ADP7115 and ADP7215

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

1.

Moon JA. 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
[Internet]. 1996;32(3). Available from:
https://www.jstor.org/stable/3448076?seq=1#metadata_info_tab_contents

3.

Fung D. Connected Curriculum for Higher Education [Internet]. UCL Press; 2017. Available
from: http://www.jstor.org/stable/10.2307/j.ctt1qnw8nf

4.

Carless D, Salter D, Yang M, Lam J. Developing sustainable feedback practices. Studies in
Higher Education. 2011 Jun;36(4):395–407.

5.

Wanner T, Palmer E. Formative self-and peer assessment for improved student learning:
the crucial factors of design, teacher participation and feedback. Assessment & Evaluation
in Higher Education. 2018 Oct 3;43(7):1032–47.

6.

Novakovich J. Fostering critical thinking and reflection through blog-mediated peer feedback. Journal of Computer Assisted Learning. 2016 Feb;32(1):16–30.

7.

David Carless. Exploring learning-oriented assessment processes. Higher Education [Internet]. 2015;69(6). Available from: https://www.jstor.org/stable/43648839?pq-origsite=summon&seq=1#metadata_info_tab_contents

8.

Barton KL, Schofield SJ, McAleer S, Ajjawi R. Translating evidence-based guidelines to improve feedback practices: the interACT case study. BMC Medical Education. 2016 Dec;16(1).

9.

McCarthy J. Enhancing feedback in higher education: Students' attitudes towards online and in-class formative assessment feedback models. Active Learning in Higher Education. 2017 Jul;18(2):127–41.

10.

Brunton, James. Designing and Developing a Programme-Focused Assessment Strategy: A Case Study. Open learning [Internet]. 2016;(2). Available from: 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+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&paramdict=en-UK

11.

Rapanta C, Cantoni L. Being in the users' shoes: Anticipating experience while designing online courses. British Journal of Educational Technology. 2014 Sep;45(5):765–77.

12.

Gikandi, J W. Designing and Implementing Peer Formative Feedback within Online Learning Environments. Technology, pedagogy and education [Internet]. 2016;(2). Available from: 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&paramdict=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 [Internet]. 2014;15(2). Available from: https://doaj.org/article/6147e08fb5ea449aad382c63119805b0

14.

John Biggs. Enhancing Teaching through Constructive Alignment. Higher Education [Internet]. 1996;32(3). Available from: 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 [Internet]. 2014;67(2). Available from: https://www.jstor.org/stable/43648641?pq-origsite=summon&seq=1#metadata_info_tab_contents

16.

Paxton M, Frith V. Implications of academic literacies research for knowledge making and curriculum design. Higher Education. 2014 Feb;67(2):171–82.

17.

Bunbury S. Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum? International Journal of Inclusive Education. 2018 Aug;1–16.

18.

Burrell, Andrew R. Team-Based Curriculum Design as an Agent of Change. Teaching in higher education [Internet]. 2015;(8). Available from: 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=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&paramdict=en-UK

19.

Lam BH, Tsui KT. Curriculum mapping as deliberation – examining the alignment of subject learning outcomes and course curricula. Studies in Higher Education. 2016 Aug 2;41(8):1371–88.

20.

Brooman, S. The Student Voice in Higher Education Curriculum Design: Is There Value in Listening? Innovations in education and teaching international [Internet]. 2015;(6). Available from: 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+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&paramdict=en-UK

21.

Villarroel V, Bloxham S, Bruna D, Bruna C, Herrera-Seda C. Authentic assessment: creating a blueprint for course design. Assessment & Evaluation in Higher Education. 2018 Jul 4;43(5):840–54.

22.

Pittaway SM, Moss T. "Initially, We Were Just Names on a Computer Screen": Designing Engagement in Online Teacher Education. Australian Journal of Teacher Education. 2014 Jan 1;39(7).

23.

Bridges S, Yiu CKY, Botelho MG. Design Considerations for an Integrated, Problem-Based Curriculum. Medical Science Educator. 2016 Sep;26(3):365–73.

24.

Diversifying the Higher-Education Curriculum: Queering the Design and Pedagogy. Journal of Feminist Studies in Religion. 2018;34(1).

25.

Owston R, York DN. The nagging question when designing blended courses: Does the proportion of time devoted to online activities matter? The Internet and Higher Education. 2018 Jan;36:22–32.

26.

Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie. Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits … [Internet]. Available from: 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 [Internet]. 2014;62(4). Available from: https://www.jstor.org/stable/24546572?pq-origsite=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 [Internet]. 2015;70(1). Available from:

https://www.jstor.org/stable/43648852?pq-origsite=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 [Internet]. 2016;(2). Available from:
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=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&paramdict=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 [Internet]. 2017;(2). Available from:
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=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

31.

Trigwell K, Prosser M. Qualitative variation in constructive alignment in curriculum design. Higher Education. 2014 Feb;67(2):141–54.

32.

Ulriksen L, Holmegaard HT, Madsen LM. Making sense of curriculum—the transition into science and engineering university programmes. Higher Education. 2017 Mar;73(3):423–40.

33.

Abdul-Mumin KH. The process of internationalization of the nursing and midwifery curriculum: A qualitative study. Nurse Education Today. 2016 Nov;46:139–45.

34.

Tam M. Outcomes-based approach to quality assessment and curriculum improvement in higher education. Quality Assurance in Education. 2014 Apr;22(2):158–68.

35.

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

36.

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

37.

Tassone VC, O'Mahony C, McKenna E, Eppink HJ, Wals AEJ. (Re-)designing higher education curricula in times of systemic dysfunction: a responsible research and innovation perspective. Higher Education. 2018 Aug;76(2):337–52.

38.

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

39.

Crawford I, Wang Z. The impact of individual factors on the academic attainment of Chinese and UK students in higher education. Studies in Higher Education. 2015 May 28;40(5):902–20.

40.

Fan SC, Yu KC. How an integrative STEM curriculum can benefit students in engineering design practices. International Journal of Technology and Design Education. 2017 Mar;27(1):107–29.

41.

Matheson, Ruth. Creating Belonging and Transformation through the Adoption of Flexible Pedagogies in Masters Level International Business Management Students. Teaching in higher education [Internet]. 2017;(1). Available from: 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&paramdict=en-UK

42.

Stewart, Victoria. Developing a Postgraduate Work-Based Curriculum Using an Intervention Mapping Approach. Studies in continuing education [Internet]. 2016;(3). Available from: 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=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&paramdict=en-UK

43.

Powell P, Walsh A. Whose curriculum is it anyway? Stakeholder salience in the context of Degree Apprenticeships. Higher Education Quarterly. 2018 Apr;72(2):90–106.

44.

Backenroth, Ofra Arieli. 'From the Intuitive to the Intentional': Designing a Constructivist Online Course. Religious education [Internet]. 2017;(5). Available from: 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&paramdict=en-UK

45.

Walker R, Handley Z. Designing for learner engagement with computer-based testing. Research in Learning Technology. 2016 Jan;24(1).

46.

Rasi P, Vuojärvi H. Toward personal and emotional connectivity in mobile higher education through asynchronous formative audio feedback. British Journal of Educational Technology. 2018 Mar;49(2):292–304.

47.

Steen-Utheim A, Hopfenbeck TN. 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. 2019 Jan 2;44(1):80–96.

48.

Denton P, Rowe P. Using statement banks to return online feedback: limitations of the transmission approach in a credit-bearing assessment. Assessment & Evaluation in Higher Education. 2015 Nov 17;40(8):1095–103.

49.

Yuan, Jiangmei. Effective Feedback Design Using Free Technologies. Journal of educational computing research [Internet]. 2015 Jun 1;(3). Available from:

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&paramdict=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 [Internet]. 2017;(7). Available from: 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+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&paramdict=en-UK

51.

Cockett A, Jackson C. The use of assessment rubrics to enhance feedback in higher education: An integrative literature review. Nurse Education Today. 2018 Oct;69:8–13.

52.

Laurillard D, Kennedy E, Charlton P, Wild J, Dimakopoulos D. Using technology to develop teachers as designers of TEL: Evaluating the learning designer. British Journal of Educational Technology. 2018 Nov;49(6):1044–58.

53.

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

54.

Clifford, Valerie. Designing an Internationationalised Curriculum for Higher Education: Embracing the Local and the Global Citizen. Higher education research and development [Internet]. 2017;(6). Available from: 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+Internationationalised+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&paramdict=en-UK

55.

Hofmeyer A, Sheingold BH, Klopper HC, Warland J. Leadership In Learning And Teaching In Higher Education: Perspectives Of Academics In Non-Formal Leadership Roles. Contemporary Issues in Education Research (CIER). 2015 Jul 13;8(3).

