05/17/24

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

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

View Online

[1]

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

[2]

J. Lea, Ed., Enhancing learning and teaching in higher education: engaging with the dimensions of practice. Maidenhead, Berkshire, England: McGraw-Hill Education, Open University Press, 2015.

[3]

'http://www.tandfonline.com/doi/full/10.1080/0309877X.2016.1159292'. .

[4]

J. B. Biggs, C. S. Tang, and Society for Research into Higher Education, Teaching for quality learning at university: what the student does, 4th ed. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011 [Online]. Available: http://lib.myilibrary.com.ezproxy4.lib.le.ac.uk/Open.aspx?id=332095

[5]

J. B. Biggs, C. S. Tang, and Society for Research into Higher Education, Teaching for quality learning at university: what the student does, 4th ed. Maidenhead: McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011 [Online]. Available: https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=798265

[6]

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

[7]

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

[8]

'Teaching in Higher Education' [Online]. Available:
http://www.tandfonline.com/loi/cthe20#.VcmpZE3JDcs

[9]

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

[10]

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

[11]

R. N. Leamnson, '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, 1999, pp. 11–22.

[12]

'Instructional Design: Learning Theories'. [Online]. Available:
https://web.stanford.edu/dept/SUSE/projects/ireport/articles/general/Educational%20Theori
es%20Summary.pdf

[13]

G. Biesta, 'WHY "WHAT WORKS" WON'T WORK: EVIDENCE-BASED PRACTICE AND THE
DEMOCRATIC DEFICIT IN EDUCATIONAL RESEARCH', Educational Theory, vol. 57, no. 1, pp.
1–22, Feb. 2007, doi: 10.1111/j.1741-5446.2006.00241.x.

[14]

U. Wingate, 'Doing away with "study skills"', Teaching in Higher Education, vol. 11, no. 4,
pp. 457–469, Oct. 2006, doi: 10.1080/13562510600874268.

[15]

T. Haggis, 'Pedagogies for diversity: retaining critical challenge amidst fears of "dumbing
down"', Studies in Higher Education, vol. 31, no. 5, pp. 521–535, Oct. 2006, doi:
10.1080/03075070600922709.

[16]

D. Kember, 'A reconceptualisation of the research into university academics' conceptions
of teaching', Learning and Instruction, vol. 7, no. 3, pp. 255–275, Sep. 1997, doi:
10.1016/S0959-4752(96)00028-X.

[17]

F. Coffield, D. Moseley, E. Hall, and K. Ecclestone, 'Should we be using learning styles?
What research has to say to practice'. 2004 [Online]. Available:
http://itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf

[18]

C. Riener and D. Willingham, 'The myth of learning styles', 2010 [Online]. Available:

https://www.researchgate.net/profile/Cedar_Riener/publication/249039450_The_Myth_of_L
earning_Styles/links/0046353c694205e957000000.pdf

[19]

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

[20]

K. M. A. Rogers, 'A preliminary investigation and analysis of student learning style
preferences in further and higher education', Journal of Further and Higher Education, vol.
33, no. 1, pp. 13–21, Feb. 2009, doi: 10.1080/03098770802638234.

[21]

'Learning Styles'. [Online]. Available:
http://repository-intralibrary.leedsmet.ac.uk/open_virtual_file_path/i391n604179t/Learning
StylesSrc/7.Learning+styles/LS-introduction.html

[22]

P. Race, 'Learning in small groups', 2003 [Online]. Available:
https://www.heacademy.ac.uk/sites/default/files/resources/id475_learning_in_small_groups
_race.pdf

[23]

P. Race, 'Facilitating learning in small groups', 2004 [Online]. Available:
https://www.heacademy.ac.uk/sites/default/files/id476_facilitating_learning_in_small_group
s.pdf

[24]

'Teaching methods: small group teaching'. [Online]. Available:
http://www.nottingham.ac.uk/pesl/resources/smallgroup/

[25]

D. Mulligan and A. Kirkpatrick, 'How Much Do They Understand? Lectures, students and comprehension', Higher Education Research & Development, vol. 19, no. 3, pp. 311–335, Nov. 2000, doi: 10.1080/758484352.

