

## ADP7117 & ADP7217: Learning & Teaching in the Discipline

View Online



Ackerman, D. S., & Gross, B. L. (2010). Instructor Feedback: How Much Do Students Really Want? *Journal of Marketing Education*, 32(2), 172–181.  
<https://doi.org/10.1177/0273475309360159>

Ajjawi, R., & Boud, D. (2018). Examining the nature and effects of feedback dialogue. *Assessment & Evaluation in Higher Education*, 1–14.  
<https://doi.org/10.1080/02602938.2018.1434128>

Alan Booth. (2013). *Teaching History at University : Enhancing Learning and Understanding*. Routledge.  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=1517699>

Alder, E. (2018). Becoming a student of English: Students' experiences of transition into the first year. *Arts and Humanities in Higher Education*, 17(2), 185–203.  
<https://doi.org/10.1177/1474022216628303>

Alexandra Yeung. (2015). Invigorating science practicals using an inquiry orientated pedagogical tool. *Proceedings of The Australian Conference on Science and Mathematics Education (Formerly UniServe Science Conference)*.  
<https://openjournals.library.sydney.edu.au/index.php/IISME/article/view/9105>

Aricò, F. R., & Lancaster, S. J. (2018). Facilitating active learning and enhancing student self-assessment skills. *International Review of Economics Education*, 29, 6–13.  
<https://doi.org/10.1016/j.iree.2018.06.002>

Artess, Jane. (2017). *Employability: A review of the literature 2012-2016*.  
<http://derby.openrepository.com/derby/handle/10545/621285>

Arthur, P., Ludwig, M., Castelli, J., Kirkwood, P., & Attwood, P. (2016). Prepare, Do, Review: A skills-based approach for laboratory practical classes in biochemistry and molecular biology. *Biochemistry and Molecular Biology Education*, 44(3), 276–287.  
<https://doi.org/10.1002/bmb.20951>

Arts and Humanities in Higher Education. (n.d.).  
<https://doi.org/10.1177/1474022216628303#>

Baepler, P., Walker, J. D., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. *Computers & Education*, 78, 227–236.  
<https://doi.org/10.1016/j.compedu.2014.06.006>

Baker, J. P., Goodboy, A. K., Bowman, N. D., & Wright, A. A. (2018). Does teaching with PowerPoint increase students' learning? A meta-analysis. *Computers & Education*, 126, 376–387. <https://doi.org/10.1016/j.compedu.2018.08.003>

Balslev, T., Rasmussen, A. B., Skajaa, T., Nielsen, J. P., Muijtjens, A., De Grave, W., & Van Merriënboer, J. (2015). Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. *Medical Teacher*, 37(8), 759–766. <https://doi.org/10.3109/0142159X.2014.986445>

Bamford, D. (10 C.E.). Learning the 'How' of the Law: Teaching Procedure and Legal Education. *Osgoode Hall Law Journal* (1960).  
[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=Learning+the+%27How%27+of+the+Law%3A+Teaching+Procedure+and+Legal+Education&rft.jtitle=Osgoode+Hall+Law+Journal&rft.au=David+Bamford&rft.au=Trevor+C+W+Farrow&rft.au=Michael+Karayanni&rft.au=Erik+S+Knutsen&rft.date=2013-10-01&rft.pub=Osgoode+Hall+Law+School+of+York+University&rft.issn=0030-6185&rft.volume=51&rft.issue=1&rft.spage=45&rft.externalDocID=3325608141&paramdict=en-US](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=Learning+the+%27How%27+of+the+Law%3A+Teaching+Procedure+and+Legal+Education&rft.jtitle=Osgoode+Hall+Law+Journal&rft.au=David+Bamford&rft.au=Trevor+C+W+Farrow&rft.au=Michael+Karayanni&rft.au=Erik+S+Knutsen&rft.date=2013-10-01&rft.pub=Osgoode+Hall+Law+School+of+York+University&rft.issn=0030-6185&rft.volume=51&rft.issue=1&rft.spage=45&rft.externalDocID=3325608141&paramdict=en-US)

Becher, T. (1989a). Academic tribes and territories: intellectual enquiry and the cultures of disciplines. Society for Research into Higher Education.

