

ADP7115 and ADP7215

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

View Online



Abdul-Mumin, Khadzah H. 'The Process of Internationalization of the Nursing and Midwifery Curriculum: A Qualitative Study'. *Nurse Education Today*, vol. 46, Nov. 2016, pp. 139-45, <https://doi.org/10.1016/j.nedt.2016.09.003>.

Aktas, Fatih, et al. 'Institutionalizing Global Citizenship'. *Journal of Studies in International Education*, vol. 21, no. 1, Feb. 2017, pp. 65-80, <https://doi.org/10.1177/1028315316669815>.

Backenroth, Ofra Arieli. "'From the Intuitive to the Intentional": Designing a Constructivist Online Course'. *Religious Education*, no. 5, 2017, 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=%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, Karen L., et al. 'Translating Evidence-Based Guidelines to Improve Feedback Practices: The interACT Case Study'. *BMC Medical Education*, vol. 16, no. 1, Dec. 2016, <https://doi.org/10.1186/s12909-016-0562-z>.

Bhandari, Kalyan. 'Teaching Evaluation Practices: An Early Career Practitioner's Reflections'. *Journal of Hospitality, Leisure, Sport & Tourism Education*, vol. 20, June 2017, pp. 27-31, <https://doi.org/10.1016/j.jhlste.2017.01.002>.

Brabazon, Tara, and Sam Schulz. 'Braving the Bull: Women, Mentoring and Leadership in Higher Education'. *Gender and Education*, Nov. 2018, pp. 1-18, <https://doi.org/10.1080/09540253.2018.1544362>.

Brad, Stappenbelt. 'The Effectiveness of the Teaching-Research Nexus in Facilitating Student Learning'. *Engineering Education*, 2013, <https://www.tandfonline.com/doi/pdf/10.11120/ened.2013.00002?needAccess=true>.

Bridges, Susan, et al. 'Design Considerations for an Integrated, Problem-Based Curriculum'. *Medical Science Educator*, vol. 26, no. 3, Sept. 2016, pp. 365-73, <https://doi.org/10.1007/s40670-016-0255-6>.

Brooman, S. 'The Student Voice in Higher Education Curriculum Design: Is There Value in Listening?' *Innovations in Education and Teaching International*, no. 6, 2015,

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. 'Designing and Developing a Programme-Focused Assessment Strategy: A Case Study'. *Open Learning*, no. 2, 2016, 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, Stephen. 'Disability in Higher Education – Do Reasonable Adjustments Contribute to an Inclusive Curriculum?' *International Journal of Inclusive Education*, Aug. 2018, pp. 1–16, <https://doi.org/10.1080/13603116.2018.1503347>.

Burrell, Andrew R. 'Team-Based Curriculum Design as an Agent of Change'. *Teaching in Higher Education*, no. 8, 2015, 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, David, et al. 'Developing Sustainable Feedback Practices'. *Studies in Higher Education*, vol. 36, no. 4, June 2011, pp. 395–407, <https://doi.org/10.1080/03075071003642449>.

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

Clifford, Valerie. 'Designing an Internationalised Curriculum for Higher Education: Embracing the Local and the Global Citizen'. *Higher Education Research and Development*, no. 6, 2017, 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+an+Internationalised+Curriculum+for+Higher+Education+Embracing+the+Local+and+the+Global+Citizen&rft.jtitle=Higher+Education+Research+and+Development&rft.au=Clifford%2C+Valerie&rft.date=2017&rft.pub=Routledge&rft.issn=0950-0804&rft.volume=6&rft.issue=6&rft.spage=583&rft.externalDocID=EJ1107941¶mdict=en-UK.

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, Andrea, and Carole Jackson. 'The Use of Assessment Rubrics to Enhance Feedback in Higher Education: An Integrative Literature Review'. *Nurse Education Today*, vol. 69, Oct. 2018, pp. 8–13, <https://doi.org/10.1016/j.nedt.2018.06.022>.

Constable, Hilary. 'Universities, Supporting Schools and Practitioner Research'. *Research in Education*, vol. 101, no. 1, Aug. 2018, pp. 39–62, <https://doi.org/10.1177/0034523718763637>.

Crawford, Ian, and Zhiqi 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, May 2015, pp. 902–20, <https://doi.org/10.1080/03075079.2013.851182>.