56.

Horey D, Fortune T, Nicolacopoulos T, Kashima E, Mathisen B. Global Citizenship and Higher Education: A Scoping Review of the Empirical Evidence. Journal of Studies in International Education. 2018 Nov;22(5):472–92.

57.

Hebdon, Sharon. Embedding Support for Students Transitioning into Higher Education: Evaluation of a New Model. The international journal of training research [Internet]. 2015;(2). Available from: 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&paramdict=en-UK

58.

Heron M. Pedagogic practices to support international students in seminar discussions. Higher Education Research & Development. 2018 Aug 24;1–14.

59.

Schmid, Megan E. Promoting Student Academic Achievement through Faculty Development about Inclusive Teaching. Change (New Rochelle, NY) [Internet]. 2016;(5). Available from: 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&paramdict=en-UK

60.

Hughes, Annie. Exploring Normative Whiteness: Ensuring Inclusive Pedagogic Practice in Undergraduate Fieldwork Teaching and Learning. Journal of geography in higher education [Internet]. 2016;(3). Available from: 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.

Rojas Pernia S, Haya Salmón I, Susinos Rada T. GROWING STUDENT VOICE IN CURRICULUM DECISIONS AT THE UNIVERSITY. Journal of Research in Special Educational Needs. 2016 Aug;16:563–7.

62.

Dewsbury BM. On faculty development of STEM inclusive teaching practices. FEMS Microbiology Letters. 2017 Oct 2;364(18).

63.

Lozano A. Breaking the Black/White Binary in Higher Education Leadership. About Campus. 2017 Jan;21(6):27–31.

64.

Suleman F. The employability skills of higher education graduates: insights into conceptual frameworks and methodological options. Higher Education. 2018 Aug;76(2):263–78.

65.

Prysor D, Henley A. Boundary spanning in higher education leadership: identifying boundaries and practices in a British university. Studies in Higher Education. 2018 Dec 2;43(12):2210–25.

66.

Brabazon T, Schulz S. Braving the bull: women, mentoring and leadership in higher education. Gender and Education. 2018 Nov 15;1–18.

67.

Tight, Malcolm. Examining the Research/Teaching Nexus. European journal of higher education [Internet]. 2016;(4). Available from: 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&paramdict=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) [Internet]. 2018;(8). Available from: 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+Edu

cation&rft.au=Mitten%2C+Carolyn&rft.au=Ross%2C+Dorene&rft.date=20 18&rft.pub=Routledge&rft.issn=0307-5079&rft.eissn=1470-174X&rft. volume=43&rft.issue=8&rft.spage=1348&rft.externalDocID=EJ1184632&a mp;paramdict=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) [Internet]. 2014 Jun 1;(2). Available from:
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.ati tle=The+Inquiry+Network%3A+A+model+for+promoting+the+teaching-research+nexus +in+higher+education&rft.jtitle=The+Canadian+Journal+of+Higher+Education&am p;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&am p;rft.volume=44&rft.issue=2&rft.spage=68&rft.externalDocID=342763352 1&paramdict=en-UK

70.

Weller S. Academic practice: developing as a professional in higher education. London: Sage; 2016.

71.

Lopes A, Boyd P, Andrew N, Pereira F. The research-teaching nexus in nurse and teacher education: contributions of an ecological approach to academic identities in professional fields. Higher Education. 2014 Aug;68(2):167–83.

72.

Eley DS, Wilkinson D. Building a teaching-research nexus in a research intensive university: Rejuvenating the recruitment and training of the clinician scientist. Medical Teacher. 2015 Feb;37(2):174–80.

73.

Olivares-Donoso R, Gonzalez C. Biology and medicine students' experiences of the relationship between teaching and research. Higher Education. 2018 Nov;76(5):849–64.

74.

Hitch D, Macfarlane S, Nihill C. Inclusive pedagogy in Australian universities: A review of current policies and professional development activities. The International Journal of the First Year in Higher Education. 2015 Mar 10;6(1).

75.

Gale, Trevor. Socially Inclusive Teaching: Belief, Design, Action as Pedagogic Work. Journal of teacher education [Internet]. 2017;(3). Available from: 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=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&paramdict=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 [Internet]. 2015;(2). Available from: 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=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&paramdict=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 [Internet]. 2018;(4). Available from: 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=The+Global+Citizenship+Agenda+and+the+Generation+of+Cosmopolitan+Capital+i
n+British+Higher+Education&rft.jtitle=British+Journal+of+Sociology+of+Education&
amp;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&a
mp;rft.spage=436&rft.externalDocID=EJ1175471&paramdict=en-UK

78.