Becher, T. (1989b). Academic tribes and territories: intellectual enquiry and the cultures of disciplines. Society for Research into Higher Education.

Beveridge, E. (2007). Learning from patients. *BMJ*, 334(7592), s83.2-s84.  
<https://doi.org/10.1136/bmj.334.7592.s83-a>

Bhat, C., Burm, S., Mohan, T., Chahine, S., & Goldszmidt, M. (2018). What trainees grapple with: a study of threshold concepts on the medicine ward. *Medical Education*, 52(6), 620–631. <https://doi.org/10.1111/medu.13526>

Bill Lucas. (2016). Thinking Like an Engineer: Using Engineering Habits of Mind and Signature Pedagogies to Redesign Engineering Education. In *International Journal of Engineering Pedagogy (ijEP)* (Vol. 6, Issue 2, pp. 4–13).  
<http://journals.sfu.ca/onlinejour/index.php/i-jep/article/view/5366>

Birden, H., Glass, N., Wilson, I., Harrison, M., Usherwood, T., & Nass, D. (2013). Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25. *Medical Teacher*, 35(7), e1252–e1266.  
<https://doi.org/10.3109/0142159X.2013.789132>

Bleakley, A. (2002). Pre-registration house officers and ward-based learning: a 'new apprenticeship' model. *Medical Education*, 36(1), 9–15.  
<https://doi.org/10.1046/j.1365-2923.2002.01128.x>

Bligh, D. A. (1998). What's the use of lectures? (5th ed). Intellect.

Booth, A., & Ludvigsson, D. (2017). Tuning history. *Arts and Humanities in Higher*

Education. <https://doi.org/10.1177/1474022216686507>

Boud, D., Cohen, R., & Sampson, J. (2001). Peer learning in higher education: learning from & with each other. Kogan Page.

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712.  
<https://doi.org/10.1080/02602938.2012.691462>

Bowl, M., & Hughes, J. (2016). Fair access and fee setting in English universities: what do institutional statements suggest about university strategies in a stratified quasi-market? *Studies in Higher Education*, 41(2), 269–287.  
<https://doi.org/10.1080/03075079.2014.927846>

Braeckman, L., 't Kint, L., Bekaert, M., Cobbaut, L., & Janssens, H. (2014). Comparison of two case-based learning conditions with real patients in teaching occupational medicine. *Medical Teacher*, 36(4), 340–346. <https://doi.org/10.3109/0142159X.2014.887833>

Braine, M. E., & Parnell, J. (2011). Exploring student's perceptions and experience of personal tutors. *Nurse Education Today*, 31(8), 904–910.  
<https://doi.org/10.1016/j.nedt.2011.01.005>

Braun, J., & Zolfagharian, M. (2016). Student Participation in Academic Advising: Propensity, Behavior, Attribution and Satisfaction. *Research in Higher Education*, 57(8), 968–989. <https://doi.org/10.1007/s11162-016-9414-2>

Broadbent, J., Panadero, E., & Boud, D. (2018). Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment & Evaluation in Higher Education*, 43(2), 307–322. <https://doi.org/10.1080/02602938.2017.1343455>

Bryan, C., & Clegg, K. (2006). *Innovative assessment in higher education*. Routledge.  
<http://www.loc.gov/catdir/toc/ecip0516/2005020737.html>

Building student engagement and belonging in higher education at a time of change: a summary of findings and recommendations from the What works? Student Retention & Success programme | Higher Education Academy. (n.d.).  
<https://www.heacademy.ac.uk/resource/building-student-engagement-and-belonging-higher-education-time-change-summary-findings-and>

Burridge, R. & Institute for Learning and Teaching in Higher Education (Great Britain). (2002). *Effective learning & teaching in law*. Kogan Page.

