ED7427: Teaching and supporting learning in higher education AND ED7426: Enhancing Academic Practice in Higher Education



Anderson, Lorin W., and Benjamin S. Bloom. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Abridged ed. New York: Longman.

Anon. 2004. 'Effective Practice with E-Learning: A Good Practice Guide in Designing for Learning'.

Anon. 2009. 'Effective Practice in a Digital Age: A Guide to Technology-Enhanced Learning and Teaching'.

Anon. 2010. 'Why Is Online Teaching Important?'

Anon. 2011. 'The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)'.

Anon. n.d.-a. '7 Steps to Enhancing Large Group Teaching'.

Anon. n.d.-b. 'Assessment and Evaluation in Higher Education'.

Anon. n.d.-c. 'Bloom's Taxonomy'. Retrieved (http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm).

Anon. n.d.-d. 'Coffield, F., Moseley, D., Hall, E. & Ecclestone, K. (2004) Learning Styles and Pedagogy in Post-16 Learning, London, Learning and Skills Research Centre'. Retrieved (http://sxills.nl/lerenlerennu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf).

Anon. n.d.-e. 'Embedding Equality and Diversity in the Curriculum \mid Higher Education Academy'. Retrieved

(https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum).

Anon. n.d.-f. 'Futures for Higher Education. Analysing Trends.'

Anon. n.d.-g. 'HEA Large Group Teaching Tips'.

Anon. n.d.-h. 'Http://Www.Tandfonline.Com/Doi/Full/10.1080/0309877X.2016.1159292'.

Anon. n.d.-i. 'Instructional Design: Learning Theories'. Retrieved (https://web.stanford.edu/dept/SUSE/projects/ireport/articles/general/Educational%20Theories%20Summary.pdf).

Anon. n.d.-j. 'Learning Outcomes Project Blog'. Retrieved (http://staffblogs.le.ac.uk/loproject/).

Anon. n.d.-k. 'Learning Styles'. Retrieved

(http://repository-intralibrary.leedsmet.ac.uk/open_virtual_file_path/i391n604179t/Learning StylesSrc/7.Learning+styles/LS-introduction.html).

Anon. n.d.-l. 'Programme Design and Specification Phase — University of Leicester'. Retrieved

(http://www2.le.ac.uk/offices/lli/lt/curriculum-design/creating-a-new-programme/programme-design-and-specification-phase).

Anon. n.d.-m. 'Teaching in Higher Education'.

Anon. n.d.-n. 'Teaching Methods: Large Group Teaching'. Retrieved (http://www.nottingham.ac.uk/pesl/resources/largegroup/).

Anon. n.d.-o. 'Teaching Methods: Small Group Teaching'. Retrieved (http://www.nottingham.ac.uk/pesl/resources/smallgroup/).

Anon. n.d.-p. 'Teaching Sociology'.

Anon. n.d.-q. 'University of Leicester Transferable Skills Framework'.

Anon. n.d.-r. 'Using Learning Outcomes to Support Your Studies — University of Leicester'. Retrieved (http://www2.le.ac.uk/offices/ld/resources/study/learning-outcomes).

Anon. n.d.-s. 'Working with Learning Outcomes Online Resource'. Retrieved (https://connect.le.ac.uk/workwithlos/).

Armstrong, Steve, and Cynthia Fukami. 2008. The SAGE Handbook of Management Learning, Education and Development. London: SAGE.

Biesta, Gert. 2007. 'WHY "WHAT WORKS" WON'T WORK: EVIDENCE-BASED PRACTICE AND THE DEMOCRATIC DEFICIT IN EDUCATIONAL RESEARCH'. Educational Theory 57(1):1–22. doi: 10.1111/j.1741-5446.2006.00241.x.

Biggs, John B., Catherine So-kum Tang, and Society for Research into Higher Education. 2011a. Teaching for Quality Learning at University: What the Student Does. 4th ed. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press

Biggs, John B., Catherine So-kum Tang, and Society for Research into Higher Education. 2011b. Teaching for Quality Learning at University: What the Student Does. 4th ed. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press.

Brooks et al. 2014. 'Learning about Learning Outcomes: The Student Perspective'.

Burgan, Mary. 2006. 'In Defense of Lecturing'.