Aktas F, Pitts K, Richards JC, Silova I. Institutionalizing Global Citizenship. Journal of Studies
in International Education. 2017 Feb;21(1):65–80.

79.

Stein, Sharon. Mapping Global Citizenship. Journal of college and character [Internet].
2015;(4). Available from:
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.ati
tle=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=19
40-1639&rft.eissn=1940-1639&rft.volume=16&rft.issue=4&rft.spage
=242&rft.externalDocID=EJ1090077&paramdict=en-UK

80.

Pavlin S, Svetlik I. Employability of higher education graduates in Europe. International
Journal of Manpower. 2014 Jul;35(4):418–24.

81.

Frankham, Jo. Employability and Higher Education: The Follies of the 'Productivity
Challenge' in the Teaching Excellence Framework. Journal of education policy [Internet].
2017;(5). Available from:
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.ati
tle=Employability+and+Higher+Education%3A+The+Follies+of+the+%22Productivity+C
hallenge%22+in+the+Teaching+Excellence+Framework&rft.jtitle=Journal+of+Educa
tion+Policy&rft.au=Frankham%2C+Jo&rft.date=2017&rft.pub=Routledge&
amp;rft.issn=0268-0939&rft.eissn=1464-5106&rft.volume=32&rft.issue=5
&rft.spage=628&rft.externalDocID=EJ1143856&paramdict=en-UK

82.

Rogaten J, Rienties B, Sharpe R, Cross S, Whitelock D, Lygo-Baker S, et al. Reviewing affective, behavioural and cognitive learning gains in higher education. Assessment & Evaluation in Higher Education. 2018 Oct 30;1–17.

83.

Tondeur J, van Braak J, Ertmer PA, Ottenbreit-Leftwich A. Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. Educational Technology Research and Development. 2017 Jun;65(3):555–75.

84.

Emanuela Reale. Challenges in higher education research: the use of quantitative tools in comparative analyses. Higher Education [Internet]. 2014;67(4). Available from: https://www.jstor.org/stable/43648664?pq-origsite=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 [Internet]. 2017;(4). Available from: 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.ati tle=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&a mp;rft.eissn=2156-8243&rft.volume=7&rft.issue=4&rft.spage=341&rf t.externalDocID=EJ1161834&paramdict=en-UK

86.

McArdle, Karen. When Practice Takes Precedence: Conceptions of Inquiry and the Link to Ethical Posture. Educational action research [Internet]. 2015;(1). Available from: 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.ati tle=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=Hur
rell%2C+Alison&rft.date=2015&rft.pub=Routledge&rft.issn=0965-0792&a
mp;rft.eissn=1747-5074&rft.volume=23&rft.issue=1&rft.spage=68&rf
t.externalDocID=EJ1051957&paramdict=en-UK

87.

Michinov N, Morice J, Ferrières V. A step further in Peer Instruction: Using the Stepladder
technique to improve learning. Computers & Education. 2015 Dec;91:1–13.

88.

Mathers CE, Finney SJ, Hathcoat JD. Student learning in higher education: a longitudinal
analysis and faculty discussion. Assessment & Evaluation in Higher Education. 2018 Nov
17;43(8):1211–27.

89.

James F, Augustin DS. Improving teachers' pedagogical and instructional practice through
action research: potential and problems. Educational Action Research. 2018 Mar
15;26(2):333–48.

90.

Wells RS, Stage FK. Past, Present, and Future of Critical Quantitative Research in Higher
Education. New Directions for Institutional Research. 2015 Mar;2014(163):103–12.

91.

Solvason, Carla. Researching in School -- Creating a Meaningful School/University Alliance:
A Reflection. Educational action research [Internet]. 2018;(4). Available from:
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.ati
tle=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=2
018&rft.pub=Routledge&rft.issn=0965-0792&rft.eissn=1747-5074&rft
.volume=26&rft.issue=4&rft.spage=589&rft.externalDocID=EJ1193311&a
mp;paramdict=en-UK

92.

Thompson, Karen D. Considering Interest and Action: Analyzing Types of Questions Explored by Researcher-Practitioner Partnerships. Educational researcher [Internet]. 2017 Nov 1;(8). Available from: 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=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&paramdict=en-UK

93.

