## TTX5740 Astudiaethau Proffesiynol/Professional Studies



1

Capel SA, Leask M, Younie S, editors. Learning to teach in the secondary school: a companion to school experience. Seventh edition. London: Routledge; 2016.

2.

Gee JP. Literacy and education [Internet]. London: Routledge; 2015. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack age service id=3039373470002418&institutionId=2418&customerId=2415

3.

Dymoke S, Harrison J. Reflective teaching and learning: a guide to professional issues for beginning secondary teachers. Los Angeles, [Calif.]: SAGE; 2008.

4.

Capel SA, Leask M, Turner T. Learning to teach in the secondary school: a companion to school experience [Internet]. 6th ed. Milton Park, Abingdon, Oxon: Routledge; 2013. Available from:

https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://shibboleth.aber.ac.uk/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/Abstract View/S9780203123409

5.

Hattie J. Visible learning for teachers: maximizing impact on learning [Internet]. London: Routledge; 2012. Available from:

https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://shibboleth.aber.ac

 $. uk/shibboleth\&dest=http://www.dawsonera.com/depp/reader/protected/external/Abstract\\ View/S9780203181522$ 

6.

Hattie J, Yates GCR. Visible learning and the science of how we learn. London: Routledge; 2014.

7.

Pollard A. Reflective teaching in schools [Internet]. 5th edition. London: Bloomsbury Academic: 2019. Available from:

http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9781350 032941

8.

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

9.

Baumann AS, Bloomfield A, Roughton L. Becoming a secondary school teacher. Hodder; 1997.

10.

Cohen L, Manion L, Morrison K. A guide to teaching practice [Internet]. 5th ed. London: Routledge; 2004. Available from:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack age service id=3037306000002418&institutionId=2418&customerId=2415

11.

Viv Ellis, editor. Learning and teaching in secondary schools [Internet]. Fifth edition.

London: Learning Matters/SAGE; 2013. Available from:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=3037305990002418&institutionId=2418&customerId=2415

Hoult S. Secondary professional studies. Exeter: Learning Matters; 2005.

13.

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

14.

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

15.

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

16.

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

17.

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

18.

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

19.

Dix P. The essential guide to taking care of behaviour [Internet]. 2nd ed. Harlow: Longman; 2010. Available from:

http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack

age service id=3037262740002418&institutionId=2418&customerId=2415

20.

Rogers B. '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.

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

22.

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

23.

Bowkett S. Emotional intelligence. London: Network Continuum Education; 2007.

24.

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

25.

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

26.

Watkins C, Carnell E, Lodge C. Effective learning in classrooms [Internet]. London: Paul Chapman; 2007. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=97818492028

17

27.

Pashler H, McDaniel M, Rohrer D, Bjork R. Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. 2009 Dec;9(3):105–119.

28.

Wood DJ. How children think and learn: the social contexts of cognitive development. 2nd ed. Oxford, UK: Blackwell; 1998.

29

Mooney CG. Theories of childhood: an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky. Second edition. Saint Paul, MN: Redleaf Press; 2013.

30.

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

31.

Ruiz-Primo MA, Brookhart SM. Using feedback to enhance formative assessment. London: Routledge; 2017.

32.

Fautley M, Savage J. Assessment for learning and teaching in secondary schools [Internet]. Exeter: Learning Matters; 2007. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack age service id=3037262720002418&institutionId=2418&customerId=2415

33.

Clarke S. Outstanding formative assessment: culture and practice. London: Hodder

Education; 2014.

34.

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

35.

Black P, Harrison C, Lee C, Marshall B, Wiliam D. Assessment for Learning [Internet]. Maidenhead: McGraw-Hill Education; 2007. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=2505583180002418&institutionId=2418&customerId=2415

36.

Chappuis S, Stiggins R. Classroom Assessment for Learning [Internet]. ASCD; Available from:

http://hssdnewteachers.pbworks.com/w/file/fetch/50394085/Classroom. Assessment. for. Learning. Chappuis.pdf

37.

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

38.

Assessment for Learning - Hargreaves2005Assessement213.pdf [Internet]. Available from: http://eprints.ioe.ac.uk/2518/1/Hargreaves2005Assessement213.pdf

39.

Frederickson N, Cline T. Special educational needs, inclusion and diversity [Internet]. Third edition. Maidenhead, Berkshire, England: McGraw-Hill Education; 2015. Available from: https://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&am

p;package\_service\_id=5889755130002418&institutionId=2418&customerId=2415

40.

