic resource]. Available: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3039447900002418&institutionId=2418&customerId=2415

[71]

'Numeracy across the Curriculum.', Australian Mathematics Teacher, vol. 68, no. 1, pp. 3-7, 2012, [Online]. Available: <https://eric.ed.gov/?id=EJ974975>

[72]

S. Hughes, 'Has devolution delivered for students'. National Assembly for Wales. [Online]. Available: <http://www.assembly.wales/NAfW%20Documents/ki-018.pdf%20-%2003112011/ki-018-English.pdf>

[73]

S. Thornton and J. Hogan, Orientations to Numeracy: Teachers' Confidence and Disposition to Use Mathematics Across the Curriculum, vol. 4. Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education, 2004. [Online]. Available: http://emis.dsd.sztaki.hu/proceedings/PME28/RR/RR244_Thornton.pdf

[74]

S. Thornton and J. Hogan, 'Numeracy across the curriculum: demands and opportunities', vol. 3, no. 16, 2005, [Online]. Available: http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html

[75]

M. A. Ruiz-Primo and S. M. Brookhart, Using feedback to enhance formative assessment. London: Routledge, 2017.