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, 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=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. 'Exploring Learning-Oriented Assessment Processes'. *Higher Education*, vol. 69, no. 6, 2015, https://www.jstor.org/stable/43648839?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Denton, Philip, and Philip 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, Nov. 2015, pp. 1095–103, <https://doi.org/10.1080/02602938.2014.970124>.

Dewsbury, Bryan M. 'On Faculty Development of STEM Inclusive Teaching Practices'. *FEMS Microbiology Letters*, vol. 364, no. 18, Oct. 2017, <https://doi.org/10.1093/femsle/fnx179>.

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

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,
<https://doaj.org/article/6147e08fb5ea449aad382c63119805b0>.

Eley, Diann S., and David 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, Feb. 2015, pp. 174-80,
<https://doi.org/10.3109/0142159X.2014.947937>.

Emanuela Reale. 'Challenges in Higher Education Research: The Use of Quantitative Tools in Comparative Analyses'. *Higher Education*, vol. 67, no. 4, 2014,
https://www.jstor.org/stable/43648664?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Fan, Szu-Chun, and Kuang-Chao Yu. 'How an Integrative STEM Curriculum Can Benefit Students in Engineering Design Practices'. *International Journal of Technology and Design Education*, vol. 27, no. 1, Mar. 2017, pp. 107-29,
<https://doi.org/10.1007/s10798-015-9328-x>.

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,
https://www.jstor.org/stable/24546572?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Frankham, Jo. 'Employability and Higher Education: The Follies of the "Productivity Challenge" in the Teaching Excellence Framework'. *Journal of Education Policy*, no. 5, 2017,
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.atitle=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. 'The Global Citizenship Agenda and the Generation of Cosmopolitan Capital in British Higher Education'. *British Journal of Sociology of Education*, no. 4, 2018,
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.atitle=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, Judit, et al. 'Reflective Learning in Higher Education: A Qualitative Study on Students' Perceptions'. *Studies in Higher Education*, vol. 41, no. 6, June 2016, pp. 1008-22,
<https://doi.org/10.1080/03075079.2014.950563>.

Fung, Dilly. *Connected Curriculum for Higher Education*. UCL Press, 2017,

<https://doi.org/10.2307/j.ctt1qmw8nf>.

Gale, Trevor. 'Socially Inclusive Teaching: Belief, Design, Action as Pedagogic Work'. *Journal of Teacher Education*, no. 3, 2017, 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=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. 'Designing and Implementing Peer Formative Feedback within Online Learning Environments'. *Technology, Pedagogy and Education*, no. 2, 2016, 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+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. 'Threshold Concept Theory as an Enabling Constraint: A Facilitated Practitioner Action Research Study'. *Educational Action Research*, no. 3, 2017, 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=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. 'Embedding Support for Students Transitioning into Higher Education: Evaluation of a New Model'. *The International Journal of Training Research*, no. 2, 2015, 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=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, Marion. 'Pedagogic Practices to Support International Students in Seminar Discussions'. *Higher Education Research & Development*, Aug. 2018, pp. 1-14, <https://doi.org/10.1080/07294360.2018.1512954>.

Hitch, Danielle, et al. '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, <https://doi.org/10.5204/intjfyhe.v6i1.254>.

Hofmeyer, Anne, et al. '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, July 2015, <https://doi.org/10.19030/cier.v8i3.9348>.

Horey, Dell, et al. 'Global Citizenship and Higher Education: A Scoping Review of the Empirical Evidence'. *Journal of Studies in International Education*, vol. 22, no. 5, Nov. 2018, pp. 472–92, <https://doi.org/10.1177/1028315318786443>.

Hughes, Annie. 'Exploring Normative Whiteness: Ensuring Inclusive Pedagogic Practice in Undergraduate Fieldwork Teaching and Learning'. *Journal of Geography in Higher Education*, no. 3, 2016, 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.spag e=460&rft.externalDocID=EJ1105458¶mdict=en-UK.

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, 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+b etween+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+d en+Broek%2C+Paul&rft.date=2017&rft.pub=Routledge&rft.issn=0729-436 0&rft.volume=36&rft.issue=7&rft.spag e=1433&rft.externalDocID=EJ1 156818¶mdict=en-UK.

James, Freddy, and Desiree S. Augustin. 'Improving Teachers' Pedagogical and Instructional Practice through Action Research: Potential and Problems'. *Educational Action Research*, vol. 26, no. 2, Mar. 2018, pp. 333–48, <https://doi.org/10.1080/09650792.2017.1332655>.