Constable H. Universities, supporting schools and practitioner research. Research in Education. 2018 Aug;101(1):39–62.

94.

Harlow, Ann. Threshold Concept Theory as an Enabling Constraint: A Facilitated Practitioner Action Research Study. Educational action research [Internet]. 2017;(3). Available from: 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&paramdict=en-UK

95.

Dahlström, Lars. An Autobiographical Narrative towards Critical Practitioner Inquiry and a Counter Hegemonic Southern Network. Journal for critical education policy studies [Internet]. 2016 Mar 1;(1). Available from: 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+Polic

y+Studies&rft.au=Dahlstr%C3%B6m%2C+Lars&rft.date=2016-03-01&rft.p
ub=Institute+for+Education+Policy+Studies&rft.issn=1740-2743&rft.eissn=174
0-2743&rft.volume=14&rft.issue=1&rft.spage=102&rft.externalDocID
=EJ1100251&paramdict=en-UK

96.

Bhandari K. Teaching evaluation practices: An early career practitioner's reflections.
Journal of Hospitality, Leisure, Sport & Tourism Education. 2017 Jun;20:27–31.

97.

Lochmiller, Chad R. Conceptualizing Practitioner-Scholarship for Educational Leadership
Research and Practice. Journal of research on leadership education [Internet]. 2017 Apr
1;(1). Available from:
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.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.

Kupo VL. Becoming a Scholar-Practitioner in Student Affairs. New Directions for Student
Services. 2014 Sep;2014(147):89–98.

99.

Töytäri, Aija. Higher Education Teachers' Descriptions of Their Own Learning: A
Quantitative Perspective. Higher education research and development [Internet]. 2017;(6).
Available from:
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.ati
tle=Higher+Education+Teachers%27+Descriptions+of+Their+Own+Learning%3A+A+Qu
antitative+Perspective&rft.jtitle=Higher+Education+Research+and+Development&a
mp;rft.au=T%C3%B6yt%C3%A4ri%2C+Aija&rft.au=Tynj%C3%A4l%C3%A4%2C+P%C
3%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&paramdict=en-UK

100.

Steyn C, Davies C, Sambo A. Eliciting student feedback for course development: the application of a qualitative course evaluation tool among business research students. Assessment & Evaluation in Higher Education. 2019 Jan 2;44(1):11–24.

101.

Fullana J, Pallisera M, Colomer J, Fernández Peña R, Pérez-Burriel M. Reflective learning in higher education: a qualitative study on students' perceptions. Studies in Higher Education. 2016 Jun 2;41(6):1008–22.

102.

Santos J, Figueiredo AS, Vieira M. Innovative pedagogical practices in higher education: An integrative literature review. Nurse Education Today. 2019 Jan;72:12–7.

103.

Kilburn, Daniel. Learning as Researchers and Teachers: The Development of a Pedagogical Culture for Social Science Research Methods? British journal of educational studies [Internet]. 2014;(2). Available from: 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=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&paramdict=en-UK

104.

Winberg C, Adendorff H, Bozalek V, Conana H, Pallitt N, Wolff K, et al. Learning to teach STEM disciplines in higher education: a critical review of the literature. Teaching in Higher Education. 2018 Sep 4;1–18.

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 [Internet]. 2017;(2). Available from:
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=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&paramdict=en-UK

106.

Meens EEM, Bakx AWEA, Klimstra TA, Denissen JJA. The association of identity and motivation with students' academic achievement in higher education. Learning and Individual Differences. 2018 May;64:54–70.

107.

Kyndt E, Donche V, Coertjens L, van Daal T, Gijbels D, Van Petegem P. Does self-efficacy contribute to the development of students' motivation across the transition from secondary to higher education? European Journal of Psychology of Education. 2018 May 23;

108.

Reid AM, Brown JM, Smith JM, Cope AC, Jamieson S. Ethical dilemmas and reflexivity in qualitative research. Perspectives on Medical Education. 2018 Mar 13;

109.

Willis JE, Slade S, Prinsloo P. Ethical oversight of student data in learning analytics: a typology derived from a cross-continental, cross-institutional perspective. Educational Technology Research and Development. 2016 Oct;64(5):881–901.

110.

Sochacka NW, Walther J, Pawley AL. Ethical Validation: Reframing Research Ethics in Engineering Education Research To Improve Research Quality. Journal of Engineering Education. 2018 Jul;107(3):362–79.