Busse, V. (2013). How do students of German perceive feedback practices at university? A motivational exploration. *Journal of Second Language Writing*, 22(4), 406–424.  
<https://doi.org/10.1016/j.jslw.2013.09.005>

Calder, L. (2006). Uncoverage: Toward a Signature Pedagogy for the History Survey. *Journal of American History*, 92(4), 1358–1370. <https://doi.org/10.2307/4485896>

Cameron, D. A., Binnie, V. I., Sherriff, A., & Bissell, V. (2015). Peer assisted learning: teaching dental skills and enhancing graduate attributes. *British Dental Journal*, 219(6),

267-272. <https://doi.org/10.1038/sj.bdj.2015.722>

Cantillon, P., & Wood, D. (2010). *ABC of learning and teaching in medicine* (2nd ed). Wiley-Blackwell.

<http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9781444323238&uid=^u>

Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219-233. <https://doi.org/10.1080/03075070600572132>

Cavalcanti, J., Figueredo, L. F., Ishihara, J. Y., Bernardes, M. C., Santana, P. H., Vargas, A. N., & Borges, G. A. (2018). A real-time web-based networked control system education platform. *International Journal of Electrical Engineering Education*, 55(2), 130-141. <https://doi.org/10.1177/0020720917750952>

Chen, C.-M., & Wu, C.-H. (2015). Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. *Computers & Education*, 80, 108-121. <https://doi.org/10.1016/j.compedu.2014.08.015>

Chen, K.-S., Monrouxe, L., Lu, Y.-H., Jenq, C.-C., Chang, Y.-J., Chang, Y.-C., & Chai, P. Y.-C. (2018). Academic outcomes of flipped classroom learning: a meta-analysis. *Medical Education*, 52(9), 910-924. <https://doi.org/10.1111/medu.13616>

Cho, D., Cosimini, M., & Espinoza, J. (2017). Podcasting in medical education: a review of the literature. *Korean Journal of Medical Education*, 29(4), 229-239. <https://doi.org/10.3946/kjme.2017.69>

Clarke, M. (2017). Rethinking graduate employability: the role of capital, individual attributes and context. *Studies in Higher Education*, 1-15. <https://doi.org/10.1080/03075079.2017.1294152>

Cohen, D. A., Newman, L. R., & Fishman, L. N. (2017). Twelve tips on writing a discussion case that facilitates teaching and engages learners. *Medical Teacher*, 39(2), 147-152. <https://doi.org/10.1080/0142159X.2017.1266315>

Common Factors: A Meta-Model of Academic Advising. (n.d.). <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Common-Factors-A-Meta-Model-of-Academic-Advising.aspx>

Cooper, M. M., & Stowe, R. L. (2018). Chemistry Education Research—From Personal Empiricism to Evidence, Theory, and Informed Practice. *Chemical Reviews*, 118(12), 6053-6087. <https://doi.org/10.1021/acs.chemrev.8b00020>

Coppens, P., Van den Bossche, J., & De Cock, M. (2017). Student understanding of phase shifts, frequency and Bode plots. *International Journal of Electrical Engineering Education*, 54(3), 247-261. <https://doi.org/10.1177/0020720916680373>

Craig McMillan. (2018). From students to scientists: The impact of interactive engagement in lectures. *New Directions in the Teaching of Physical Sciences*, 13. <https://journals.le.ac.uk/ojs1/index.php/new-directions/article/view/2425/2432>

Cubas Rolim, E., Martins de Oliveira, J., Dalvi, L. T., Moreira, D. C., Garcia Caldas, N., Fernandes Lobo, F., André Polli, D., Campos, É. G., & Hermes-Lima, M. (2017). Blog construction as an effective tool in biochemistry active learning. *Biochemistry and Molecular Biology Education*, 45(3), 205–215. <https://doi.org/10.1002/bmb.21028>

Cunningham, C. (2017). Teaching and learning French – A tale of desire in the humanities. *Arts and Humanities in Higher Education*, 16(2), 127–140. <https://doi.org/10.1177/1474022215599165>