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

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

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,
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=Ladislav+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.

Kate O'Connor. 'MOOCs, Institutional Policy and Change Dynamics in Higher Education'. *Higher Education*, vol. 68, no. 5, 2014,
https://www.jstor.org/stable/43648744?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Kathy Lockett and Aditi Hunma. 'Making Gazes Explicit: Facilitating Epistemic Access in the Humanities'. *Higher Education*, vol. 67, no. 2, 2014,
https://www.jstor.org/stable/43648646?pq-origsite=summon&seq=1#metadata_info_tab_contents.

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,
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+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. Leilani. 'Becoming a Scholar-Practitioner in Student Affairs'. *New Directions for Student Services*, vol. 2014, no. 147, Sept. 2014, pp. 89-98,
<https://doi.org/10.1002/ss.20103>.

Kyndt, Eva, et al. '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, <https://doi.org/10.1007/s10212-018-0389-6>.

Lam, Bick Har, and Kwok Tung Tsui. 'Curriculum Mapping as Deliberation – Examining the Alignment of Subject Learning Outcomes and Course Curricula'. *Studies in Higher Education*, vol. 41, no. 8, Aug. 2016, pp. 1371-88,
<https://doi.org/10.1080/03075079.2014.968539>.

Laurillard, Diana, et al. 'Using Technology to Develop Teachers as Designers of TEL: Evaluating the Learning Designer'. *British Journal of Educational Technology*, vol. 49, no. 6,

Nov. 2018, pp. 1044–58, <https://doi.org/10.1111/bjet.12697>.

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, 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=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. 'Conceptualizing Practitioner-Scholarship for Educational Leadership Research and Practice'. *Journal of Research on Leadership Education*, no. 1, Apr. 2017, 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=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, Amélia, et al. '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, Aug. 2014, pp. 167–83, <https://doi.org/10.1007/s10734-013-9700-2>.

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

Mathers, Catherine E., et al. 'Student Learning in Higher Education: A Longitudinal Analysis and Faculty Discussion'. *Assessment & Evaluation in Higher Education*, vol. 43, no. 8, Nov. 2018, pp. 1211–27, <https://doi.org/10.1080/02602938.2018.1443202>.

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, 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=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¶mdict=en-UK.

McArdle, Karen. 'When Practice Takes Precedence: Conceptions of Inquiry and the Link to Ethical Posture'. *Educational Action Research*, no. 1, 2015, 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=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¶mdict=en-UK.

McCarthy, Josh. '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, July 2017, pp. 127-41, <https://doi.org/10.1177/1469787417707615>.

Meens, Evelyne E. M., et al. 'The Association of Identity and Motivation with Students' Academic Achievement in Higher Education'. *Learning and Individual Differences*, vol. 64, May 2018, pp. 54-70, <https://doi.org/10.1016/j.lindif.2018.04.006>.

Michinov, Nicolas, et al. 'A Step Further in Peer Instruction: Using the Stepladder Technique to Improve Learning'. *Computers & Education*, vol. 91, Dec. 2015, pp. 1-13, <https://doi.org/10.1016/j.compedu.2015.09.007>.

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, 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=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.

Moon, Jennifer A. *The Module & Programme Development Handbook: A Practical Guide to Linking Levels, Learning Outcomes & Assessment*. Kogan Page, 2002.

Novakovich, J. 'Fostering Critical Thinking and Reflection through Blog-Mediated Peer Feedback'. *Journal of Computer Assisted Learning*, vol. 32, no. 1, Feb. 2016, pp. 16-30, <https://doi.org/10.1111/jcal.12114>.

Olivares-Donoso, Ruby, and Carlos Gonzalez. 'Biology and Medicine Students' Experiences of the Relationship between Teaching and Research'. *Higher Education*, vol. 76, no. 5, Nov. 2018, pp. 849-64, <https://doi.org/10.1007/s10734-018-0241-6>.

Owston, Ron, and Dennis 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, Jan. 2018, pp. 22-32,

<https://doi.org/10.1016/j.iheduc.2017.09.001>.

Paul Ashwin. 'Knowledge, Curriculum and Student Understanding in Higher Education'. *Higher Education*, vol. 67, no. 2, 2014, https://www.jstor.org/stable/43648641?pq-origsite=summon&seq=1#metadata_info_tab_contents.

