

ADP7115 and ADP7215

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

[View Online](#)



[1]

J. A. Moon, *The module & programme development handbook: a practical guide to linking levels, learning outcomes & assessment*. London: Kogan Page, 2002.

[2]

John Biggs, 'Enhancing Teaching through Constructive Alignment', *Higher Education*, vol. 32, no. 3, 1996 [Online]. Available:
https://www.jstor.org/stable/3448076?seq=1#metadata_info_tab_contents

[3]

D. Fung, *Connected Curriculum for Higher Education*. UCL Press, 2017 [Online]. Available:
<http://www.jstor.org/stable/10.2307/j.ctt1qnw8nf>

[4]

D. Carless, D. Salter, M. Yang, and J. Lam, 'Developing sustainable feedback practices', *Studies in Higher Education*, vol. 36, no. 4, pp. 395–407, Jun. 2011, doi: 10.1080/03075071003642449.

[5]

T. Wanner and E. Palmer, 'Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback', *Assessment & Evaluation in Higher Education*, vol. 43, no. 7, pp. 1032–1047, Oct. 2018, doi: 10.1080/02602938.2018.1427698.

[6]

J. Novakovich, 'Fostering critical thinking and reflection through blog-mediated peer feedback', *Journal of Computer Assisted Learning*, vol. 32, no. 1, pp. 16–30, Feb. 2016, doi: 10.1111/jcal.12114.

[7]

David Carless, 'Exploring learning-oriented assessment processes', *Higher Education*, vol. 69, no. 6, 2015 [Online]. Available: https://www.jstor.org/stable/43648839?pq-origsite=summon&seq=1#metadata_info_tab_contents

[8]

K. L. Barton, S. J. Schofield, S. McAleer, and R. Ajjawi, 'Translating evidence-based guidelines to improve feedback practices: the interACT case study', *BMC Medical Education*, vol. 16, no. 1, Dec. 2016, doi: 10.1186/s12909-016-0562-z.

[9]

J. McCarthy, 'Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models', *Active Learning in Higher Education*, vol. 18, no. 2, pp. 127–141, Jul. 2017, doi: 10.1177/1469787417707615.

[10]

Brunton, James, 'Designing and Developing a Programme-Focused Assessment Strategy: A Case Study', *Open learning*, no. 2, 2016 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[11]

C. Rapanta and L. Cantoni, 'Being in the users' shoes: Anticipating experience while

designing online courses', *British Journal of Educational Technology*, vol. 45, no. 5, pp. 765–777, Sep. 2014, doi: 10.1111/bjet.12102.

[12]

Gikandi, J W, 'Designing and Implementing Peer Formative Feedback within Online Learning Environments', *Technology, pedagogy and education*, no. 2, 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[13]

Elena Barberà, 'Designing Online Interaction to Address Disciplinary Competencies: A Cross-Country Comparison of Faculty Perspectives', *International Review of Research in Open and Distance Learning*, vol. 15, no. 2, 2014 [Online]. Available:
<https://doaj.org/article/6147e08fb5ea449aad382c63119805b0>

[14]

John Biggs, 'Enhancing Teaching through Constructive Alignment', *Higher Education*, vol. 32, no. 3, 1996 [Online]. Available:
https://www.jstor.org/stable/3448076?seq=1#metadata_info_tab_contents

[15]

Paul Ashwin, 'Knowledge, curriculum and student understanding in higher education', *Higher Education*, vol. 67, no. 2, 2014 [Online]. Available:
https://www.jstor.org/stable/43648641?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[16]

M. Paxton and V. Frith, 'Implications of academic literacies research for knowledge making and curriculum design', *Higher Education*, vol. 67, no. 2, pp. 171–182, Feb. 2014, doi: 10.1007/s10734-013-9675-z.

[17]

S. Bunbury, 'Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum?', *International Journal of Inclusive Education*, pp. 1–16, Aug. 2018, doi: 10.1080/13603116.2018.1503347.

