

ADP7115 and ADP7215

Reading List for the Final Module of QMUL Educational Development's PGCLTHE

View Online



Abdul-Mumin, K.H. (2016) 'The process of internationalization of the nursing and midwifery curriculum: A qualitative study', *Nurse Education Today*, 46, pp. 139–145. Available at: <https://doi.org/10.1016/j.nedt.2016.09.003>.

Aktas, F. et al. (2017) 'Institutionalizing Global Citizenship', *Journal of Studies in International Education*, 21(1), pp. 65–80. Available at: <https://doi.org/10.1177/1028315316669815>.

Backenroth, Ofra Arieli (2017) "'From the Intuitive to the Intentional": Designing a Constructivist Online Course', *Religious education* [Preprint], (5). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=%22From+the+Intuitive+to+the+Intentional%22%3A+Designing+a+Constructivist+Online+Course&rft.jtitle=Religious+Education&rft.au=Backenroth%2C+Ofra+Arieli&rft.au=Katz%2C+Meredith+Lynn&rft.date=2017&rft.pub=Routledge&rft.issn=0034-4087&rft.eissn=1547-3201&rft.volume=112&rft.issue=5&rft.spage=450&rft.externalDocID=EJ1159288¶mdict=en-UK.

Barton, K.L. et al. (2016) 'Translating evidence-based guidelines to improve feedback practices: the interACT case study', *BMC Medical Education*, 16(1). Available at: <https://doi.org/10.1186/s12909-016-0562-z>.

Bhandari, K. (2017) 'Teaching evaluation practices: An early career practitioner's reflections', *Journal of Hospitality, Leisure, Sport & Tourism Education*, 20, pp. 27–31. Available at: <https://doi.org/10.1016/j.jhlste.2017.01.002>.

Brabazon, T. and Schulz, S. (2018) 'Braving the bull: women, mentoring and leadership in higher education', *Gender and Education*, pp. 1–18. Available at: <https://doi.org/10.1080/09540253.2018.1544362>.

Brad, Stappenbelt (2013) "'The effectiveness of the teaching-research nexus in facilitating student learning', *Engineering Education* [Preprint]. Available at: <https://www.tandfonline.com/doi/pdf/10.11120/ened.2013.00002?needAccess=true>.

Bridges, S., Yiu, C.K.Y. and Botelho, M.G. (2016) 'Design Considerations for an Integrated, Problem-Based Curriculum', *Medical Science Educator*, 26(3), pp. 365–373. Available at: <https://doi.org/10.1007/s40670-016-0255-6>.

Brooman, S (2015) 'The Student Voice in Higher Education Curriculum Design: Is There Value in Listening?', *Innovations in education and teaching international* [Preprint], (6).

Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=The+Student+Voice+in+Higher+Education+Curriculum+Design%3A+Is+There+Value+in+Listening%3F&rft.jtitle=Innovations+in+Education+and+Teaching+International&rft.au=Brooman%2C+S&rft.au=Darwent%2C+S&rft.au=Pimor%2C+A&rft.date=2015&rft.pub=Routledge&rft.issn=1470-3297&rft.eissn=1470-3300&rft.volume=52&rft.issue=6&rft.spage=663&rft.externalDocID=EJ1076752¶mdict=en-UK.

Brunton, James (2016) 'Designing and Developing a Programme-Focused Assessment Strategy: A Case Study', *Open learning* [Preprint], (2). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Designing+and+Developing+a+Programme-Focused+Assessment+Strategy%3A+A+Case+Study&rft.jtitle=Open+Learning&rft.au=Brunton%2C+James&rft.au=Brown%2C+Mark&rft.au=Costello%2C+Eamon&rft.au=Walsh%2C+Elaine&rft.date=2016&rft.pub=Routledge&rft.issn=0268-0513&rft.eissn=1469-9958&rft.volume=31&rft.issue=2&rft.spage=176&rft.externalDocID=EJ1107941¶mdict=en-UK.

Bunbury, S. (2018) 'Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum?', *International Journal of Inclusive Education*, pp. 1–16.

Available at: <https://doi.org/10.1080/13603116.2018.1503347>.

Burrell, Andrew R (2015) 'Team-Based Curriculum Design as an Agent of Change', *Teaching in higher education* [Preprint], (8). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Team-Based+Curriculum+Design+as+an+Agent+of+Change&rft.jtitle=Teaching+in+Higher+Education&rft.au=Burrell%2C+Andrew+R&rft.au=Cavanagh%2C+Michael&rft.au=Young%2C+Sherman&rft.au=Carter%2C+Helen&rft.date=2015&rft.pub=Routledge&rft.issn=1356-2517&rft.volume=20&rft.issue=8&rft.spage=753&rft.externalDocID=EJ1079688¶mdict=en-UK.

Carless, D. et al. (2011) 'Developing sustainable feedback practices', *Studies in Higher Education*, 36(4), pp. 395–407. Available at: <https://doi.org/10.1080/03075071003642449>.