Pavlin, Samo, and Ivan Svetlik. 'Employability of Higher Education Graduates in Europe'. *International Journal of Manpower*, vol. 35, no. 4, July 2014, pp. 418–24, <https://doi.org/10.1108/IJM-05-2013-0104>.

Paxton, Moragh, and Vera Frith. 'Implications of Academic Literacies Research for Knowledge Making and Curriculum Design'. *Higher Education*, vol. 67, no. 2, Feb. 2014, pp. 171–82, <https://doi.org/10.1007/s10734-013-9675-z>.

Pittaway, Sharon M., and Timothy 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, <https://doi.org/10.14221/ajte.2014v39n7.10>.
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, 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.atitle=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.space=213&rft.externalDocID=EJ1163075¶mdict=en-UK.

Powell, Philip, and Anita Walsh. 'Whose Curriculum Is It Anyway? Stakeholder Salience in the Context of Degree Apprenticeships'. *Higher Education Quarterly*, vol. 72, no. 2, Apr. 2018, pp. 90–106, <https://doi.org/10.1111/hequ.12149>.

Pryor, Deborah, and Andrew Henley. 'Boundary Spanning in Higher Education Leadership: Identifying Boundaries and Practices in a British University'. *Studies in Higher Education*, vol. 43, no. 12, Dec. 2018, pp. 2210–25, <https://doi.org/10.1080/03075079.2017.1318364>.

Rapanta, Chrysi, and Lorenzo Cantoni. 'Being in the Users' Shoes: Anticipating Experience While Designing Online Courses'. *British Journal of Educational Technology*, vol. 45, no. 5, Sept. 2014, pp. 765–77, <https://doi.org/10.1111/bjet.12102>.

Rasi, Päivi, and Hanna Vuojärvi. 'Toward Personal and Emotional Connectivity in Mobile Higher Education through Asynchronous Formative Audio Feedback'. *British Journal of Educational Technology*, vol. 49, no. 2, Mar. 2018, pp. 292–304, <https://doi.org/10.1111/bjet.12587>.

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, https://www.jstor.org/stable/43648647?pq-origsite=summon&seq=1#metadata_info_

tab_contents.

Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie. Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits ...

<https://books.google.co.uk/books?id=0SWec-nwL4EC&printsec=frontcover#v=onepage&q&f=false>.

Reid, Anne-Marie, et al. 'Ethical Dilemmas and Reflexivity in Qualitative Research'.

Perspectives on Medical Education, Mar. 2018, <https://doi.org/10.1007/s40037-018-0412-2>.

Rogaten, Jekaterina, et al. 'Reviewing Affective, Behavioural and Cognitive Learning Gains in Higher Education'. Assessment & Evaluation in Higher Education, Oct. 2018, pp. 1-17,

<https://doi.org/10.1080/02602938.2018.1504277>.

Rojas Pernia, Susana, et al. 'GROWING STUDENT VOICE IN CURRICULUM DECISIONS AT

THE UNIVERSITY'. Journal of Research in Special Educational Needs, vol. 16, Aug. 2016, pp. 563-67, <https://doi.org/10.1111/1471-3802.12186>.

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,

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=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, Júlia, et al. 'Innovative Pedagogical Practices in Higher Education: An Integrative Literature Review'. Nurse Education Today, vol. 72, Jan. 2019, pp. 12-17,

<https://doi.org/10.1016/j.nedt.2018.10.003>.

Schmid, Megan E. 'Promoting Student Academic Achievement through Faculty Development about Inclusive Teaching'. Change (New Rochelle, N.Y.), no. 5, 2016,

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=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. 'The Inquiry Network: A Model for Promoting the Teaching-Research Nexus in Higher Education'. Canadian Journal of Higher Education (1975), no. 2, June 2014,

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

Aofi%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+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, Nicola W., et al. 'Ethical Validation: Reframing Research Ethics in Engineering Education Research To Improve Research Quality'. *Journal of Engineering Education*, vol. 107, no. 3, July 2018, pp. 362-79, <https://doi.org/10.1002/jee.20222>.

Solvason, Carla. 'Researching in School -- Creating a Meaningful School/University Alliance: A Reflection'. *Educational Action Research*, no. 4, 2018, 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.

Steen-Utheim, Anna, and Therese 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, Jan. 2019, pp. 80-96, <https://doi.org/10.1080/02602938.2018.1476669>.