[18]

Burrell, Andrew R, 'Team-Based Curriculum Design as an Agent of Change', *Teaching in higher education*, no. 8, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[19]

B. H. Lam and K. T. Tsui, 'Curriculum mapping as deliberation – examining the alignment of subject learning outcomes and course curricula', *Studies in Higher Education*, vol. 41, no. 8, pp. 1371–1388, Aug. 2016, doi: 10.1080/03075079.2014.968539.

[20]

Brooman, S, 'The Student Voice in Higher Education Curriculum Design: Is There Value in Listening?', *Innovations in education and teaching international*, no. 6, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[21]

V. Villarroel, S. Bloxham, D. Bruna, C. Bruna, and C. Herrera-Seda, 'Authentic assessment: creating a blueprint for course design', *Assessment & Evaluation in Higher Education*, vol. 43, no. 5, pp. 840–854, Jul. 2018, doi: 10.1080/02602938.2017.1412396.

[22]

S. M. Pittaway and T. Moss, '"Initially, We Were Just Names on a Computer Screen": Designing Engagement in Online Teacher Education', *Australian Journal of Teacher Education*, vol. 39, no. 7, Jan. 2014, doi: 10.14221/ajte.2014v39n7.10.

[23]

S. Bridges, C. K. Y. Yiu, and M. G. Botelho, 'Design Considerations for an Integrated, Problem-Based Curriculum', *Medical Science Educator*, vol. 26, no. 3, pp. 365–373, Sep. 2016, doi: 10.1007/s40670-016-0255-6.

[24]

'Diversifying the Higher-Education Curriculum: Queering the Design and Pedagogy', *Journal of Feminist Studies in Religion*, vol. 34, no. 1, 2018, doi: 10.2979/jfemistudreli.34.1.25.

[25]

R. Owston and D. N. York, 'The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter?', *The Internet and Higher Education*, vol. 36, pp. 22–32, Jan. 2018, doi: 10.1016/j.iheduc.2017.09.001.

[26]

Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits ... [Online]. Available: <https://books.google.co.uk/books?id=0SWec-nwL4EC&printsec=frontcover#v=onepage&q&f=false>

[27]

Ferry Boschman, Susan McKenney and Joke Voogt, 'Understanding decision making in teachers' curriculum design approaches', *Educational Technology Research and Development*, vol. 62, no. 4, 2014 [Online]. Available: https://www.jstor.org/stable/24546572?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[28]

Carolin Plewa, Victoria Galán-Muros and Todd Davey, 'Engaging business in curriculum design and delivery: a higher education institution perspective', *Higher Education*, vol. 70, no. 1, 2015 [Online]. Available:
https://www.jstor.org/stable/43648852?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[29]

Leonard, Simon N, 'Using Developmental Evaluation as a Design Thinking Tool for Curriculum Innovation in Professional Higher Education', *Higher education research and development*, no. 2, 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[30]

Whiley, Dona, 'Enhancing Critical Thinking Skills in First Year Environmental Management Students: A Tale of Curriculum Design, Application and Reflection', *Journal of geography in higher education*, no. 2, 2017 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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¶mdict=en-UK

[31]

K. Trigwell and M. Prosser, 'Qualitative variation in constructive alignment in curriculum design', *Higher Education*, vol. 67, no. 2, pp. 141–154, Feb. 2014, doi: 10.1007/s10734-013-9701-1.

[32]

L. Ulriksen, H. T. Holmegaard, and L. M. Madsen, 'Making sense of curriculum—the transition into science and engineering university programmes', *Higher Education*, vol. 73, no. 3, pp. 423–440, Mar. 2017, doi: 10.1007/s10734-016-0099-4.

[33]

K. H. Abdul-Mumin, 'The process of internationalization of the nursing and midwifery curriculum: A qualitative study', *Nurse Education Today*, vol. 46, pp. 139–145, Nov. 2016, doi: 10.1016/j.nedt.2016.09.003.

[34]

M. Tam, 'Outcomes-based approach to quality assessment and curriculum improvement in higher education', *Quality Assurance in Education*, vol. 22, no. 2, pp. 158–168, Apr. 2014, doi: 10.1108/QAE-09-2011-0059.

