# 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).

2.

Enhancing learning and teaching in higher education: engaging with the dimensions of practice. (McGraw-Hill Education, Open University Press, 2015).

З.

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

4.

Biggs, J. B., Tang, C. S., & Society for Research into Higher Education. Teaching for quality learning at university: what the student does. (McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011).

5.

Biggs, J. B., Tang, C. S., & Society for Research into Higher Education. Teaching for quality learning at university: what the student does. (McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011).

Fry, H., Ketteridge, S. & Marshall, S. A handbook for teaching and learning in higher education: enhancing academic practice. (Routledge, 2014).

7.

Fry, H., Ketteridge, S. & Marshall, S. A handbook for teaching and learning in higher education: enhancing academic practice. (Routledge, 2015).

8.

Teaching in Higher Education.

9.

Pollard, A. et al. Reflective teaching in schools. (Bloomsbury Academic, 2019).

10.

Pollard, A. et al. Reflective teaching in schools. (Bloomsbury Academic, 2019).

11.

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

12.

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

# 13.

Biesta, G. WHY 'WHAT WORKS' WON'T WORK: EVIDENCE-BASED PRACTICE AND THE DEMOCRATIC DEFICIT IN EDUCATIONAL RESEARCH. Educational Theory **57**, 1–22 (2007).

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

#### 14.

Wingate, U. Doing away with 'study skills'. Teaching in Higher Education 11, 457–469 (2006).

### 15.

Haggis, T. Pedagogies for diversity: retaining critical challenge amidst fears of 'dumbing down'. Studies in Higher Education **31**, 521–535 (2006).

#### 16.

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

### 17.

Coffield, F., Moseley, D., Hall, E. & Ecclestone, K. Should we be using learning styles? What research has to say to practice. (2004).

### 18.

Riener, C. & Willingham, D. The myth of learning styles. (2010).

#### 19.

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

### 20.

Rogers, K. M. A. A preliminary investigation and analysis of student learning style preferences in further and higher education. Journal of Further and Higher Education **33**,

13-21 (2009).

Learning Styles.

http://repository-intralibrary.leedsmet.ac.uk/open\_virtual\_file\_path/i391n604179t/Learning StylesSrc/7.Learning+styles/LS-introduction.html.

22.

Race, P. Learning in small groups. (2003).

# 23.

Race, P. Facilitating learning in small groups. (2004).

24.

Teaching methods: small group teaching. http://www.nottingham.ac.uk/pesl/resources/smallgroup/.

25.

Mulligan, D. & Kirkpatrick, A. How Much Do They Understand? Lectures, students and comprehension. Higher Education Research & Development **19**, 311–335 (2000).

26.

Petrovic & Pale. Students' perception of live lectures' inherent disadvantages. (2015).

27.

Mann & Robinson. Boredom in the lecture theatre: an investigation into the contributors, moderators and outcomes of boredom amongst university students. (2009).

Wilson & Korn. Attention During Lectures: Beyond Ten Minutes. (2007).

29.

HEA large group teaching tips.

30.

7 steps to enhancing large group teaching.

### 31.

Centre for Research on Learning and Teaching. Teaching strategies: large classes and lectures. http://www.crlt.umich.edu/tstrategies/tsllc.

32.

Teaching methods: large group teaching. http://www.nottingham.ac.uk/pesl/resources/largegroup/.

33.

Thoaele et al. Using clickers to facilitate interactive engagement activities in a lecture room for improved performance by students. (2014).

34.

Tiernan. A study of the use of Twitter by students for lecture engagement and discussion. (2014).

35.

Burgan, M. In Defense of Lecturing. (2006).

Nicol & Macfarlane-Dick. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. (2006).

### 37.

Trotter, E. Student perceptions of continuous summative assessment. Assessment & Evaluation in Higher Education 31, 505–521 (2006).

#### 38.

Hughes, G. Towards a personal best: a case for introducing ipsative assessment in higher education. Studies in Higher Education **36**, 353–367 (2011).