Carolin Plewa, Victoria Galán-Muros and Todd Davey (2015) 'Engaging business in curriculum design and delivery: a higher education institution perspective', *Higher Education*, 70(1). Available at:

https://www.jstor.org/stable/43648852?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Clifford, Valerie (2017) 'Designing an Internationalised Curriculum for Higher Education: Embracing the Local and the Global Citizen', *Higher education research and development* [Preprint], (6). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3

Aofi%2Fenc%3AUTF-8&rft_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Designing+an+Internationalised+Curriculum+for+Higher+Education%3A+Embracing+the+Local+and+the+Global+Citizen&rft.jtitle=Higher+Education+Research+and+Development&rft.au=Clifford%2C+Valerie&rft.au=Montgomery%2C+Catherine&rft.date=2017&rft.pub=Routledge&rft.issn=0729-4360&rft.volume=36&rft.issue=6&rft.spage=1138&rft.externalDocID=EJ1151632¶mdict=en-UK.

Cockett, A. and Jackson, C. (2018) 'The use of assessment rubrics to enhance feedback in higher education: An integrative literature review', *Nurse Education Today*, 69, pp. 8–13. Available at: <https://doi.org/10.1016/j.nedt.2018.06.022>.

Constable, H. (2018) 'Universities, supporting schools and practitioner research', *Research in Education*, 101(1), pp. 39–62. Available at: <https://doi.org/10.1177/0034523718763637>.

Crawford, I. and Wang, Z. (2015) 'The impact of individual factors on the academic attainment of Chinese and UK students in higher education', *Studies in Higher Education*, 40(5), pp. 902–920. Available at: <https://doi.org/10.1080/03075079.2013.851182>.

Dahlström, Lars (2016) 'An Autobiographical Narrative towards Critical Practitioner Inquiry and a Counter Hegemonic Southern Network', *Journal for critical education policy studies* [Preprint], (1). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=An+Autobiographical+Narrative+towards+Critical+Practitioner+Inquiry+and+a+Counter+Hegemonic+Southern+Network&rft.jtitle=Journal+for+Critical+Education+Policy+Studies&rft.au=Dahlstr%C3%B6m%2C+Lars&rft.date=2016-03-01&rft.pub=Institute+for+Education+Policy+Studies&rft.issn=1740-2743&rft.eissn=1740-2743&rft.volume=14&rft.issue=1&rft.spage=102&rft.externalDocID=EJ1100251¶mdict=en-UK.

David Carless (2015) 'Exploring learning-oriented assessment processes', *Higher Education*, 69(6). Available at: https://www.jstor.org/stable/43648839?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Denton, P. and Rowe, P. (2015) 'Using statement banks to return online feedback: limitations of the transmission approach in a credit-bearing assessment', *Assessment & Evaluation in Higher Education*, 40(8), pp. 1095–1103. Available at: <https://doi.org/10.1080/02602938.2014.970124>.

Dewsbury, B.M. (2017) 'On faculty development of STEM inclusive teaching practices', *FEMS Microbiology Letters*, 364(18). Available at: <https://doi.org/10.1093/femsle/fnx179>.

'Diversifying the Higher-Education Curriculum: Queering the Design and Pedagogy' (2018) *Journal of Feminist Studies in Religion*, 34(1). Available at: <https://doi.org/10.2979/jfemistudreli.34.1.25>.

Elena Barberà (2014) 'Designing Online Interaction to Address Disciplinary Competencies:

A Cross-Country Comparison of Faculty Perspectives', *International Review of Research in Open and Distance Learning*, 15(2). Available at: <https://doaj.org/article/6147e08fb5ea449aad382c63119805b0>.

Eley, D.S. and Wilkinson, D. (2015) 'Building a teaching-research nexus in a research intensive university: Rejuvenating the recruitment and training of the clinician scientist', *Medical Teacher*, 37(2), pp. 174-180. Available at: <https://doi.org/10.3109/0142159X.2014.947937>.

Emanuela Reale (2014) 'Challenges in higher education research: the use of quantitative tools in comparative analyses', *Higher Education*, 67(4). Available at: https://www.jstor.org/stable/43648664?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Fan, S.-C. and Yu, K.-C. (2017) 'How an integrative STEM curriculum can benefit students in engineering design practices', *International Journal of Technology and Design Education*, 27(1), pp. 107-129. Available at: <https://doi.org/10.1007/s10798-015-9328-x>.

Ferry Boschman, Susan McKenney and Joke Voogt (2014) 'Understanding decision making in teachers' curriculum design approaches', *Educational Technology Research and Development*, 62(4). Available at: https://www.jstor.org/stable/24546572?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Frankham, Jo (2017) 'Employability and Higher Education: The Follies of the "Productivity Challenge" in the Teaching Excellence Framework', *Journal of education policy* [Preprint], (5). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Employability+and+Higher+Education%3A+The+Follies+of+the+%22Productivity+Challenge%22+in+the+Teaching+Excellence+Framework&rft.jtitle=Journal+of+Education+Policy&rft.au=Frankham%2C+Jo&rft.date=2017&rft.pub=Routledge&rft.issn=0268-0939&rft.eissn=1464-5106&rft.volume=32&rft.issue=5&rft.spage=628&rft.externalDocID=EJ1143856¶mdict=en-UK.