[35]

Ray Land, Julie Rattray and Peter Vivian, 'Learning in the liminal space: a semiotic approach to threshold concepts', *Higher Education*, vol. 67, no. 2, 2014 [Online]. Available: https://www.jstor.org/stable/43648647?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[36]

Kathy Luckett and Aditi Hunma, 'Making gazes explicit: facilitating epistemic access in the Humanities', *Higher Education*, vol. 67, no. 2, 2014 [Online]. Available: https://www.jstor.org/stable/43648646?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[37]

V. C. Tassone, C. O'Mahony, E. McKenna, H. J. Eppink, and A. E. J. Wals, '(Re-)designing higher education curricula in times of systemic dysfunction: a responsible research and innovation perspective', *Higher Education*, vol. 76, no. 2, pp. 337–352, Aug. 2018, doi: 10.1007/s10734-017-0211-4.

[38]

Kate O'Connor, 'MOOCs, institutional policy and change dynamics in higher education', Higher Education, vol. 68, no. 5, 2014 [Online]. Available: https://www.jstor.org/stable/43648744?pq-origsite=summon&seq=1#metadata_info_tab_contents

[39]

I. Crawford and Z. Wang, 'The impact of individual factors on the academic attainment of Chinese and UK students in higher education', Studies in Higher Education, vol. 40, no. 5, pp. 902–920, May 2015, doi: 10.1080/03075079.2013.851182.

[40]

S.-C. Fan and K.-C. Yu, 'How an integrative STEM curriculum can benefit students in engineering design practices', International Journal of Technology and Design Education, vol. 27, no. 1, pp. 107–129, Mar. 2017, doi: 10.1007/s10798-015-9328-x.

[41]

Matheson, Ruth, 'Creating Belonging and Transformation through the Adoption of Flexible Pedagogies in Masters Level International Business Management Students', Teaching in higher education, no. 1, 2017 [Online]. Available: [http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atiitle=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.volume=22&rft.issue=1&rft.spage=15&rft.externalDocID=EJ1119432&p;paramdict=en-UK](http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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.volume=22&rft.issue=1&rft.spage=15&rft.externalDocID=EJ1119432&p;paramdict=en-UK)

[42]

Stewart, Victoria, 'Developing a Postgraduate Work-Based Curriculum Using an Intervention Mapping Approach', Studies in continuing education, no. 3, 2016 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atiitle=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

[43]

P. Powell and A. Walsh, 'Whose curriculum is it anyway? Stakeholder salience in the context of Degree Apprenticeships', *Higher Education Quarterly*, vol. 72, no. 2, pp. 90–106, Apr. 2018, doi: 10.1111/hequ.12149.

[44]

Backenroth, Ofra Arieli, "'From the Intuitive to the Intentional": Designing a Constructivist Online Course', *Religious education*, no. 5, 2017 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=%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

[45]

R. Walker and Z. Handley, 'Designing for learner engagement with computer-based testing', *Research in Learning Technology*, vol. 24, no. 1, Jan. 2016, doi: 10.3402/rlt.v24.30083.

[46]

P. Rasi and H. Vuojärvi, 'Toward personal and emotional connectivity in mobile higher education through asynchronous formative audio feedback', *British Journal of Educational Technology*, vol. 49, no. 2, pp. 292–304, Mar. 2018, doi: 10.1111/bjet.12587.

[47]

A. Steen-Utheim and T. N. Hopfenbeck, '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*, vol. 44, no. 1, pp. 80–96, Jan. 2019, doi: 10.1080/02602938.2018.1476669.

[48]

P. Denton and P. Rowe, 'Using statement banks to return online feedback: limitations of the transmission approach in a credit-bearing assessment', *Assessment & Evaluation in Higher Education*, vol. 40, no. 8, pp. 1095–1103, Nov. 2015, doi: 10.1080/02602938.2014.970124.

