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



'7 Steps to Enhancing Large Group Teaching' <a href="https://www.plymouth.ac.uk/uploads/production/document/path/2/2397/7\_Steps\_to\_Enhancing\_Large\_Group\_Teaching.pdf">https://www.plymouth.ac.uk/uploads/production/document/path/2/2397/7\_Steps\_to\_Enhancing\_Large\_Group\_Teaching.pdf</a>

Anderson LW and Bloom BS, A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged ed, Longman 2001)

Armstrong S and Fukami C, The SAGE Handbook of Management Learning, Education and Development (SAGE 2008)

'Assessment and Evaluation in Higher Education' <a href="http://www.tandfonline.com/loi/caeh20#">http://www.tandfonline.com/loi/caeh20#</a>. VhOeh03luUk>

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

Biggs JB, Tang CS, and Society for Research into Higher Education, Teaching for Quality Learning at University: What the Student Does (4th ed, McGraw-Hill/Society for Research into Higher Education/Open University Press 2011)
<a href="http://lib.myilibrary.com.ezproxy4.lib.le.ac.uk/Open.aspx?id=332095">http://lib.myilibrary.com.ezproxy4.lib.le.ac.uk/Open.aspx?id=332095</a>

——, Teaching for Quality Learning at University: What the Student Does (4th ed, McGraw-Hill/Society for Research into Higher Education/Open University Press 2011) <a href="https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=798265">https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=798265>

'Bloom's Taxonomy' <a href="http://ww2.odu.edu/educ/roverbau/Bloom/blooms\_taxonomy.htm">http://www2.odu.edu/educ/roverbau/Bloom/blooms\_taxonomy.htm</a> Brooks et al, 'Learning about Learning Outcomes: The Student Perspective' <a href="http://www.tandfonline.com/doi/abs/10.1080/13562517.2014.901964">http://www.tandfonline.com/doi/abs/10.1080/13562517.2014.901964</a>

Burgan M, 'In Defense of Lecturing' <a href="http://www.ltrr.arizona.edu/~katie/kt/COLLEGE-TEACHING/topic%203%20-%20syllabus/In%20Defense%20of%20Lecturing.pdf">http://www.ltrr.arizona.edu/~katie/kt/COLLEGE-TEACHING/topic%203%20-%20syllabus/In%20Defense%20of%20Lecturing.pdf</a>

Centre for Research on Learning and Teaching, 'Teaching Strategies: Large Classes and Lectures' <a href="http://www.crlt.umich.edu/tstrategies/tsllc">http://www.crlt.umich.edu/tstrategies/tsllc</a>

Coffield F and others, 'Should We Be Using Learning Styles? What Research Has to Say to Practice' <a href="http://itslifejimbutnotasweknowit.org.uk/files/LSRC">http://itslifejimbutnotasweknowit.org.uk/files/LSRC</a> 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' <a href="http://sxills.nl/lerenlerennu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf">http://sxills.nl/lerenlerennu/bronnen/Learning%20styles%20by%20Coffield%20e.a..pdf</a>

Cox M, Irby DM and Bowen JL, 'Educational Strategies to Promote Clinical Diagnostic Reasoning' (2006) 355 New England Journal of Medicine 2217

David, Nicol, 'From Monologue to Dialogue: Improving Written Feedback Processes in Mass Higher Education' (2010) 35 Assessment and Evaluation in Higher Education <a href="http://www.tandfonline.com/doi/pdf/10.1080/02602931003786559">http://www.tandfonline.com/doi/pdf/10.1080/02602931003786559</a>

Dobbins et al, 'Understanding and Enacting Learning Outcomes: The Academic's Perspective' <a href="http://www.tandfonline.com/doi/full/10.1080/03075079.2014.966668">http://www.tandfonline.com/doi/full/10.1080/03075079.2014.966668</a>>

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

<a href="http://www.webarchive.org.uk/wayback/archive/20140615094835/http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf">http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf</a>

'Effective Practice with E-Learning: A Good Practice Guide in Designing for Learning' <a href="http://www.webarchive.org.uk/wayback/archive/20140615094804/http://www.jisc.ac.uk/media/documents/publications/effectivepracticeelearning.pdf">http://www.jisc.ac.uk/media/documents/publications/effectivepracticeelearning.pdf</a>

'Embedding Equality and Diversity in the Curriculum | Higher Education Academy' <a href="https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum">https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum</a>