Friedman, Jonathan Z (2018) 'The Global Citizenship Agenda and the Generation of Cosmopolitan Capital in British Higher Education', *British journal of sociology of education* [Preprint], (4). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=The+Global+Citizenship+Agenda+and+the+Generation+of+Cosmopolitan+Capital+in+British+Higher+Education&rft.jtitle=British+Journal+of+Sociology+of+Education&rft.au=Friedman%2C+Jonathan+Z&rft.date=2018&rft.pub=Routledge&rft.issn=0142-5692&rft.eissn=1465-3346&rft.volume=39&rft.issue=4&rft.spage=436&rft.externalDocID=EJ1175471¶mdict=en-UK.

Fullana, J. et al. (2016) 'Reflective learning in higher education: a qualitative study on students' perceptions', *Studies in Higher Education*, 41(6), pp. 1008-1022. Available at: <https://doi.org/10.1080/03075079.2014.950563>.

Fung, D. (2017) *Connected Curriculum for Higher Education*. UCL Press. Available at: <https://doi.org/10.2307/j.ctt1qmw8nf>.

Gale, Trevor (2017) 'Socially Inclusive Teaching: Belief, Design, Action as Pedagogic Work', *Journal of teacher education* [Preprint], (3). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Socially+Inclusive+Teaching%3A+Belief%2C+Design%2C+Action+as+Pedagogic+Work&rft.jtitle=Journal+of+Teacher+Education&rft.au=Gale%2C+Trevor&rft.au=Mills%2C+Carmen&rft.au=Cross%2C+Russell&rft.date=2017&rft.pub=SAGE+Publications&rft.issn=0022-4871&rft.eissn=1552-7816&rft.volume=68&rft.issue=3&rft.spage=345&rft.externalDocID=EJ1139423¶mdict=en-UK.

Gikandi, J W (2016) 'Designing and Implementing Peer Formative Feedback within Online Learning Environments', *Technology, pedagogy and education* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Designing+and+Implementing+Peer+Formative+Feedback+within+Online+Learning+Environments&rft.jtitle=Technology%2C+Pedagogy+and+Education&rft.au=Gikandi%2C+J.+W&rft.au=Morrow%2C+D&rft.date=2016&rft.pub=Routledge&rft.issn=1475-939X&rft.eissn=1747-5139&rft.volume=25&rft.issue=2&rft.spage=153&rft.externalDocID=EJ1098969¶mdict=en-UK.

Harlow, Ann (2017) 'Threshold Concept Theory as an Enabling Constraint: A Facilitated Practitioner Action Research Study', *Educational action research* [Preprint], (3). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Threshold+Concept+Theory+as+an+Enabling+Constraint%3A+A+Facilitated+Practitioner+Action+Research+Study&rft.jtitle=Educational+Action+Research&rft.au=Harlow%2C+Ann&rft.au=Cowie%2C+Bronwen&rft.au=McKie%2C+David&rft.au=Peter%2C+Mira&rft.date=2017&rft.pub=Routledge&rft.issn=0965-0792&rft.eissn=1747-5074&rft.volume=25&rft.issue=3&rft.spage=438&rft.externalDocID=EJ1142679¶mdict=en-UK.

Hebdon, Sharon (2015) 'Embedding Support for Students Transitioning into Higher Education: Evaluation of a New Model', *The international journal of training research* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Embedding+Support+for+Students+Transitioning+into+Higher+Education%3A+Evaluation+of+a+New+Model&rft.jtitle=International+Journal+of+Training+Research&rft.au=Hebdon%2C+Sharon&rft.date=2015&rft.pub=Routledge&rft.issn=1448-0220&rft.volume=13&rft.issue=2&rft.spage=119&rft.externalDocID=EJ1087458¶mdict=en-UK.

Heron, M. (2018) 'Pedagogic practices to support international students in seminar

discussions', Higher Education Research & Development, pp. 1–14. Available at: <https://doi.org/10.1080/07294360.2018.1512954>.

Hitch, D., Macfarlane, S. and Nihill, C. (2015) 'Inclusive pedagogy in Australian universities: A review of current policies and professional development activities', *The International Journal of the First Year in Higher Education*, 6(1). Available at: <https://doi.org/10.5204/intjfyhe.v6i1.254>.

Hofmeyer, A. et al. (2015) 'Leadership In Learning And Teaching In Higher Education: Perspectives Of Academics In Non-Formal Leadership Roles', *Contemporary Issues in Education Research (CIER)*, 8(3). Available at: <https://doi.org/10.19030/cier.v8i3.9348>.

Horey, D. et al. (2018) 'Global Citizenship and Higher Education: A Scoping Review of the Empirical Evidence', *Journal of Studies in International Education*, 22(5), pp. 472–492. Available at: <https://doi.org/10.1177/1028315318786443>.

Hughes, Annie (2016) 'Exploring Normative Whiteness: Ensuring Inclusive Pedagogic Practice in Undergraduate Fieldwork Teaching and Learning', *Journal of geography in higher education* [Preprint], (3). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Exploring+Normative+Whiteness%3A+Ensuring+Inclusive+Pedagogic+Practice+in+Undergraduate+Fieldwork+Teaching+and+Learning&rft.jtitle=Journal+of+Geography+in+Higher+Education&rft.au=Hughes%2C+Annie&rft.date=2016&rft.pub=Routledge&rft.issn=0309-8265&rft.volume=40&rft.issue=3&rft.spage=460&rft.externalDocID=EJ1105458¶mdict=en-UK.