Centre for Research on Learning and Teaching. n.d. 'Teaching Strategies: Large Classes and Lectures'. Retrieved (http://www.crlt.umich.edu/tstrategies/tsllc).

Coffield, Frank, David Moseley, Elaine Hall, and Kathryn Ecclestone. 2004. 'Should We Be Using Learning Styles? What Research Has to Say to Practice'.

Cox, Malcolm, David M. Irby, and Judith L. Bowen. 2006. 'Educational Strategies to Promote Clinical Diagnostic Reasoning'. New England Journal of Medicine 355(21):2217–25. doi: 10.1056/NEJMra054782.

David, Nicol. 2010. 'From Monologue to Dialogue: Improving Written Feedback Processes in Mass Higher Education'. Assessment and Evaluation in Higher Education 35(5).

Dobbins et al. 2014. 'Understanding and Enacting Learning Outcomes: The Academic's Perspective'.

Entwistle, Noel J., and Elizabeth R. Peterson. 2004. 'Conceptions of Learning and Knowledge in Higher Education: Relationships with Study Behaviour and Influences of Learning Environments'. International Journal of Educational Research 41(6):407–28. doi: 10.1016/j.ijer.2005.08.009.

Freeman, S., S. L. Eddy, M. McDonough, M. K. Smith, N. Okoroafor, H. Jordt, and M. P. Wenderoth. 2014. 'Active Learning Increases Student Performance in Science, Engineering, and Mathematics'. Proceedings of the National Academy of Sciences 111(23):8410–15. doi: 10.1073/pnas.1319030111.

Frenk, Julio, Lincoln Chen, Zulfiqar A. Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaf Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, and Huda Zurayk. 2010. 'Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World'. The Lancet 376(9756):1923–58. doi: 10.1016/S0140-6736(10)61854-5.

Fry, Heather, Steve Ketteridge, and Stephanie Marshall. 2014. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. Fourth edition. Milton Park, Abingdon, Oxon: Routledge.

Fry, Heather, Steve Ketteridge, and Stephanie Marshall. 2015. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. Fourth edition. Milton Park, Abingdon, Oxon: Routledge.

Goodhew, Peter. 2015. 'Book | Teaching Engineering'. Retrieved (http://www.goodhew.co.uk/TeachEng.htm).

Gordon, Neil. 2014. 'Flexible Pedagogies: Technology-Enhanced Learning | Higher Education Academy'.

Haggis, Tamsin. 2006. 'Pedagogies for Diversity: Retaining Critical Challenge amidst Fears of "Dumbing Down". Studies in Higher Education 31(5):521–35. doi: 10.1080/03075070600922709.

Higgins, Hartley, and Skelton. 2001. 'Getting the Message Across: The Problem of Communicating Assessment Feedback'.

Hughes, Gwyneth. 2011. 'Towards a Personal Best: A Case for Introducing Ipsative Assessment in Higher Education'. Studies in Higher Education 36(3):353–67. doi: 10.1080/03075079.2010.486859.

Hussey, and Smith. 2002. 'The Trouble with Learning Outcomes'.

Hussey, Trevor, and Patrick Smith. 2003. 'The Uses of Learning Outcomes'. Teaching in Higher Education 8(3):357–68. doi: 10.1080/13562510309399.

Kember, David. 1997. 'A Reconceptualisation of the Research into University Academics' Conceptions of Teaching'. Learning and Instruction 7(3):255–75. doi: 10.1016/S0959-4752(96)00028-X.

Kennedy, Hyland, and Ryan. 2006. 'Writing and Using Learning Outcomes: A Practical Guide'.

Kneale, Pauline E., ed. 2015. Masters Level Teaching, Learning and Assessment: Issues in Design and Delivery. Vol. Palgrave teaching and learning. London: Macmillan Education/Palgrave.

Lea, John, ed. 2015a. Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice. Maidenhead, Berkshire, England: McGraw-Hill Education, Open University Press.

Lea, John, ed. 2015b. Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice. Maidenhead, Berkshire, England: McGraw-Hill Education, Open University Press.

Leamnson, Robert N. 1999. 'The Biological Basis of Learning'. Pp. 11–22 in Thinking about teaching and learning: developing habits of learning with first year college and university students. Sterling, Va: Stylus.