#### 39.

Smith et al. Assessment literacy and student learning: the case for explicitly developing students 'assessment literacy'. (2013).

#### 40.

McLean, Bond & Nicholson. An anatomy of feedback: a phenomenographic investigation of undergraduate students' conceptions of feedback. (2015).

### 41.

David, Nicol. From monologue to dialogue: improving written feedback processes in mass higher education. Assessment and Evaluation in Higher Education **35**, (2010).

### 42.

Higgins, Hartley & Skelton. Getting the Message Across: the problem of communicating assessment feedback. (2001).

Assessment and Evaluation in Higher Education.

### 44.

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

# 45.

Programme Design and Specification Phase — University of Leicester. 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. https://connect.le.ac.uk/workwithlos/.

# 47.

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

### 48.

Kennedy, Hyland & Ryan. Writing and using learning outcomes: a practical guide. (2006).

### 49.

Bloom's Taxonomy. http://ww2.odu.edu/educ/roverbau/Bloom/blooms\_taxonomy.htm.

50.

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

51.

Hussey, T. & Smith, P. The Uses of Learning Outcomes. Teaching in Higher Education **8**, 357–368 (2003).

52.

Hussey & Smith. The trouble with learning outcomes. (2002).

#### 53.

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

54.

Brooks et al. Learning about learning outcomes: the student perspective. (2014).

55.

Dobbins et al. Understanding and enacting learning outcomes: the academic's perspective. (2014).

56.

Svanstrom et al. Learning outcomes for sustainable development in higher education. (2008).

57.

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

Learning Outcomes Project Blog. http://staffblogs.le.ac.uk/loproject/.

### 59.

Entwistle, N. J. & Peterson, E. R. Conceptions of learning and knowledge in higher education: Relationships with study behaviour and influences of learning environments. International Journal of Educational Research **41**, 407–428 (2004).

### 60.

Smith, R. Unfinished business: education without necessity. Teaching in Higher Education  ${f 8}$ , 477–491 (2003).

# 61.

Gordon, N. Flexible pedagogies: technology-enhanced learning | Higher Education Academy. (2014).

# 62.

Price & Kirkwood. Informed design of educational technology for teaching and learning? Towards an evidence-informed model of good practice. (2014).

# 63.

Effective Practice in a Digital Age: a guide to technology-enhanced learning and teaching. (2009).

# 64.

Effective practice with e-Learning: a good practice guide in designing for learning. (2004).

Why is online teaching important? (2010).

66.

The Higher Education Academy. Promoting Teaching. Making Evidence Count.

# 67.

The Promoting Teaching Project. Making Evidence Count.

### 68.

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

69.

Stacey, E. & Wissenberg, F. A study of Face-to-Face and Online Teaching Philosophies in Canada and Australia.

# 70.

Enhancing learning and teaching in higher education: engaging with the dimensions of practice. (McGraw-Hill Education, Open University Press, 2015).

71.

Frenk, J. et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. The Lancet **376**, 1923–1958 (2010).

# 72.

Freeman, S. et al. Active learning increases student performance in science, engineering,

and mathematics. Proceedings of the National Academy of Sciences **111**, 8410–8415 (2014).

73.

Seery, M. K. Flipped learning in higher education chemistry: emerging trends and potential directions. Chem. Educ. Res. Pract. **16**, 758–768 (2015).

74.

Cox, M., Irby, D. M. & Bowen, J. L. Educational Strategies to Promote Clinical Diagnostic Reasoning. New England Journal of Medicine **355**, 2217–2225 (2006).

75.

Race, P. Designing Assessment to Improve Physical Sciences Learning. (2009).

76.

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

77.

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

78.

Masters level teaching, learning and assessment: issues in design and delivery. vol. Palgrave teaching and learning (Macmillan Education/Palgrave, 2015).

79.

University of Leicester Transferable Skills Framework.

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

80.

Teaching Sociology.

81.

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

82.

Futures for Higher Education. Analysing Trends.

### 83.

Wikeley, F. & Muschamp, Y. Pedagogical implications of working with doctoral students at a distance.