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

View Online

'7 steps to enhancing large group teaching' (no date). Plymouth University. Available at: https://www.plymouth.ac.uk/uploads/production/document/path/2/2397/7_Steps_to_Enhancing_Large_Group_Teaching.pdf.

Anderson, L.W. and Bloom, B.S. (2001) A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives. Abridged ed. New York: Longman.

Armstrong, S. and Fukami, C. (2008) The SAGE handbook of management learning, education and development. London: SAGE.

'Assessment and Evaluation in Higher Education' (no date). Available at: http://www.tandfonline.com/loi/caeh20#.VhOeh03luUk.

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

Biggs, J.B., Tang, C.S., 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. Available at: http://lib.myilibrary.com.ezproxy4.lib.le.ac.uk/Open.aspx?id=332095.

Biggs, J.B., Tang, C.S., 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. Available at: https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=798265.

Bloom's Taxonomy (no date). Available at: http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm.

Brooks et al (2014) 'Learning about learning outcomes: the student perspective'. Available at: http://www.tandfonline.com/doi/abs/10.1080/13562517.2014.901964.

Burgan, M. (2006) 'In Defense of Lecturing'. Available at: http://www.ltrr.arizona.edu/~katie/kt/COLLEGE-TEACHING/topic%203%20-%20syllabus/In%20Defense%20of%20Lecturing.pdf.

Centre for Research on Learning and Teaching (no date) Teaching strategies: large classes

and lectures. University of Michigan. Available at:
http://www.crlt.umich.edu/tstrategies/tsllc.

Coffield, F. et al. (2004) 'Should we be using learning styles? What research has to say to practice'. Available at:
http://itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf.

Coffield, F., Moseley, D., Hall, E. & Ecclestone, K. (2004) Learning Styles and Pedagogy in Post-16 Learning, London, Learning and Skills Research Centre (no date). Available at:
http://sxills.nl/lerenlerennu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf.

Cox, M., Irby, D.M. and Bowen, J.L. (2006) 'Educational Strategies to Promote Clinical Diagnostic Reasoning', New England Journal of Medicine, 355(21), pp. 2217–2225.
Available at: https://doi.org/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). Available at: http://www.tandfonline.com/doi/pdf/10.1080/02602931003786559.

Dobbins et al (2014) 'Understanding and enacting learning outcomes: the academic's perspective'. Available at:
http://www.tandfonline.com/doi/full/10.1080/03075079.2014.966668.

'Effective Practice in a Digital Age: a guide to technology-enhanced learning and teaching' (2009). Available at:
http://www.webarchive.org.uk/wayback/archive/20140615094835/http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf.

'Effective practice with e-Learning: a good practice guide in designing for learning' (2004).
Available at:
http://www.webarchive.org.uk/wayback/archive/20140615094804/http://www.jisc.ac.uk/media/documents/publications/effectivepracticeelearning.pdf.

Embedding Equality and Diversity in the Curriculum | Higher Education Academy (no date).
Available at: https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum.

Entwistle, N.J. and Peterson, E.R. (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), pp. 407–428. Available at:
https://doi.org/10.1016/j.ijer.2005.08.009.

Freeman, S. et al. (2014) 'Active learning increases student performance in science, engineering, and mathematics', Proceedings of the National Academy of Sciences, 111(23), pp. 8410–8415. Available at: https://doi.org/10.1073/pnas.1319030111.

Frenk, J. et al. (2010) 'Health professionals for a new century: transforming education to strengthen health systems in an interdependent world', The Lancet, 376(9756), pp. 1923–1958. Available at: https://doi.org/10.1016/S0140-6736(10)61854-5.

Fry, H., Ketteridge, S. and Marshall, S. (2014) A handbook for teaching and learning in higher education: enhancing academic practice. Fourth edition. Milton Park, Abingdon, Oxon: Routledge. Available at:
http://ezproxy.lib.le.ac.uk/login?url=http://lib.myilibrary.com?id=638595.

Fry, H., Ketteridge, S. and Marshall, S. (2015) A handbook for teaching and learning in higher education: enhancing academic practice. Fourth edition. Milton Park, Abingdon, Oxon: Routledge. Available at:
https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=1770537.

'Futures for Higher Education. Analysing Trends.' (no date). Universities UK. Available at:
http://www.universitiesuk.ac.uk/highereducation/Documents/2012/FuturesForHigherEducation.pdf.

Goodhew, P. (2015) Book | Teaching Engineering. Available at:
http://www.goodhew.co.uk/TeachEng.htm.

Gordon, N. (2014) 'Flexible pedagogies: technology-enhanced learning | Higher Education Academy'. Available at:
https://www.heacademy.ac.uk/sites/default/files/resources/tel_report_0.pdf.

Haggis, T. (2006) 'Pedagogies for diversity: retaining critical challenge amidst fears of "dumbing down"', Studies in Higher Education, 31(5), pp. 521–535. Available at:
https://doi.org/10.1080/03075070600922709.