Wearmouth J. Special educational needs [Internet]. London: Routledge; 2012. Available from:

http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203155189

41.

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

42.

Claro S, Paunesku D, Dweck CS. Growth mindset tempers the effects of poverty on academic achievement. Proceedings of the National Academy of Sciences. 2016 Aug 2;113(31):8664–8668.

43.

Furnham A, Chamorro-Premuzic T, McDougall F. Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. Learning and Individual Differences. 2003;14(1):47–64.

44.

Niiya Y, Brook AT, Crocker J. Contingent Self-worth and Self-handicapping: Do Incremental Theorists Protect Self-esteem? Self and Identity. 2010 Jul;9(3):276–297.

45.

Crocker, JenniferPark, Lora E. The Costly Pursuit of Self-Esteem. Psychological Bulletin [Internet]. 130(3):392–414. Available from: https://search.proguest.com/docview/614426250?accountid=14783

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

47.

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

48.

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

49.

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

50.

Omand C. Storyline: creative learning across the curriculum. Leicester: UKLA; 2014.

51.

Hochman J, Wexler N. The writing revolution: a guide to advancing thinking through writing in all subjects and grades [Internet]. San Francisco: Jossey-Bass; 2017. Available from: https://ebookcentral.proquest.com/lib/ABER/detail.action?pq-origsite=primo&docID=49315 57

52.

May S, Wright N. Secondary Literacy Across the Curriculum: Challenges and Possibilities.

Language an	d Education.	2007 Sen	15:21(5)	):370-376.

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

54.

Lewis M, Wray D. Developing children's non-fiction writing: working with writing frames. Leamington Spa: Scholastic; 1995.

55.

Moss G. Literacy and gender: researching texts, contexts and readers [Internet]. London: Routledge; 2007. Available from:

http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=9780203464274

56.

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

57.

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

58.

Janks H. Literacy and power. New York, NY: Routledge; 2010.

59.

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

60.

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

61.

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

62.

Spencer MM. On being literate. Portsmouth, N.H: Heinemann; 1992.

63.

Vrasidas C. The rhetoric of reform and teachers' use of ICT. British Journal of Educational Technology. 2015 Mar;46(2):370–380.

64.

Smeets E, Mooij T. Pupil-centred learning, ICT, and teacher behaviour: observations in educational practice. British Journal of Educational Technology. 2001 Sep;32(4):403–417.

65.

Bell J. Doing your research project: a guide for first-time researchers [Internet]. Sixth edition. Berkshire: Open University Press; 2014. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AberystUni&isbn=97803352644 76

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=97814411748 33

67.

Denscombe M. The good research guide: for small-scale social research projects. Sixth edition. London: Open University Press, McGraw-Hill Education; 2017.

68.

Denscombe M. The good research guide: for small-scale social research projects [Internet]. 4th ed. Maidenhead: McGraw-Hill Open University Press; 2010. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=2505600620002418&institutionId=2418&customerId=241

69.

Bell LM, Aldridge JM. Student voice, teacher action research and classroom improvement /

[Internet]. [Place of publication not identified]: SensePublishers; 2014. Available from: http://eu.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\_service\_id=2505600610002418&institutionId=2418&customerId=2415

70.

Alexakos K, SpringerLink (Online service). Being a Teacher | Researcher: A Primer on Doing Authentic Inquiry Research on Teaching and Learning [Internet]. Rotterdam: SensePublishers; 2015. Available from:

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 [Internet].

2012;68(1):3-7. Available from: https://eric.ed.gov/?id=EJ974975

72.

Hughes S. Has devolution delivered for students [Internet]. National Assembly for Wales; Available from:

http://www.assembly.wales/NAfW%20Documents/ki-018.pdf%20-%2003112011/ki-018-English.pdf

73.

Thornton S, Hogan J. Orientations to Numeracy: Teachers' Confidence and Disposition to Use Mathematics Across the Curriculum [Internet]. Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education; 2004. Available from: http://emis.dsd.sztaki.hu/proceedings/PME28/RR/RR244 Thornton.pdf

74.

Thornton S, Hogan J. Numeracy across the curriculum: demands and opportunities. Curriculum and leadership journal; 2005;3(16). Available from: http://www.curriculum.edu.au/leader/numeracy\_across\_the\_curriculum,9770.html

75.

Ruiz-Primo MA, Brookhart SM. Using feedback to enhance formative assessment. London: Routledge; 2017.