Huisman, Bart (2017) 'Peer Feedback on College Students' Writing: Exploring the Relation between Students' Ability Match, Feedback Quality and Essay Performance', *Higher education research and development* [Preprint], (7). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Peer+Feedback+on+College+Students%27+Writing%3A+Exploring+the+Relation+between+Students%27+Ability+Match%2C+Feedback+Quality+and+Essay+Performance&rft.jtitle=Higher+Education+Research+and+Development&rft.au=Huisman%2C+Bart&rft.au=Saab%2C+Nadira&rft.au=van+Driel%2C+Jan&rft.au=van+den+Broek%2C+Paul&rft.date=2017&rft.pub=Routledge&rft.issn=0729-4360&rft.volume=36&rft.issue=7&rft.spage=1433&rft.externalDocID=EJ1156818¶mdict=en-UK.

James, F. and Augustin, D.S. (2018) 'Improving teachers' pedagogical and instructional practice through action research: potential and problems', *Educational Action Research*, 26(2), pp. 333–348. Available at: <https://doi.org/10.1080/09650792.2017.1332655>.

John Biggs (1996a) 'Enhancing Teaching through Constructive Alignment', *Higher Education*, 32(3). Available at: https://www.jstor.org/stable/3448076?seq=1#metadata_info_tab_contents.

John Biggs (1996b) 'Enhancing Teaching through Constructive Alignment', *Higher Education*, 32(3). Available at:

https://www.jstor.org/stable/3448076?seq=1#metadata_info_tab_contents.

Jones, Janice K (2015) 'Decolonising Research and Teaching Methodologies: A "Ninth Moment" Symphony of Artist-Educator-Researcher Voices', *International Journal of Pedagogies & Learning* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Decolonising+Research+and+Teaching+Methodologies%3A+A+%22Ninth+Moment%22+Symphony+of+Artist-Educator-Researcher+Voices&rft.jtitle=International+Journal+of+Pedagogies+and+Learning&rft.au=Jones%2C+Janice+K&rft.au=Batorowicz%2C+Beata&rft.au=Ladislav%2C+Robert&rft.au=Peters%2C+Sarah&rft.date=2015&rft.pub=Routledge&rft.issn=1833-4105&rft.eissn=1833-4105&rft.volume=10&rft.issue=2&rft.spage=166&rft.externalDocID=EJ1131633¶mdict=en-UK.

Kate O'Connor (2014) 'MOOCs, institutional policy and change dynamics in higher education', *Higher Education*, 68(5). Available at: https://www.jstor.org/stable/43648744?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Kathy Luckett and Aditi Hunma (2014) 'Making gazes explicit: facilitating epistemic access in the Humanities', *Higher Education*, 67(2). Available at: https://www.jstor.org/stable/43648646?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Kilburn, Daniel (2014) 'Learning as Researchers and Teachers: The Development of a Pedagogical Culture for Social Science Research Methods?', *British journal of educational studies* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Learning+as+Researchers+and+Teachers%3A+The+Development+of+a+Pedagogical+Culture+for+Social+Science+Research+Methods%3F&rft.jtitle=British+Journal+of+Educational+Studies&rft.au=Kilburn%2C+Daniel&rft.au=Nind%2C+Melanie&rft.au=Wiles%2C+Rose&rft.date=2014&rft.pub=Routledge&rft.issn=0007-1005&rft.eissn=1467-8527&rft.volume=62&rft.issue=2&rft.spage=191&rft.externalDocID=EJ1032092¶mdict=en-UK.

Kupo, V.L. (2014) 'Becoming a Scholar-Practitioner in Student Affairs', *New Directions for Student Services*, 2014(147), pp. 89–98. Available at: <https://doi.org/10.1002/ss.20103>.

Kyndt, E. et al. (2018) 'Does self-efficacy contribute to the development of students' motivation across the transition from secondary to higher education?', *European Journal of Psychology of Education* [Preprint]. Available at: <https://doi.org/10.1007/s10212-018-0389-6>.

Lam, B.H. and Tsui, K.T. (2016) 'Curriculum mapping as deliberation – examining the alignment of subject learning outcomes and course curricula', *Studies in Higher Education*, 41(8), pp. 1371–1388. Available at: <https://doi.org/10.1080/03075079.2014.968539>.

Laurillard, D. et al. (2018) 'Using technology to develop teachers as designers of TEL:

Evaluating the learning designer', *British Journal of Educational Technology*, 49(6), pp. 1044–1058. Available at: <https://doi.org/10.1111/bjet.12697>.

Leonard, Simon N (2016) 'Using Developmental Evaluation as a Design Thinking Tool for Curriculum Innovation in Professional Higher Education', *Higher education research and development* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Using+Developmental+Evaluation+as+a+Design+Thinking+Tool+for+Curriculum+Innovation+in+Professional+Higher+Education&rft.jtitle=Higher+Education+Research+and+Development&rft.au=Leonard%2C+Simon+N&rft.au=Fitzgerald%2C+Robert+N&rft.au=Riordan%2C+Geoffrey&rft.date=2016&rft.pub=Routledge&rft.issn=0729-4360&rft.volume=35&rft.issue=2&rft.spage=309&rft.externalDocID=EJ1094216¶mdict=en-UK.