Stein, Sharon. 'Mapping Global Citizenship'. *Journal of College and Character*, no. 4, 2015, 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&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. 'Developing a Postgraduate Work-Based Curriculum Using an Intervention Mapping Approach'. *Studies in Continuing Education*, no. 3, 2016, 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=Developing+a+Postgraduate+Work-Based+Curriculum+Using+an+Intervention+Mapping+Approach&rft.jtitle=Studies+in+Continuing+Education&rft.au=Stewart%2C+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¶mdict=en-UK.

Steyn, Carly, et al. '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, Jan. 2019, pp. 11–24, <https://doi.org/10.1080/02602938.2018.1466266>.

Suleman, Fátima. 'The Employability Skills of Higher Education Graduates: Insights into Conceptual Frameworks and Methodological Options'. *Higher Education*, vol. 76, no. 2, Aug. 2018, pp. 263–78, <https://doi.org/10.1007/s10734-017-0207-0>.

Tam, Maureen. 'Outcomes-Based Approach to Quality Assessment and Curriculum Improvement in Higher Education'. *Quality Assurance in Education*, vol. 22, no. 2, Apr. 2014, pp. 158–68, <https://doi.org/10.1108/QAE-09-2011-0059>.

Tassone, Valentina C., et al. '(Re-)Designing Higher Education Curricula in Times of Systemic Dysfunction: A Responsible Research and Innovation Perspective'. *Higher Education*, vol. 76, no. 2, Aug. 2018, pp. 337–52, <https://doi.org/10.1007/s10734-017-0211-4>.

Thompson, Karen D. 'Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships'. *Educational Researcher*, no. 8, Nov. 2017, 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%3ADaz%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. 'Examining the Research/Teaching Nexus'. *European Journal of Higher Education*, no. 4, 2016, 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=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, Jo, et al. '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, June 2017, pp. 555–75, <https://doi.org/10.1007/s11423-016-9481-2>.

Töytäri, Aija. 'Higher Education Teachers' Descriptions of Their Own Learning: A Quantitative Perspective'. *Higher Education Research and Development*, no. 6, 2017, 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=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%2C+Aija&rft.au=Tynj%C3%A4l%C3%A4%2C+P%C3%A4ivi&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&paramdict=en-UK.

Trigwell, Keith, and Michael Prosser. 'Qualitative Variation in Constructive Alignment in Curriculum Design'. *Higher Education*, vol. 67, no. 2, Feb. 2014, pp. 141–54, <https://doi.org/10.1007/s10734-013-9701-1>.

Ulriksen, Lars, et al. 'Making Sense of Curriculum—the Transition into Science and Engineering University Programmes'. *Higher Education*, vol. 73, no. 3, Mar. 2017, pp. 423–40, <https://doi.org/10.1007/s10734-016-0099-4>.

Villarroel, Verónica, et al. 'Authentic Assessment: Creating a Blueprint for Course Design'. *Assessment & Evaluation in Higher Education*, vol. 43, no. 5, July 2018, pp. 840–54, <https://doi.org/10.1080/02602938.2017.1412396>.

Walker, Richard, and Zoe Handley. 'Designing for Learner Engagement with Computer-Based Testing'. *Research in Learning Technology*, vol. 24, no. 1, Jan. 2016, <https://doi.org/10.3402/rlt.v24.30083>.

Wanner, Thomas, and Edward 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, Oct. 2018, pp. 1032–47, <https://doi.org/10.1080/02602938.2018.1427698>.

Weller, Saranne. *Academic Practice: Developing as a Professional in Higher Education*. Sage, 2016.

Wells, Ryan S., and Frances K. Stage. 'Past, Present, and Future of Critical Quantitative Research in Higher Education'. *New Directions for Institutional Research*, vol. 2014, no. 163, Mar. 2015, pp. 103–12, <https://doi.org/10.1002/ir.20089>.

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, 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&paramdict=en-UK.

Willis, James E., et al. '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, Oct. 2016, pp. 881–901, <https://doi.org/10.1007/s11423-016-9463-4>.

Winberg, Christine, et al. 'Learning to Teach STEM Disciplines in Higher Education: A Critical Review of the Literature'. *Teaching in Higher Education*, Sept. 2018, pp. 1-18, <https://doi.org/10.1080/13562517.2018.1517735>.

Yuan, Jiangmei. 'Effective Feedback Design Using Free Technologies'. *Journal of Educational Computing Research*, no. 3, June 2015, 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=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.