[49]

Yuan, Jiangmei, 'Effective Feedback Design Using Free Technologies', *Journal of educational computing research*, no. 3, Jun. 2015 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[50]

Huisman, Bart, 'Peer Feedback on College Students' Writing: Exploring the Relation between Students' Ability Match, Feedback Quality and Essay Performance', *Higher education research and development*, no. 7, 2017 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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+dien+Broek%2C+Paul&rft.date=2017&rft.pub=Routledge&rft.issn=0729-4360&rft.volume=36&rft.issue=7&rft.spage=1433&rft.externalDocID=EJ156818¶mdict=en-UK

[51]

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

[52]

D. Laurillard, E. Kennedy, P. Charlton, J. Wild, and D. Dimakopoulos, 'Using technology to develop teachers as designers of TEL: Evaluating the learning designer', *British Journal of Educational Technology*, vol. 49, no. 6, pp. 1044-1058, Nov. 2018, doi: 10.1111/bjet.12697.

[53]

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

[54]

Clifford, Valerie, 'Designing an Internationalised Curriculum for Higher Education: Embracing the Local and the Global Citizen', *Higher education research and development*, no. 6, 2017 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[55]

A. Hofmeyer, B. H. Sheingold, H. C. Klopper, and J. Warland, 'Leadership In Learning And Teaching In Higher Education: Perspectives Of Academics In Non-Formal Leadership Roles', *Contemporary Issues in Education Research (CIER)*, vol. 8, no. 3, Jul. 2015, doi: 10.19030/cier.v8i3.9348.

[56]

D. Horey, T. Fortune, T. Nicolacopoulos, E. Kashima, and B. Mathisen, 'Global Citizenship and Higher Education: A Scoping Review of the Empirical Evidence', *Journal of Studies in International Education*, vol. 22, no. 5, pp. 472-492, Nov. 2018, doi: 10.1177/1028315318786443.

[57]

Hebdon, Sharon, 'Embedding Support for Students Transitioning into Higher Education: Evaluation of a New Model', *The international journal of training research*, no. 2, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[58]

M. Heron, 'Pedagogic practices to support international students in seminar discussions', *Higher Education Research & Development*, pp. 1–14, Aug. 2018, doi: 10.1080/07294360.2018.1512954.

[59]

Schmid, Megan E, 'Promoting Student Academic Achievement through Faculty Development about Inclusive Teaching', *Change* (New Rochelle, N.Y.), no. 5, 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[60]

Hughes, Annie, 'Exploring Normative Whiteness: Ensuring Inclusive Pedagogic Practice in Undergraduate Fieldwork Teaching and Learning', *Journal of geography in higher education*, no. 3, 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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&paramdict=en-UK

[61]

S. Rojas Pernia, I. Haya Salmón, and T. Susinos Rada, 'GROWING STUDENT VOICE IN CURRICULUM DECISIONS AT THE UNIVERSITY', *Journal of Research in Special Educational Needs*, vol. 16, pp. 563–567, Aug. 2016, doi: 10.1111/1471-3802.12186.

[62]

B. M. Dewsbury, 'On faculty development of STEM inclusive teaching practices', *FEMS Microbiology Letters*, vol. 364, no. 18, Oct. 2017, doi: 10.1093/femsle/fnx179.

[63]

A. Lozano, 'Breaking the Black/White Binary in Higher Education Leadership', *About Campus*, vol. 21, no. 6, pp. 27–31, Jan. 2017, doi: 10.1002/abc.21276.

[64]

F. Suleman, 'The employability skills of higher education graduates: insights into conceptual frameworks and methodological options', *Higher Education*, vol. 76, no. 2, pp. 263–278, Aug. 2018, doi: 10.1007/s10734-017-0207-0.

[65]

D. Pryor and A. Henley, 'Boundary spanning in higher education leadership: identifying boundaries and practices in a British university', *Studies in Higher Education*, vol. 43, no. 12, pp. 2210–2225, Dec. 2018, doi: 10.1080/03075079.2017.1318364.

[66]

T. Brabazon and S. Schulz, 'Braving the bull: women, mentoring and leadership in higher education', *Gender and Education*, pp. 1–18, Nov. 2018, doi: 10.1080/09540253.2018.1544362.