Lochmiller, Chad R (2017) 'Conceptualizing Practitioner-Scholarship for Educational Leadership Research and Practice', *Journal of research on leadership education* [Preprint], (1). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Conceptualizing+Practitioner-Scholarship+for+Educational+Leadership+Research+and+Practice&rft.jtitle=Journal+of+Research+on+Leadership+Education&rft.au=Lochmiller%2C+Chad+R&rft.au=Lester%2C+Jessica+Nina&rft.date=2017-04-01&rft.pub=SAGE+Publications&rft.issn=1942-7751&rft.eissn=1942-7751&rft.volume=12&rft.issue=1&rft.spage=3&rft.externalDocID=EJ1133311¶mdict=en-UK.

Lopes, A. et al. (2014) 'The research-teaching nexus in nurse and teacher education: contributions of an ecological approach to academic identities in professional fields', *Higher Education*, 68(2), pp. 167–183. Available at: <https://doi.org/10.1007/s10734-013-9700-2>.

Lozano, A. (2017) 'Breaking the Black/White Binary in Higher Education Leadership', *About Campus*, 21(6), pp. 27–31. Available at: <https://doi.org/10.1002/abc.21276>.

Mathers, C.E., Finney, S.J. and Hathcoat, J.D. (2018) 'Student learning in higher education: a longitudinal analysis and faculty discussion', *Assessment & Evaluation in Higher Education*, 43(8), pp. 1211–1227. Available at: <https://doi.org/10.1080/02602938.2018.1443202>.

Matheson, Ruth (2017) 'Creating Belonging and Transformation through the Adoption of Flexible Pedagogies in Masters Level International Business Management Students', *Teaching in higher education* [Preprint], (1). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Creating+Belonging+and+Transformation+through+the+Adoption+of+Flexible+Pedagogies+in+Masters+Level+International+Business+Management+Students&rft.jtitle=Teaching+in+Higher+Education&rft.au=Matheson%2C+Ruth&rft.au=Sutcliffe%2C+Mark&rft.date=2017&rft.pub=Routledge&rft.issn=1356-2517&rft

t.volume=22&rft.issue=1&rft.spage=15&rft.externalDocID=EJ1119432&p;paramdict=en-UK.

McArdle, Karen (2015) 'When Practice Takes Precedence: Conceptions of Inquiry and the Link to Ethical Posture', Educational action research [Preprint], (1). Available at: [McCarthy, J. \(2017\) 'Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models', Active Learning in Higher Education, 18\(2\), pp. 127-141. Available at: <https://doi.org/10.1177/1469787417707615>.
Meens, E.E.M. et al. \(2018\) 'The association of identity and motivation with students' academic achievement in higher education', Learning and Individual Differences, 64, pp. 54-70. Available at: <https://doi.org/10.1016/j.lindif.2018.04.006>.](http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=When+Practice+Takes+Precedence%3A+Conceptions+of+Inquiry+and+the+Link+to+Ethical+Posture&rft.jtitle=Educational+Action+Research&rft.au=McArdle%2C+Karen&rft.au=Birchley%2C+Jacinta&rft.au=Bruce%2C+Jayne&rft.au=Hurrell%2C+Alison&rft.date=2015&rft.pub=Routledge&rft.issn=0965-0792∓rft.eissn=1747-5074&rft.volume=23&rft.issue=1&rft.spage=68&rft.externalDocID=EJ1051957&p;paramdict=en-UK.</p></div><div data-bbox=)

Michinov, N., Morice, J. and Ferrières, V. (2015) 'A step further in Peer Instruction: Using the Stepladder technique to improve learning', Computers & Education, 91, pp. 1-13. Available at: <https://doi.org/10.1016/j.compedu.2015.09.007>.

Mitten, Carolyn (2018) 'Sustaining a Commitment to Teaching in a Research-Intensive University: What We Learn from Award-Winning Faculty', Studies in higher education (Dorchester-on-Thames) [Preprint], (8). Available at: [Moon, J.A. \(2002\) The module & programme development handbook: a practical guide to linking levels, learning outcomes & assessment. London: Kogan Page.](http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Sustaining+a+Commitment+to+Teaching+in+a+Research-Intensive+University%3A+What+We+Learn+from+Award-Winning+Faculty&rft.jtitle=Studies+in+Higher+Education&rft.au=Mitten%2C+Carolyn&rft.au=Ross%2C+Dorene&rft.date=2018&rft.pub=Routledge&rft.issn=0307-5079&rft.eissn=1470-174X&rft.volume=43&rft.issue=8&rft.spage=1348&rft.externalDocID=EJ1184632∓paramdict=en-UK.</p></div><div data-bbox=)

Novakovich, J. (2016) 'Fostering critical thinking and reflection through blog-mediated peer feedback', Journal of Computer Assisted Learning, 32(1), pp. 16-30. Available at: <https://doi.org/10.1111/jcal.12114>.

Olivares-Donoso, R. and Gonzalez, C. (2018) 'Biology and medicine students' experiences of the relationship between teaching and research', Higher Education, 76(5), pp. 849-864. Available at: <https://doi.org/10.1007/s10734-018-0241-6>.

Owston, R. and York, D.N. (2018) 'The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter?', The Internet and Higher

Education, 36, pp. 22–32. Available at: <https://doi.org/10.1016/j.iheduc.2017.09.001>.