Entwistle NJ and Peterson ER, 'Conceptions of Learning and Knowledge in Higher Education: Relationships with Study Behaviour and Influences of Learning Environments' (2004) 41 International Journal of Educational Research 407

Freeman S and others, 'Active Learning Increases Student Performance in Science, Engineering, and Mathematics' (2014) 111 Proceedings of the National Academy of Sciences 8410

Frenk J and others, 'Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World' (2010) 376 The Lancet 1923

Fry H, Ketteridge S and Marshall S, A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice (Fourth edition, Routledge 2014) <a href="http://ezproxy.lib.le.ac.uk/login?url=http://lib.myilibrary.com?id=638595">http://ezproxy.lib.le.ac.uk/login?url=http://lib.myilibrary.com?id=638595>

——, A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice (Fourth edition, Routledge 2015) <a href="https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=1770537">https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=1770537</a>

'Futures for Higher Education. Analysing Trends.' <a href="http://www.universitiesuk.ac.uk/highereducation/Documents/2012/FuturesForHigherEducation.pdf">http://www.universitiesuk.ac.uk/highereducation/Documents/2012/FuturesForHigherEducation.pdf</a>

Goodhew P, 'Book | Teaching Engineering' (2015) <a href="http://www.goodhew.co.uk/TeachEng.htm">http://www.goodhew.co.uk/TeachEng.htm</a>

Gordon N, 'Flexible Pedagogies: Technology-Enhanced Learning | Higher Education Academy' <a href="https://www.heacademy.ac.uk/sites/default/files/resources/tel">https://www.heacademy.ac.uk/sites/default/files/resources/tel</a> report 0.pdf>

Haggis T, 'Pedagogies for Diversity: Retaining Critical Challenge amidst Fears of "Dumbing Down" (2006) 31 Studies in Higher Education 521

'HEA Large Group Teaching Tips'

<a href="https://www.heacademy.ac.uk/sites/default/files/largegroupteachingtoptrumps">https://www.heacademy.ac.uk/sites/default/files/largegroupteachingtoptrumps</a> 1.pdf>

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

<a href="http://www.tandfonline.com/doi/pdf/10.1080/13562510120045230">http://www.tandfonline.com/doi/pdf/10.1080/13562510120045230</a>

'Http://Www.Tandfonline.Com/Doi/Full/10.1080/0309877X.2016.1159292'

Hughes G, 'Towards a Personal Best: A Case for Introducing Ipsative Assessment in Higher Education' (2011) 36 Studies in Higher Education 353

Hussey and Smith, 'The Trouble with Learning Outcomes' <a href="http://alh.sagepub.com/content/3/3/220.full.pdf">http://alh.sagepub.com/content/3/3/220.full.pdf</a>

Hussey T and Smith P, 'The Uses of Learning Outcomes' (2003) 8 Teaching in Higher Education 357

'Instructional Design: Learning Theories'

<a href="https://web.stanford.edu/dept/SUSE/projects/ireport/articles/general/Educational%20Theories%20Summary.pdf">https://web.stanford.edu/dept/SUSE/projects/ireport/articles/general/Educational%20Theories%20Summary.pdf</a>

Kember D, 'A Reconceptualisation of the Research into University Academics' Conceptions of Teaching' (1997) 7 Learning and Instruction 255

Kennedy, Hyland and Ryan, 'Writing and Using Learning Outcomes: A Practical Guide' <a href="http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Kennedy\_Writing\_">http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Kennedy\_Writing\_</a> and Using Learning Outcomes.pdf>

Kneale PE (ed), Masters Level Teaching, Learning and Assessment: Issues in Design and Delivery, vol Palgrave teaching and learning (Macmillan Education/Palgrave 2015)

Lea J (ed), Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice (McGraw-Hill Education, Open University Press 2015)

—— (ed), Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice (McGraw-Hill Education, Open University Press 2015)

Leamnson RN, 'The Biological Basis of Learning', Thinking about teaching and learning: developing habits of learning with first year college and university students (Stylus 1999) 'Learning Outcomes Project Blog' <a href="http://staffblogs.le.ac.uk/loproject/">http://staffblogs.le.ac.uk/loproject/</a>

'Learning Styles'

<a href="http://repository-intralibrary.leedsmet.ac.uk/open\_virtual\_file\_path/i391n604179t/LearningStylesSrc/7.Learning+styles/LS-introduction.html">http://repository-intralibrary.leedsmet.ac.uk/open\_virtual\_file\_path/i391n604179t/LearningStylesSrc/7.Learning+styles/LS-introduction.html</a>