[26]

Petrovic and Pale, 'Students' perception of live lectures' inherent disadvantages', 2015 [Online]. Available: http://www.tandfonline.com/doi/pdf/10.1080/13562517.2014.962505

[27]

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

[28]

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

[29]

'HEA large group teaching tips'. [Online]. Available: https://www.heacademy.ac.uk/sites/default/files/largegroupteachingtoptrumps_1.pdf

[30]

'7 steps to enhancing large group teaching'. Plymouth University [Online]. Available: https://www.plymouth.ac.uk/uploads/production/document/path/2/2397/7_Steps_to_Enhancing_Large_Group_Teaching.pdf

05/17/24

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

[31]

Centre for Research on Learning and Teaching, 'Teaching strategies: large classes and lectures'. [Online]. Available: http://www.crlt.umich.edu/tstrategies/tsllc

[32]

'Teaching methods: large group teaching'. [Online]. Available: http://www.nottingham.ac.uk/pesl/resources/largegroup/

[33]

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

[34]

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

[35]

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

[36]

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

[37]

E. Trotter, 'Student perceptions of continuous summative assessment', Assessment & Evaluation in Higher Education, vol. 31, no. 5, pp. 505–521, Oct. 2006, doi: 10.1080/02602930600679506.

05/17/24

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

[38]

G. Hughes, 'Towards a personal best: a case for introducing ipsative assessment in higher education', Studies in Higher Education, vol. 36, no. 3, pp. 353–367, May 2011, doi: 10.1080/03075079.2010.486859.

[39]

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

[40]

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

[41]

David, Nicol, 'From monologue to dialogue: improving written feedback processes in mass higher education', Assessment and Evaluation in Higher Education, vol. 35, no. 5, 2010 [Online]. Available: http://www.tandfonline.com/doi/pdf/10.1080/02602931003786559

[42]

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

[43]

'Assessment and Evaluation in Higher Education' [Online]. Available: http://www.tandfonline.com/loi/caeh20#.VhOeh03luUk

[44]

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

[45]

'Programme Design and Specification Phase — University of Leicester'. [Online]. Available: http://www2.le.ac.uk/offices/lli/lt/curriculum-design/creating-a-new-programme/programme -design-and-specification-phase

[46]

'Working with Learning Outcomes Online Resource'. [Online]. Available: https://connect.le.ac.uk/workwithlos/

[47]

'Using learning outcomes to support your studies — University of Leicester'. [Online]. Available: http://www2.le.ac.uk/offices/ld/resources/study/learning-outcomes

[48]

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

[49]

'Bloom's Taxonomy'. [Online]. Available: http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

[50]

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

05/17/24

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

[51]

T. Hussey and P. Smith, 'The Uses of Learning Outcomes', Teaching in Higher Education, vol. 8, no. 3, pp. 357–368, Jul. 2003, doi: 10.1080/13562510309399.

[52]

Hussey and Smith, 'The trouble with learning outcomes', 2002 [Online]. Available: http://alh.sagepub.com/content/3/3/220.full.pdf

[53]

Maher, 'Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning', 2004 [Online]. Available: http://reforma.fen.uchile.cl/Papers/Learning%20Outcomes%20in%20HD%20implications-Maher.pdf

[54]

Brooks et al, 'Learning about learning outcomes: the student perspective', 2014 [Online]. Available: http://www.tandfonline.com/doi/abs/10.1080/13562517.2014.901964

[55]

Dobbins et al, 'Understanding and enacting learning outcomes: the academic's perspective', 2014 [Online]. Available: http://www.tandfonline.com/doi/full/10.1080/03075079.2014.966668

[56]

Svanstrom et al, 'Learning outcomes for sustainable development in higher education', 2008 [Online]. Available: http://www.emeraldinsight.com/doi/full/10.1108/14676370810885925

[57]

Shephard, 'Higher education for sustainability: seeking affective learning outcomes', 2008
[Online]. Available: http://www.emeraldinsight.com/doi/abs/10.1108/14676370810842201

[58]

'Learning Outcomes Project Blog'. [Online]. Available: http://staffblogs.le.ac.uk/loproject/

[59]

N. J. Entwistle and E. R. Peterson, 'Conceptions of learning and knowledge in higher
education: Relationships with study behaviour and influences of learning environments',
International Journal of Educational Research, vol. 41, no. 6, pp. 407–428, Jan. 2004, doi:
10.1016/j.ijer.2005.08.009.