Paul Ashwin (2014) 'Knowledge, curriculum and student understanding in higher education', *Higher Education*, 67(2). Available at: https://www.jstor.org/stable/43648641?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Pavlin, S. and Svetlik, I. (2014) 'Employability of higher education graduates in Europe', *International Journal of Manpower*, 35(4), pp. 418–424. Available at: <https://doi.org/10.1108/IJM-05-2013-0104>.

Paxton, M. and Frith, V. (2014) 'Implications of academic literacies research for knowledge making and curriculum design', *Higher Education*, 67(2), pp. 171–182. Available at: <https://doi.org/10.1007/s10734-013-9675-z>.

Pittaway, S.M. and Moss, T. (2014) "'Initially, We Were Just Names on a Computer Screen": Designing Engagement in Online Teacher Education', *Australian Journal of Teacher Education*, 39(7). Available at: <https://doi.org/10.14221/ajte.2014v39n7.10>.

Polkinghorne, Martyn (2017) 'Considering the Marketing of Higher Education: The Role of Student Learning Gain as a Potential Indicator of Teaching Quality', *Journal of marketing for higher education* [Preprint], (2). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Considering+the+Marketing+of+Higher+Education%3A+The+Role+of+Student+Learning+Gain+as+a+Potential+Indicator+of+Teaching+Quality&rft.jtitle=Journal+of+Marketing+for+Higher+Education&rft.au=Polkinghorne%2C+Martyn&rft.au=Roushan%2C+Gelareh&rft.au=Taylor%2C+Julia&rft.date=2017&rft.pub=Routledge&rft.issn=0884-1241&rft.eissn=1540-7144&rft.volume=27&rft.issue=2&rft.spage=213&rft.externalDocID=EJ1163075¶mdict=en-UK.

Powell, P. and Walsh, A. (2018) 'Whose curriculum is it anyway? Stakeholder salience in the context of Degree Apprenticeships', *Higher Education Quarterly*, 72(2), pp. 90–106. Available at: <https://doi.org/10.1111/hequ.12149>.

Pryor, D. and Henley, A. (2018) 'Boundary spanning in higher education leadership: identifying boundaries and practices in a British university', *Studies in Higher Education*, 43(12), pp. 2210–2225. Available at: <https://doi.org/10.1080/03075079.2017.1318364>.

Rapanta, C. and Cantoni, L. (2014) 'Being in the users' shoes: Anticipating experience while designing online courses', *British Journal of Educational Technology*, 45(5), pp. 765–777. Available at: <https://doi.org/10.1111/bjet.12102>.

Rasi, P. and Vuojärvi, H. (2018) 'Toward personal and emotional connectivity in mobile higher education through asynchronous formative audio feedback', *British Journal of Educational Technology*, 49(2), pp. 292–304. Available at: <https://doi.org/10.1111/bjet.12587>.

Ray Land, Julie Rattray and Peter Vivian (2014) 'Learning in the liminal space: a semiotic approach to threshold concepts', *Higher Education*, 67(2). Available at: https://www.jstor.org/stable/43648647?pq-origsite=summon&seq=1#metadata_info_

tab_contents.

Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie (no date) Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits ... Available at: <https://books.google.co.uk/books?id=0SWec-nwL4EC&printsec=frontcover#v=onepage&q&f=false>.

Reid, A.-M. et al. (2018) 'Ethical dilemmas and reflexivity in qualitative research', Perspectives on Medical Education [Preprint]. Available at: <https://doi.org/10.1007/s40037-018-0412-2>.

Rogaten, J. et al. (2018) 'Reviewing affective, behavioural and cognitive learning gains in higher education', Assessment & Evaluation in Higher Education, pp. 1-17. Available at: <https://doi.org/10.1080/02602938.2018.1504277>.

Rojas Pernia, S., Haya Salmón, I. and Susinos Rada, T. (2016) 'GROWING STUDENT VOICE IN CURRICULUM DECISIONS AT THE UNIVERSITY', Journal of Research in Special Educational Needs, 16, pp. 563-567. Available at: <https://doi.org/10.1111/1471-3802.12186>.

Rump, Markus (2017) 'Individual Differences in the Effects of Academic Motivation on Higher Education Students' Intention to Drop Out', European journal of higher education [Preprint], (4). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Individual+Differences+in+the+Effects+of+Academic+Motivation+on+Higher+Education+Students%27+Intention+to+Drop+Out&rft.jtitle=European+Journal+of+Higher+Education&rft.au=Rump%2C+Markus&rft.au=Esdar%2C+Wiebke&rft.au=Wild%2C+Elke&rft.date=2017&rft.pub=Routledge&rft.issn=2156-8235&rft.eissn=2156-8243&rft.volume=7&rft.issue=4&rft.spage=341&rft.externalDocID=EJ1161834¶mdict=en-UK.

Santos, J., Figueiredo, A.S. and Vieira, M. (2019) 'Innovative pedagogical practices in higher education: An integrative literature review', Nurse Education Today, 72, pp. 12-17. Available at: <https://doi.org/10.1016/j.nedt.2018.10.003>.