[67]

Tight, Malcolm, 'Examining the Research/Teaching Nexus', European journal of higher education, no. 4, 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[68]

Mitten, Carolyn, 'Sustaining a Commitment to Teaching in a Research-Intensive University: What We Learn from Award-Winning Faculty', Studies in higher education (Dorchester-on-Thames), no. 8, 2018 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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¶mdict=en-UK

[69]

Slapcoff, Marcy, 'The Inquiry Network: A model for promoting the teaching-research nexus in higher education', Canadian journal of higher education (1975), no. 2, Jun. 2014 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[70]

S. Weller, Academic practice: developing as a professional in higher education. London:

Sage, 2016.

[71]

A. Lopes, P. Boyd, N. Andrew, and F. Pereira, 'The research-teaching nexus in nurse and teacher education: contributions of an ecological approach to academic identities in professional fields', *Higher Education*, vol. 68, no. 2, pp. 167–183, Aug. 2014, doi: 10.1007/s10734-013-9700-2.

[72]

D. S. Eley and D. Wilkinson, 'Building a teaching-research nexus in a research intensive university: Rejuvenating the recruitment and training of the clinician scientist', *Medical Teacher*, vol. 37, no. 2, pp. 174–180, Feb. 2015, doi: 10.3109/0142159X.2014.947937.

[73]

R. Olivares-Donoso and C. Gonzalez, 'Biology and medicine students' experiences of the relationship between teaching and research', *Higher Education*, vol. 76, no. 5, pp. 849–864, Nov. 2018, doi: 10.1007/s10734-018-0241-6.

[74]

D. Hitch, S. Macfarlane, and C. Nihill, 'Inclusive pedagogy in Australian universities: A review of current policies and professional development activities', *The International Journal of the First Year in Higher Education*, vol. 6, no. 1, Mar. 2015, doi: 10.5204/intjfyhe.v6i1.254.

[75]

Gale, Trevor, 'Socially Inclusive Teaching: Belief, Design, Action as Pedagogic Work', *Journal of teacher education*, no. 3, 2017 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.title=Socia... Gale%2C+Trevor&rft.au=Mills%2C+Carmen&rft.au=Cross%2C+Russell&rft.date=2017&rft.pub=AGE+Publications&rft.issn=0022-4871&rft.eissn=1552-7816&rft.volume=68&rft.issue=3&rft.spage=345&rft.externalDocID=EJ1139423¶mdict=en-UK

[76]

Jones, Janice K, 'Decolonising Research and Teaching Methodologies: A "Ninth Moment" Symphony of Artist-Educator-Researcher Voices', International Journal of Pedagogies & Learning, no. 2, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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=Ladislas+Derr%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

[77]

Friedman, Jonathan Z, 'The Global Citizenship Agenda and the Generation of Cosmopolitan Capital in British Higher Education', British journal of sociology of education, no. 4, 2018 [Online]. Available:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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&am;p;rft.issn=0142-5692&rft.eissn=1465-3346&rft.volume=39&rft.issue=4∓rft.spage=436&rft.externalDocID=EJ1175471¶mdict=en-UK

[78]

F. Aktas, K. Pitts, J. C. Richards, and I. Silova, 'Institutionalizing Global Citizenship', Journal of Studies in International Education, vol. 21, no. 1, pp. 65–80, Feb. 2017, doi: 10.1177/1028315316669815.

[79]

Stein, Sharon, 'Mapping Global Citizenship', Journal of college and character, no. 4, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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&am;p;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&paramdict=en-UK

[80]

S. Pavlin and I. Svetlik, 'Employability of higher education graduates in Europe', International Journal of Manpower, vol. 35, no. 4, pp. 418-424, Jul. 2014, doi: 10.1108/IJM-05-2013-0104.

[81]

Frankham, Jo, 'Employability and Higher Education: The Follies of the "Productivity Challenge" in the Teaching Excellence Framework', Journal of education policy, no. 5, 2017 [Online]. Available:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[82]

J. Rogaten et al., 'Reviewing affective, behavioural and cognitive learning gains in higher education', Assessment & Evaluation in Higher Education, pp. 1-17, Oct. 2018, doi: 10.1080/02602938.2018.1504277.