[60]

R. Smith, 'Unfinished business: education without necessity', Teaching in Higher Education,
vol. 8, no. 4, pp. 477–491, Oct. 2003, doi: 10.1080/13562510320001117571.

[61]

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

[62]

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

[63]

'Effective Practice in a Digital Age: a guide to technology-enhanced learning and teaching'.
2009 [Online]. Available:
http://www.webarchive.org.uk/wayback/archive/20140615094835/http://www.jisc.ac.uk/me

dia/documents/publications/effectivepracticedigitalage.pdf

[64]

'Effective practice with e-Learning: a good practice guide in designing for learning'. 2004
[Online]. Available:
http://www.webarchive.org.uk/wayback/archive/20140615094804/http://www.jisc.ac.uk/me
dia/documents/publications/effectivepracticeelearning.pdf

[65]

'Why is online teaching important?' Oct. 25, 2010 [Online]. Available:
https://www.youtube.com/watch?v=EDULQMR6wJs

[66]

The Higher Education Academy, 'Promoting Teaching. Making Evidence Count.' [Online].
Available:
https://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web_0.pdf

[67]

The Promoting Teaching Project, 'Making Evidence Count'. Advance HE [Online]. Available:
https://www.heacademy.ac.uk/knowledge-hub/promoting-teaching-making-evidence-count

[68]

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

[69]

E. Stacey and F. Wissenberg, 'A study of Face-to-Face and Online Teaching Philosophies in
Canada and Australia'. [Online]. Available: http://files.eric.ed.gov/fulltext/EJ805067.pdf

[70]

J. Lea, Ed., Enhancing learning and teaching in higher education: engaging with the dimensions of practice. Maidenhead, Berkshire, England: McGraw-Hill Education, Open University Press, 2015.

[71]

J. Frenk et al., 'Health professionals for a new century: transforming education to strengthen health systems in an interdependent world', The Lancet, vol. 376, no. 9756, pp. 1923–1958, Dec. 2010, doi: 10.1016/S0140-6736(10)61854-5.

[72]

S. Freeman et al., 'Active learning increases student performance in science, engineering, and mathematics', Proceedings of the National Academy of Sciences, vol. 111, no. 23, pp. 8410–8415, Jun. 2014, doi: 10.1073/pnas.1319030111.

[73]

M. K. Seery, 'Flipped learning in higher education chemistry: emerging trends and potential directions', Chem. Educ. Res. Pract., vol. 16, no. 4, pp. 758–768, 2015, doi: 10.1039/C5RP00136F.

[74]

M. Cox, D. M. Irby, and J. L. Bowen, 'Educational Strategies to Promote Clinical Diagnostic Reasoning', New England Journal of Medicine, vol. 355, no. 21, pp. 2217–2225, Nov. 2006, doi: 10.1056/NEJMra054782.

[75]

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

[76]

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

2004.

[77]

P. Goodhew, 'Book | Teaching Engineering', 2015. [Online]. Available:
http://www.goodhew.co.uk/TeachEng.htm

[78]

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

[79]

'University of Leicester Transferable Skills Framework'. [Online]. Available:
https://www2.le.ac.uk/offices/careers-new/information/cds/transferable-skills/transferable-s
kills-framework/TSFv12October2015.pdf

[80]

'Teaching Sociology' [Online]. Available: http://tso.sagepub.com/

[81]

'Embedding Equality and Diversity in the Curriculum | Higher Education Academy'.
[Online]. Available:
https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum

[82]

'Futures for Higher Education. Analysing Trends.' Universities UK [Online]. Available:
http://www.universitiesuk.ac.uk/highereducation/Documents/2012/FuturesForHigherEducat
ion.pdf

[83]

05/17/24

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

F. Wikeley and Y. Muschamp, 'Pedagogical implications of working with doctoral students at a distance' [Online]. Available:
http://www.tandfonline.com/doi/pdf/10.1080/0158791042000212495