Schmid, Megan E (2016) 'Promoting Student Academic Achievement through Faculty Development about Inclusive Teaching', Change (New Rochelle, N.Y.) [Preprint], (5). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Promoting+Student+Academic+Achievement+through+Faculty+Development+about+Inclusive+Teaching&rft.jtitle=Change%3A+The+Magazine+of+Higher+Learning&rft.au=Schmid%2C+Megan+E&rft.au=Gillian-Daniel%2C+Donald+L&rft.au=Kraemer%2C+Sara&rft.au=Kueppers%2C+Mark&rft.date=2016&rft.pub=Routledge&rft.issn=0009-1383&rft.eissn=1939-9146&rft.volume=48&rft.issue=5&rft.spage=16&rft.externalDocID=EJ1117127¶mdict=en-UK.

Slapcoff, Marcy (2014) 'The Inquiry Network: A model for promoting the teaching-research

nexus in higher education', Canadian journal of higher education (1975) [Preprint], (2).

Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=The+Inquiry+Network%3A+A+model+for+promoting+the+teaching-research+nexus+in+higher+education&rft.jtitle=The+Canadian+Journal+of+Higher+Education&rft.au=Marcy+Slapcoff&rft.au=Dik+Harris&rft.date=2014-06-01&rft.pub=Canadian+Society+for+the+Study+of+Higher+Education&rft.issn=0316-1218&rft.volume=44&rft.issue=2&rft.spage=68&rft.externalDocID=3427633521¶mdict=en-UK

Sochacka, N.W., Walther, J. and Pawley, A.L. (2018) 'Ethical Validation: Reframing Research Ethics in Engineering Education Research To Improve Research Quality', Journal of Engineering Education, 107(3), pp. 362-379. Available at:

<https://doi.org/10.1002/jee.20222>.

Solvason, Carla (2018) 'Researching in School -- Creating a Meaningful School/University Alliance: A Reflection', Educational action research [Preprint], (4). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Researching+in+School+--+Creating+a+Meaningful+School%2FUniversity+Alliance%3A+A+Reflection&rft.jtitle=Educational+Action+Research&rft.au=Solvason%2C+Carla&rft.au=Cliffe%2C+Johanna&rft.au=Snowden%2C+Mike&rft.date=2018&rft.pub=Routledge&rft.issn=0965-0792&rft.eissn=1747-5074&rft.volume=26&rft.issue=4&rft.spage=589&rft.externalDocID=EJ1193311¶mdict=en-UK

Steen-Utheim, A. and Hopfenbeck, T.N. (2019) 'To do or not to do with feedback. A study of undergraduate students' engagement and use of feedback within a portfolio assessment design', Assessment & Evaluation in Higher Education, 44(1), pp. 80-96. Available at:

<https://doi.org/10.1080/02602938.2018.1476669>.

Stein, Sharon (2015) 'Mapping Global Citizenship', Journal of college and character [Preprint], (4). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Mapping+Global+Citizenship&rft.jtitle=Journal+of+College+and+Character&rft.au=Stein%2C+Sharon&rft.date=2015&rft.pub=Routledge&rft.issn=1940-1639&rft.eissn=1940-1639&rft.volume=16&rft.issue=4&rft.spage=242&rft.externalDocID=EJ1090077¶mdict=en-UK

Stewart, Victoria (2016) 'Developing a Postgraduate Work-Based Curriculum Using an Intervention Mapping Approach', Studies in continuing education [Preprint], (3). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Developing+a+Postgraduate+Work-Based+Curriculum+Using+an+Intervention+Mapping+Approach&rft.jtitle=Studies+in+Continuing+Education&rft.au=Stewart%2

C+Victoria&rft.au=Campbell%2C+Matthew&rft.au=Wheeler%2C+Amanda+J&rft.date=2016&rft.pub=Routledge&rft.issn=0158-037X&rft.eissn=1470-126X&rft.volume=38&rft.issue=3&rft.spage=318&rft.externalDocID=EJ1109488&paramdict=en-UK.

Steyn, C., Davies, C. and Sambo, A. (2019) 'Eliciting student feedback for course development: the application of a qualitative course evaluation tool among business research students', *Assessment & Evaluation in Higher Education*, 44(1), pp. 11–24. Available at: <https://doi.org/10.1080/02602938.2018.1466266>.

Suleman, F. (2018) 'The employability skills of higher education graduates: insights into conceptual frameworks and methodological options', *Higher Education*, 76(2), pp. 263–278. Available at: <https://doi.org/10.1007/s10734-017-0207-0>.

Tam, M. (2014) 'Outcomes-based approach to quality assessment and curriculum improvement in higher education', *Quality Assurance in Education*, 22(2), pp. 158–168. Available at: <https://doi.org/10.1108/QAE-09-2011-0059>.

Tassone, V.C. et al. (2018) '(Re-)designing higher education curricula in times of systemic dysfunction: a responsible research and innovation perspective', *Higher Education*, 76(2), pp. 337–352. Available at: <https://doi.org/10.1007/s10734-017-0211-4>.

Thompson, Karen D (2017) 'Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships', *Educational researcher* [Preprint], (8). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Considering+Interest+and+Action%3A+Analyzing+Types+of+Questions+Explored+by+Researcher-Practitioner+Partnerships&rft.jtitle=Educational+Researcher&rft.au=Thompson%2C+Karen+D&rft.au=Martinez%2C+Martha+I&rft.au=Clinton%2C+Chelsea&rft.au=D%2C%ADaz%2C+Guadalupe&rft.date=2017-11-01&rft.pub=SAGE+Publications&rft.issn=0013-189X&rft.eissn=1935-102X&rft.volume=46&rft.issue=8&rft.spage=464&rft.externalDocID=EJ1161117¶mdict=en-UK.