'HEA large group teaching tips' (no date). Available at:
https://www.heacademy.ac.uk/sites/default/files/largegroupteachingtoptrumps_1.pdf.

Higgins, Hartley and Skelton (2001) 'Getting the Message Across: the problem of communicating assessment feedback'. Available at:
http://www.tandfonline.com/doi/pdf/10.1080/13562510120045230.

http://www.tandfonline.com/doi/full/10.1080/0309877X.2016.1159292 (no date).

Hughes, G. (2011) 'Towards a personal best: a case for introducing ipsative assessment in higher education', Studies in Higher Education, 36(3), pp. 353–367. Available at:
https://doi.org/10.1080/03075079.2010.486859.

Hussey and Smith (2002) 'The trouble with learning outcomes'. Available at:
http://alh.sagepub.com/content/3/3/220.full.pdf.

Hussey, T. and Smith, P. (2003) 'The Uses of Learning Outcomes', Teaching in Higher Education, 8(3), pp. 357–368. Available at: https://doi.org/10.1080/13562510309399.

Instructional Design: Learning Theories (no date). Available at:
https://web.stanford.edu/dept/SUSE/projects/ireport/articles/general/Educational%20Theories%20Summary.pdf.

Kember, D. (1997) 'A reconceptualisation of the research into university academics' conceptions of teaching', Learning and Instruction, 7(3), pp. 255–275. Available at:

https://doi.org/10.1016/S0959-4752(96)00028-X.

Kennedy, Hyland and Ryan (2006) 'Writing and using learning outcomes: a practical guide'.
Available at:
http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Kennedy_Writing_an
d_Using_Learning_Outcomes.pdf.

Kneale, P.E. (ed.) (2015) Masters level teaching, learning and assessment: issues in design
and delivery. London: Macmillan Education/Palgrave.

Lea, J. (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, J. (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, R.N. (1999) 'The biological basis of learning', in Thinking about teaching and
learning: developing habits of learning with first year college and university students.
Sterling, Va: Stylus, pp. 11–22.

Learning Outcomes Project Blog (no date). Available at: http://staffblogs.le.ac.uk/loproject/.

Learning Styles (no date). Available at:
http://repository-intralibrary.leedsmet.ac.uk/open_virtual_file_path/i391n604179t/Learning
StylesSrc/7.Learning+styles/LS-introduction.html.

Maher (2004) 'Learning Outcomes in Higher Education: Implications for Curriculum Design
and Student Learning'. Available at:
http://reforma.fen.uchile.cl/Papers/Learning%20Outcomes%20in%20HD%20implications-M
aher.pdf.

Mann and Robinson (2009) 'Boredom in the lecture theatre: an investigation into the
contributors, moderators and outcomes of boredom amongst university students'.
Available at: http://onlinelibrary.wiley.com/doi/10.1080/01411920802042911/pdf.

McLean, Bond and Nicholson (2015) 'An anatomy of feedback: a phenomenographic
investigation of undergraduate students' conceptions of feedback'. Available at:
http://www.tandfonline.com/doi/pdf/10.1080/03075079.2013.855718.

Mulligan, D. and Kirkpatrick, A. (2000) 'How Much Do They Understand? Lectures, students
and comprehension', Higher Education Research & Development, 19(3), pp. 311–335.
Available at: https://doi.org/10.1080/758484352.

Nicol and Macfarlane-Dick (2006) 'Formative assessment and self-regulated learning: a
model and seven principles of good feedback practice'. Available at:
http://www.tandfonline.com/doi/pdf/10.1080/03075070600572090.

O'Donovan, B., Rust, C. and Price, M. (2015) 'A scholarly approach to solving the feedback dilemma in practice', Assessment & Evaluation in Higher Education, pp. 1–12. Available at: https://doi.org/10.1080/02602938.2015.1052774.

Petrovic and Pale (2015) 'Students' perception of live lectures' inherent disadvantages'. Available at: http://www.tandfonline.com/doi/pdf/10.1080/13562517.2014.962505.

Pollard, A. et al. (2019a) Reflective teaching in schools. 5th edition. London: Bloomsbury Academic. Available at: https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980.

Pollard, A. et al. (2019b) Reflective teaching in schools. 5th edition. London: Bloomsbury Academic. Available at: https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980.

Price and Kirkwood (2014) 'Informed design of educational technology for teaching and learning? Towards an evidence-informed model of good practice'. Available at: http://www.tandfonline.com/doi/pdf/10.1080/1475939X.2014.942749.

Programme Design and Specification Phase — University of Leicester (no date). Available at: http://www2.le.ac.uk/offices/lli/lt/curriculum-design/creating-a-new-programme/programme-design-and-specification-phase.

Race, P. (2003) 'Learning in small groups'. Available at: https://www.heacademy.ac.uk/sites/default/files/resources/id475_learning_in_small_groups_race.pdf.