[83]

J. Tondeur, J. van Braak, P. A. Ertmer, and A. Ottenbreit-Leftwich, 'Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence', Educational Technology Research and Development, vol. 65, no. 3, pp. 555-575, Jun. 2017, doi: 10.1007/s11423-016-9481-2.

[84]

Emanuela Reale, 'Challenges in higher education research: the use of quantitative tools in comparative analyses', Higher Education, vol. 67, no. 4, 2014 [Online]. Available: https://www.jstor.org/stable/43648664?pq-orignsite=summon&seq=1#metadata_info_tab_contents

[85]

Rump, Markus, 'Individual Differences in the Effects of Academic Motivation on Higher Education Students' Intention to Drop Out', *European journal of higher education*, no. 4, 2017 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Individual+Differences+in+the+Effects+of+Academic+Motivation+on+Higher+Educa+tion+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¶mdict=en-UK

[86]

McArdle, Karen, 'When Practice Takes Precedence: Conceptions of Inquiry and the Link to Ethical Posture', *Educational action research*, no. 1, 2015 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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¶mdict=en-UK

[87]

N. Michinov, J. Morice, and V. Ferrières, 'A step further in Peer Instruction: Using the Stepladder technique to improve learning', *Computers & Education*, vol. 91, pp. 1-13, Dec. 2015, doi: 10.1016/j.compedu.2015.09.007.

[88]

C. E. Mathers, S. J. Finney, and J. D. Hathcoat, 'Student learning in higher education: a longitudinal analysis and faculty discussion', *Assessment & Evaluation in Higher Education*, vol. 43, no. 8, pp. 1211-1227, Nov. 2018, doi: 10.1080/02602938.2018.1443202.

[89]

F. James and D. S. Augustin, 'Improving teachers' pedagogical and instructional practice

through action research: potential and problems', *Educational Action Research*, vol. 26, no. 2, pp. 333-348, Mar. 2018, doi: 10.1080/09650792.2017.1332655.

[90]

R. S. Wells and F. K. Stage, 'Past, Present, and Future of Critical Quantitative Research in Higher Education', *New Directions for Institutional Research*, vol. 2014, no. 163, pp. 103-112, Mar. 2015, doi: 10.1002/ir.20089.

[91]

Solvason, Carla, 'Researching in School -- Creating a Meaningful School/University Alliance: A Reflection', *Educational action research*, no. 4, 2018 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[92]

Thompson, Karen D, 'Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships', *Educational researcher*, no. 8, Nov. 2017 [Online]. Available:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_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%C3%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

[93]

H. Constable, 'Universities, supporting schools and practitioner research', *Research in Education*, vol. 101, no. 1, pp. 39-62, Aug. 2018, doi: 10.1177/0034523718763637.

[94]

Harlow, Ann, 'Threshold Concept Theory as an Enabling Constraint: A Facilitated Practitioner Action Research Study', *Educational action research*, no. 3, 2017 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[95]

Dahlström, Lars, 'An Autobiographical Narrative towards Critical Practitioner Inquiry and a Counter Hegemonic Southern Network', *Journal for critical education policy studies*, no. 1, Mar. 2016 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=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

[96]

K. Bhandari, 'Teaching evaluation practices: An early career practitioner's reflections', *Journal of Hospitality, Leisure, Sport & Tourism Education*, vol. 20, pp. 27-31, Jun. 2017, doi: 10.1016/j.jhlste.2017.01.002.

[97]

Lochmiller, Chad R, 'Conceptualizing Practitioner-Scholarship for Educational Leadership Research and Practice', *Journal of research on leadership education*, no. 1, Apr. 2017 [Online]. Available:
http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.ati

tle=Conceptualizing+Practitioner-Scholarship+for+Educational+Leadership+Research+an d+Practice&rft.jtitle=Journal+of+Research+on+Leadership+Education&rft.au=L ochmiller%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&a mp;rft.volume=12&rft.issue=1&rft.spage=3&rft.externalDocID=EJ1133311 &paramdict=en-UK

[98]

V. L. Kupo, 'Becoming a Scholar-Practitioner in Student Affairs', *New Directions for Student Services*, vol. 2014, no. 147, pp. 89–98, Sep. 2014, doi: 10.1002/ss.20103.