Maher. 2004. 'Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning'.

Mann, and Robinson. 2009. 'Boredom in the Lecture Theatre: An Investigation into the Contributors, Moderators and Outcomes of Boredom amongst University Students'.

McLean, Bond, and Nicholson. 2015. 'An Anatomy of Feedback: A Phenomenographic Investigation of Undergraduate Students' Conceptions of Feedback'.

Mulligan, Denise, and Andy Kirkpatrick. 2000. 'How Much Do They Understand? Lectures, Students and Comprehension'. Higher Education Research & Development 19(3):311–35. doi: 10.1080/758484352.

Nicol, and Macfarlane-Dick. 2006. 'Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice'.

O'Donovan, Berry, Chris Rust, and Margaret Price. 2015. 'A Scholarly Approach to Solving the Feedback Dilemma in Practice'. Assessment & Evaluation in Higher Education 1–12. doi: 10.1080/02602938.2015.1052774.

Petrovic, and Pale. 2015. 'Students' Perception of Live Lectures' Inherent Disadvantages'.

Pollard, Andrew, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, S. J. Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, and Mark Winterbottom. 2019a. Reflective Teaching in Schools. 5th edition. London: Bloomsbury Academic.

Pollard, Andrew, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, S. J. Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, and Mark Winterbottom. 2019b. Reflective Teaching in Schools. 5th edition. London: Bloomsbury Academic.

Price, and Kirkwood. 2014. 'Informed Design of Educational Technology for Teaching and Learning? Towards an Evidence-Informed Model of Good Practice'.

Race, Phil. 2003. 'Learning in Small Groups'.

Race, Phil. 2004. 'Facilitating Learning in Small Groups'.

Race, Phil. 2009. 'Designing Assessment to Improve Physical Sciences Learning'.

Riener, Carl, and Daniel Willingham. 2010. 'The Myth of Learning Styles'.

Rogers, Katherine Mary Ann. 2009. 'A Preliminary Investigation and Analysis of Student Learning Style Preferences in Further and Higher Education'. Journal of Further and Higher Education 33(1):13–21. doi: 10.1080/03098770802638234.

Seery, Michael K. 2015. 'Flipped Learning in Higher Education Chemistry: Emerging Trends and Potential Directions'. Chem. Educ. Res. Pract. 16(4):758–68. doi: 10.1039/C5RP00136F.

Shephard. 2008. 'Higher Education for Sustainability: Seeking Affective Learning Outcomes'.

Smith et al. 2013. 'Assessment Literacy and Student Learning: The Case for Explicitly Developing Students "Assessment Literacy"'.

Smith, Richard. 2003. 'Unfinished Business: Education without Necessity'. Teaching in Higher Education 8(4):477–91. doi: 10.1080/1356251032000117571.

Stacey, Elizabeth, and Faye Wissenberg. n.d. 'A Study of Face-to-Face and Online Teaching Philosophies in Canada and Australia'.

Svanstrom et al. 2008. 'Learning Outcomes for Sustainable Development in Higher Education'.

The Higher Education Academy. n.d. 'Promoting Teaching. Making Evidence Count.'

The Promoting Teaching Project. n.d. 'Making Evidence Count'.

Tiernan. 2014. 'A Study of the Use of Twitter by Students for Lecture Engagement and Discussion'.

Thoaele et al. 2014. 'Using Clickers to Facilitate Interactive Engagement Activities in a Lecture Room for Improved Performance by Students'.

Trotter, Eileen. 2006. 'Student Perceptions of Continuous Summative Assessment'. Assessment & Evaluation in Higher Education 31(5):505–21. doi: 10.1080/02602930600679506.

Webb, Jo, and Chris Powis. 2004. Teaching Information Skills: Theory and Practice. London: Facet.

Wikeley, Felicity, and Yolande Muschamp. n.d. 'Pedagogical Implications of Working with Doctoral Students at a Distance'.

Wilson, and Korn. 2007. 'Attention During Lectures: Beyond Ten Minutes'.

Wingate, Ursula. 2006. 'Doing Away with "Study Skills". Teaching in Higher Education 11(4):457-69. doi: 10.1080/13562510600874268.