Race, P. (2004) 'Facilitating learning in small groups'. Available at: https://www.heacademy.ac.uk/sites/default/files/id476_facilitating_learning_in_small_groups.pdf.

Race, P. (2009) 'Designing Assessment to Improve Physical Sciences Learning'. The Higher Education Academy. Available at: https://www.heacademy.ac.uk/sites/default/files/ps0069_designing_assessment_to_improve_physical_sciences_learning_march_2009.pdf.

Riener, C. and Willingham, D. (2010) 'The myth of learning styles'. Available at: https://www.researchgate.net/profile/Cedar_Riener/publication/249039450_The_Myth_of_Learning_Styles/links/0046353c694205e957000000.pdf.

Rogers, K.M.A. (2009) 'A preliminary investigation and analysis of student learning style preferences in further and higher education', Journal of Further and Higher Education, 33(1), pp. 13–21. Available at: https://doi.org/10.1080/03098770802638234.

Seery, M.K. (2015) 'Flipped learning in higher education chemistry: emerging trends and potential directions', Chem. Educ. Res. Pract., 16(4), pp. 758–768. Available at: https://doi.org/10.1039/C5RP00136F.

Shephard (2008) 'Higher education for sustainability: seeking affective learning outcomes'.

Available at: http://www.emeraldinsight.com/doi/abs/10.1108/14676370810842201.

Smith et al (2013) 'Assessment literacy and student learning: the case for explicitly developing students "assessment literacy"'. Available at: http://www.tandfonline.com/doi/abs/10.1080/02602938.2011.598636.

Smith, R. (2003) 'Unfinished business: education without necessity', Teaching in Higher Education, 8(4), pp. 477–491. Available at: https://doi.org/10.1080/1356251032000117571.

Stacey, E. and Wissenberg, F. (no date) 'A study of Face-to-Face and Online Teaching Philosophies in Canada and Australia'. Available at: http://files.eric.ed.gov/fulltext/EJ805067.pdf.

Svanstrom et al (2008) 'Learning outcomes for sustainable development in higher education'. Available at: http://www.emeraldinsight.com/doi/full/10.1108/14676370810885925.

'Teaching in Higher Education' (no date). Available at: http://www.tandfonline.com/loi/cthe20#.VcmpZE3JDcs.

Teaching methods: large group teaching (no date). The University of Nottingham. Available at: http://www.nottingham.ac.uk/pesl/resources/largegroup/.

Teaching methods: small group teaching (no date). The University of Nottingham. Available at: http://www.nottingham.ac.uk/pesl/resources/smallgroup/.

'Teaching Sociology' (no date). Available at: http://tso.sagepub.com/.

The Higher Education Academy (no date) 'Promoting Teaching. Making Evidence Count.' Available at: https://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web_0.pdf.

The Promoting Teaching Project (no date) 'Making Evidence Count'. Advance HE. Available at: https://www.heacademy.ac.uk/knowledge-hub/promoting-teaching-making-evidence-count.

'The UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF)' (2011). Available at: https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf.

Tiernan (2014) 'A study of the use of Twitter by students for lecture engagement and discussion'. Available at: http://link.springer.com/article/10.1007/s10639-012-9246-4.

Tlhoaele et al (2014) 'Using clickers to facilitate interactive engagement activities in a lecture room for improved performance by students'. Available at: http://www.tandfonline.com/doi/pdf/10.1080/14703297.2013.796725.

Trotter, E. (2006) 'Student perceptions of continuous summative assessment', Assessment

& Evaluation in Higher Education, 31(5), pp. 505–521. Available at:
https://doi.org/10.1080/02602930600679506.

'University of Leicester Transferable Skills Framework' (no date). Available at:
https://www2.le.ac.uk/offices/careers-new/information/cds/transferable-skills/transferable-skills-framework/TSFv12October2015.pdf.

Using learning outcomes to support your studies — University of Leicester (no date).
Available at: http://www2.le.ac.uk/offices/ld/resources/study/learning-outcomes.

Webb, J. and Powis, C. (2004) Teaching information skills: theory and practice. London:
Facet.

'Why is online teaching important?' (2010). Available at:
https://www.youtube.com/watch?v=EDULQMR6wJs.

Wikeley, F. and Muschamp, Y. (no date) 'Pedagogical implications of working with doctoral
students at a distance'. Available at:
http://www.tandfonline.com/doi/pdf/10.1080/0158791042000212495.

Wilson and Korn (2007) 'Attention During Lectures: Beyond Ten Minutes'. Available at:
http://www.ministryoftruth.me.uk/wp-content/uploads/2014/09/WilsonKorn2007-Attention.pdf.

Wingate, U. (2006) 'Doing away with "study skills"', Teaching in Higher Education, 11(4),
pp. 457–469. Available at: https://doi.org/10.1080/13562510600874268.

Working with Learning Outcomes Online Resource (no date). Available at:
https://connect.le.ac.uk/workwithlos/.