[99]

Töytäri, Aija, 'Higher Education Teachers' Descriptions of Their Own Learning: A Quantitative Perspective', *Higher education research and development*, no. 6, 2017 [Online]. Available: http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.ati tle=Higher+Education+Teachers%27+Descriptions+of+Their+Own+Learning%3A+A+Qu antitative+Perspective&rft.jtitle=Higher+Education+Research+and+Development& rft.au=T%C3%B6yt%C3%A4ri%2CAija&rft.au=Tynj%C3%A4l%C3%A4%2C+P%C3%A4ivi&rft.au=Piirainen%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

[100]

C. Steyn, C. Davies, and A. Sambo, 'Eliciting student feedback for course development: the application of a qualitative course evaluation tool among business research students', *Assessment & Evaluation in Higher Education*, vol. 44, no. 1, pp. 11–24, Jan. 2019, doi: 10.1080/02602938.2018.1466266.

[101]

J. Fullana, M. Pallisera, J. Colomer, R. Fernández Peña, and M. Pérez-Burriel, 'Reflective learning in higher education: a qualitative study on students' perceptions', *Studies in Higher Education*, vol. 41, no. 6, pp. 1008–1022, Jun. 2016, doi: 10.1080/03075079.2014.950563.

[102]

J. Santos, A. S. Figueiredo, and M. Vieira, 'Innovative pedagogical practices in higher education: An integrative literature review', *Nurse Education Today*, vol. 72, pp. 12–17, Jan. 2019, doi: 10.1016/j.nedt.2018.10.003.

[103]

Kilburn, Daniel, 'Learning as Researchers and Teachers: The Development of a Pedagogical Culture for Social Science Research Methods?', *British journal of educational studies*, no. 2, 2014 [Online]. Available:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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+Pedagogic+al+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=007-1005&rft.eissn=1467-8527&rft.volume=62&rft.issue=2&rft.spage=191&rft.externalDocID=EJ1032092¶mdict=en-UK

[104]

C. Winberg et al., 'Learning to teach STEM disciplines in higher education: a critical review of the literature', *Teaching in Higher Education*, pp. 1–18, Sep. 2018, doi: 10.1080/13562517.2018.1517735.

[105]

Polkinghorne, Martyn, '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*, no. 2, 2017 [Online]. Available:

http://wt3cf4et2l.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info%3Asid%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

[106]

E. E. M. Meens, A. W. E. A. Bakx, T. A. Klimstra, and J. J. A. Denissen, 'The association of identity and motivation with students' academic achievement in higher education', *Learning and Individual Differences*, vol. 64, pp. 54–70, May 2018, doi:

10.1016/j.lindif.2018.04.006.

[107]

E. Kyndt, V. Donche, L. Coertjens, T. van Daal, D. Gijbels, and P. Van Petegem, 'Does self-efficacy contribute to the development of students' motivation across the transition from secondary to higher education?', *European Journal of Psychology of Education*, May 2018, doi: 10.1007/s10212-018-0389-6.

[108]

A.-M. Reid, J. M. Brown, J. M. Smith, A. C. Cope, and S. Jamieson, 'Ethical dilemmas and reflexivity in qualitative research', *Perspectives on Medical Education*, Mar. 2018, doi: 10.1007/s40037-018-0412-2.

[109]

J. E. Willis, S. Slade, and P. Prinsloo, 'Ethical oversight of student data in learning analytics: a typology derived from a cross-continental, cross-institutional perspective', *Educational Technology Research and Development*, vol. 64, no. 5, pp. 881–901, Oct. 2016, doi: 10.1007/s11423-016-9463-4.

[110]

N. W. Sochacka, J. Walther, and A. L. Pawley, 'Ethical Validation: Reframing Research Ethics in Engineering Education Research To Improve Research Quality', *Journal of Engineering Education*, vol. 107, no. 3, pp. 362–379, Jul. 2018, doi: 10.1002/jee.20222.