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

<a href="http://reforma.fen.uchile.cl/Papers/Learning%20Outcomes%20in%20HD%20implications-Maher.pdf">http://reforma.fen.uchile.cl/Papers/Learning%20Outcomes%20in%20HD%20implications-Maher.pdf</a>

Mann and Robinson, 'Boredom in the Lecture Theatre: An Investigation into the Contributors, Moderators and Outcomes of Boredom amongst University Students' <a href="http://onlinelibrary.wiley.com/doi/10.1080/01411920802042911/pdf">http://onlinelibrary.wiley.com/doi/10.1080/01411920802042911/pdf</a>

McLean, Bond and Nicholson, 'An Anatomy of Feedback: A Phenomenographic Investigation of Undergraduate Students' Conceptions of Feedback' <a href="http://www.tandfonline.com/doi/pdf/10.1080/03075079.2013.855718">http://www.tandfonline.com/doi/pdf/10.1080/03075079.2013.855718</a>

Mulligan D and Kirkpatrick A, 'How Much Do They Understand? Lectures, Students and Comprehension' (2000) 19 Higher Education Research & Development 311

Nicol and Macfarlane-Dick, 'Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice' <a href="http://www.tandfonline.com/doi/pdf/10.1080/03075070600572090">http://www.tandfonline.com/doi/pdf/10.1080/03075070600572090</a>

O'Donovan B, Rust C and Price M, 'A Scholarly Approach to Solving the Feedback Dilemma in Practice' [2015] Assessment & Evaluation in Higher Education 1

Petrovic and Pale, 'Students' Perception of Live Lectures' Inherent Disadvantages' <a href="http://www.tandfonline.com/doi/pdf/10.1080/13562517.2014.962505">http://www.tandfonline.com/doi/pdf/10.1080/13562517.2014.962505</a>

Pollard A and others, Reflective Teaching in Schools (5th edition, Bloomsbury Academic 2019) <a href="https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980">https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980</a>

——, Reflective Teaching in Schools (5th edition, Bloomsbury Academic 2019) <a href="https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980">https://ebookcentral.proquest.com/lib/leicester/detail.action?docID=6933980</a>

Price and Kirkwood, 'Informed Design of Educational Technology for Teaching and Learning? Towards an Evidence-Informed Model of Good Practice' <a href="http://www.tandfonline.com/doi/pdf/10.1080/1475939X.2014.942749">http://www.tandfonline.com/doi/pdf/10.1080/1475939X.2014.942749</a>

'Programme Design and Specification Phase — University of Leicester' <a href="http://www2.le.ac.uk/offices/lli/lt/curriculum-design/creating-a-new-programme/programme-design-and-specification-phase">http://www2.le.ac.uk/offices/lli/lt/curriculum-design/creating-a-new-programme/programme-design-and-specification-phase</a>

Race P, 'Learning in Small Groups'

<a href="https://www.heacademy.ac.uk/sites/default/files/resources/id475\_learning\_in\_small\_groups\_race.pdf">https://www.heacademy.ac.uk/sites/default/files/resources/id475\_learning\_in\_small\_groups\_race.pdf</a>

——, 'Facilitating Learning in Small Groups' <a href="https://www.heacademy.ac.uk/sites/default/files/id476\_facilitating\_learning\_in\_small\_groups">https://www.heacademy.ac.uk/sites/default/files/id476\_facilitating\_learning\_in\_small\_groups</a>

ps.pdf>

——, 'Designing Assessment to Improve Physical Sciences Learning' <a href="https://www.heacademy.ac.uk/sites/default/files/ps0069\_designing\_assessment\_to\_improve\_physical\_sciences\_learning\_march\_2009.pdf">https://www.heacademy.ac.uk/sites/default/files/ps0069\_designing\_assessment\_to\_improve\_physical\_sciences\_learning\_march\_2009.pdf</a>

Riener C and Willingham D, 'The Myth of Learning Styles' <a href="https://www.researchgate.net/profile/Cedar\_Riener/publication/249039450\_The\_Myth\_of\_Learning">https://www.researchgate.net/profile/Cedar\_Riener/publication/249039450\_The\_Myth\_of\_Learning Styles/links/0046353c694205e957000000.pdf></a>

Rogers KMA, 'A Preliminary Investigation and Analysis of Student Learning Style Preferences in Further and Higher Education' (2009) 33 Journal of Further and Higher Education 13

Seery MK, 'Flipped Learning in Higher Education Chemistry: Emerging Trends and Potential Directions' (2015) 16 Chem. Educ. Res. Pract. 758