Tight, Malcolm (2016) 'Examining the Research/Teaching Nexus', *European journal of higher education* [Preprint], (4). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Examining+the+Research%2FTeaching+Nexus&rft.jtitle=European+Journal+of+Higher+Education&rft.au=Tight%2C+Malcolm&rft.date=2016&rft.pub=Routledge&rft.issn=2156-8235&rft.eissn=2156-8243&rft.volume=6&rft.issue=4&rft.spage=293&rft.externalDocID=EJ1121063¶mdict=en-UK.

Tondeur, J. et al. (2017) 'Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence', *Educational Technology Research and Development*, 65(3), pp. 555–575. Available at: <https://doi.org/10.1007/s11423-016-9481-2>.

Töytäri, Aija (2017) 'Higher Education Teachers' Descriptions of Their Own Learning: A

Quantitative Perspective', Higher education research and development [Preprint], (6).

Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Higher+Education+Teachers%27+Descriptions+of+Their+Own+Learning%3A+A+Quantitative+Perspective&rft.jtitle=Higher+Education+Research+and+Development&rft.au=T%3B6yt%3A4ri%2C+Aija&rft.au=Tynj%3A4I%3A4%2C+P%3A4ivi&rft.au=Piiirainen%2C+Arja&rft.au=Ilves%2C+Vesa&rft.date=2017&rft.pub=Routledge&rft.issn=0729-4360&rft.volume=36&rft.issue=6&rft.spage=1295&rft.externalDocID=EJ1151616¶mdict=en-UK

Trigwell, K. and Prosser, M. (2014) 'Qualitative variation in constructive alignment in curriculum design', *Higher Education*, 67(2), pp. 141-154. Available at:

<https://doi.org/10.1007/s10734-013-9701-1>.

Ulriksen, L., Holmegaard, H.T. and Madsen, L.M. (2017) 'Making sense of curriculum—the transition into science and engineering university programmes', *Higher Education*, 73(3), pp. 423-440. Available at: <https://doi.org/10.1007/s10734-016-0099-4>.

Villarroel, V. et al. (2018) 'Authentic assessment: creating a blueprint for course design', *Assessment & Evaluation in Higher Education*, 43(5), pp. 840-854. Available at: <https://doi.org/10.1080/02602938.2017.1412396>.

Walker, R. and Handley, Z. (2016) 'Designing for learner engagement with computer-based testing', *Research in Learning Technology*, 24(1). Available at:

<https://doi.org/10.3402/rlt.v24.30083>.

Wanner, T. and Palmer, E. (2018) 'Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback', *Assessment & Evaluation in Higher Education*, 43(7), pp. 1032-1047. Available at: <https://doi.org/10.1080/02602938.2018.1427698>.

Weller, S. (2016) *Academic practice: developing as a professional in higher education*. London: Sage.

Wells, R.S. and Stage, F.K. (2015) 'Past, Present, and Future of Critical Quantitative Research in Higher Education', *New Directions for Institutional Research*, 2014(163), pp. 103-112. Available at: <https://doi.org/10.1002/ir.20089>.

Whiley, Dona (2017) 'Enhancing Critical Thinking Skills in First Year Environmental Management Students: A Tale of Curriculum Design, Application and Reflection', *Journal of geography in higher education* [Preprint], (2). Available at:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Enhancing+Critical+Thinking+Skills+in+First+Year+Environmental+Management+Students%3A+A+Tale+of+Curriculum+Design%2C+Application+and+Reflection&rft.jtitle=Journal+of+Geography+in+Higher+Education&rft.au=Whiley%2C+Dona&rft.au=Witt%2C+Bradd&rft.au=Colvin%2C+R.+M&rft.au=Sapiains+Arrue%2C+Rodolfo&rft.date=2017&rft.pub=Routledge&rft.issn=0309-8265&rft.volume=41&rft.issue=2&rft.spage=166&rft.externalDocID=EJ1135641&pa

ramdict=en-UK.

Willis, J.E., Slade, S. and Prinsloo, P. (2016) 'Ethical oversight of student data in learning analytics: a typology derived from a cross-continental, cross-institutional perspective', *Educational Technology Research and Development*, 64(5), pp. 881–901. Available at: <https://doi.org/10.1007/s11423-016-9463-4>.

Winberg, C. et al. (2018) 'Learning to teach STEM disciplines in higher education: a critical review of the literature', *Teaching in Higher Education*, pp. 1–18. Available at: <https://doi.org/10.1080/13562517.2018.1517735>.

Yuan, Jiangmei (2015) 'Effective Feedback Design Using Free Technologies', *Journal of educational computing research* [Preprint], (3). Available at: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Effective+Feedback+Design+Using+Free+Technologies&rft.jtitle=Journal+of+Educational+Computing+Research&rft.au=Yuan%2C+Jiangmei&rft.au=Kim%2C+ChanMin&rft.date=2015-06-01&rft.pub=SAGE+Publications&rft.issn=0735-6331&rft.eissn=1541-4140&rft.volume=52&rft.issue=3&rft.spage=408&rft.externalDocID=EJ1076332¶mdict=en-UK.