Shephard, 'Higher Education for Sustainability: Seeking Affective Learning Outcomes' <a href="http://www.emeraldinsight.com/doi/abs/10.1108/14676370810842201">http://www.emeraldinsight.com/doi/abs/10.1108/14676370810842201</a>

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

<a href="http://www.tandfonline.com/doi/abs/10.1080/02602938.2011.598636">http://www.tandfonline.com/doi/abs/10.1080/02602938.2011.598636</a>

Smith R, 'Unfinished Business: Education without Necessity' (2003) 8 Teaching in Higher Education 477

Stacey E and Wissenberg F, 'A Study of Face-to-Face and Online Teaching Philosophies in Canada and Australia' <a href="http://files.eric.ed.gov/fulltext/EJ805067.pdf">http://files.eric.ed.gov/fulltext/EJ805067.pdf</a>

Svanstrom et al, 'Learning Outcomes for Sustainable Development in Higher Education' <a href="http://www.emeraldinsight.com/doi/full/10.1108/14676370810885925">http://www.emeraldinsight.com/doi/full/10.1108/14676370810885925</a>

'Teaching in Higher Education' <a href="http://www.tandfonline.com/loi/cthe20#.VcmpZE3JDcs">http://www.nottingham.ac.uk/pesl/resources/largegroup/>

'Teaching Methods: Small Group Teaching' <a href="http://www.nottingham.ac.uk/pesl/resources/smallgroup/">http://www.nottingham.ac.uk/pesl/resources/smallgroup/</a>

'Teaching Sociology' <a href="http://tso.sagepub.com/">http://tso.sagepub.com/</a>

The Higher Education Academy, 'Promoting Teaching. Making Evidence Count.' <a href="https://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web">https://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web</a> 0.pdf>

The Promoting Teaching Project, 'Making Evidence Count' <a href="https://www.heacademy.ac.uk/knowledge-hub/promoting-teaching-making-evidence-count">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)'

<a href="https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf">https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf</a> 2011 english.pdf>

Tiernan, 'A Study of the Use of Twitter by Students for Lecture Engagement and Discussion' <a href="http://link.springer.com/article/10.1007/s10639-012-9246-4">http://link.springer.com/article/10.1007/s10639-012-9246-4</a>

Thoaele et al, 'Using Clickers to Facilitate Interactive Engagement Activities in a Lecture Room for Improved Performance by Students' <a href="http://www.tandfonline.com/doi/pdf/10.1080/14703297.2013.796725">http://www.tandfonline.com/doi/pdf/10.1080/14703297.2013.796725</a>

Trotter E, 'Student Perceptions of Continuous Summative Assessment' (2006) 31 Assessment & Evaluation in Higher Education 505

'University of Leicester Transferable Skills Framework'

<a href="https://www2.le.ac.uk/offices/careers-new/information/cds/transferable-skills/transferable-skills-framework/TSFv12October2015.pdf">https://www2.le.ac.uk/offices/careers-new/information/cds/transferable-skills/transferable-skills-framework/TSFv12October2015.pdf</a>

'Using Learning Outcomes to Support Your Studies — University of Leicester' <a href="http://www2.le.ac.uk/offices/ld/resources/study/learning-outcomes">http://www2.le.ac.uk/offices/ld/resources/study/learning-outcomes</a>

Webb J and Powis C, Teaching Information Skills: Theory and Practice (Facet 2004)

'Why Is Online Teaching Important?' <a href="https://www.youtube.com/watch?v=EDULQMR6w]s">https://www.youtube.com/watch?v=EDULQMR6w]s</a>

Wikeley F and Muschamp Y, 'Pedagogical Implications of Working with Doctoral Students at a Distance' <a href="http://www.tandfonline.com/doi/pdf/10.1080/0158791042000212495">http://www.tandfonline.com/doi/pdf/10.1080/0158791042000212495</a>>

Wilson and Korn, 'Attention During Lectures: Beyond Ten Minutes' <a href="http://www.ministryoftruth.me.uk/wp-content/uploads/2014/09/WilsonKorn2007-Attention.pdf">http://www.ministryoftruth.me.uk/wp-content/uploads/2014/09/WilsonKorn2007-Attention.pdf</a>

Wingate U, 'Doing Away with "Study Skills" (2006) 11 Teaching in Higher Education 457

'Working with Learning Outcomes Online Resource' <a href="https://connect.le.ac.uk/workwithlos/">https://connect.le.ac.uk/workwithlos/</a>