Davies, C. (2008). *Learning and Teaching in Laboratories: An Engineering Subject Centre Guide*. Higher Education Academy Engineering Subject Centre. <https://www.heacademy.ac.uk/system/files/learning-teaching-labs.pdf>

de la Harpe, B., & David, C. (2012). Major influences on the teaching and assessment of graduate attributes. *Higher Education Research & Development*, 31(4), 493–510. <https://doi.org/10.1080/07294360.2011.629361>

Denton, P., & McIlroy, D. (2018). Response of students to statement bank feedback: the impact of assessment literacy on performances in summative tasks. *Assessment & Evaluation in Higher Education*, 43(2), 197–206. <https://doi.org/10.1080/02602938.2017.1324017>

Dolan, E. L. (2017). Undergraduate research as curriculum. *Biochemistry and Molecular Biology Education*, 45(4), 293–298. <https://doi.org/10.1002/bmb.21070>

Dörnyei, Z., & Malderez, A. (1997). Group dynamics and foreign language teaching. *System*, 25(1), 65–81. [https://doi.org/10.1016/S0346-251X\(96\)00061-9](https://doi.org/10.1016/S0346-251X(96)00061-9)

Duffy, R. M., Guerandel, A., Casey, P., Malone, K., & Kelly, B. D. (2015). Experiences of Using Prezi in Psychiatry Teaching. *Academic Psychiatry*, 39(6), 615–619. <https://doi.org/10.1007/s40596-014-0204-x>

Duijnhouwer, H., Prins, F. J., & Stokking, K. M. (2012). Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. *Learning and Instruction*, 22(3), 171–184. <https://doi.org/10.1016/j.learninstruc.2011.10.003>

Eberlein, T., Kampmeier, J., Minderhout, V., Moog, R. S., Platt, T., Varma-Nelson, P., & White, H. B. (2008). Pedagogies of engagement in science. *Biochemistry and Molecular Biology Education*, 36(4), 262–273. <https://doi.org/10.1002/bmb.20204>

Eckmann, J. (2004). Law School Teaching: Linking Learning with Law Practice. *Legal Education Review*, 257–268. [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=Law+School+Teaching%3A+Linking+Learning+with+Law+Practice&rft.jtitle=Legal+Education+Review&rft.au=Eckmann%2C+James+K&rft.date=2004&rft.issn=1033-2839&rft.volume=14&rft.issue=2&rft.spage=257&rft.epage=268&rft.externalDBID=n%2Fa&rft.externalDocID=894780580128516&paramdict=en-US](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=Law+School+Teaching%3A+Linking+Learning+with+Law+Practice&rft.jtitle=Legal+Education+Review&rft.au=Eckmann%2C+James+K&rft.date=2004&rft.issn=1033-2839&rft.volume=14&rft.issue=2&rft.spage=257&rft.epage=268&rft.externalDBID=n%2Fa&rft.externalDocID=894780580128516&paramdict=en-US)

Effective Learning and Teaching in Modern Languages (1st ed.). (2004). Taylor & Francis Group. <https://ebookcentral.proquest.com/lib/qmul-ebooks/detail.action?docID=214776>

Egan, T., & Jaye, C. (2009). Communities of clinical practice: the social organization of clinical learning. *Health*, 13(1), 107–125. <https://doi.org/10.1177/1363459308097363>

Ellaway, R. H., O’Gorman, L., Strasser, R., Marsh, D. C., Graves, L., Fink, P., & Cervin, C. (2016). A critical hybrid realist-outcomes systematic review of relationships between medical education programmes and communities: BEME Guide No. 35. *Medical Teacher*, 38(3), 229–245. <https://doi.org/10.3109/0142159X.2015.1112894>

Enhancing Diversity in Undergraduate Science: Self-Efficacy Drives Performance Gains with Active Learning | CBE—Life Sciences Education. (n.d.). <https://www.lifescied.org/doi/abs/10.1187/cbe.16-12-0344>

Esisi, M. (2010). Small group teaching. *BMJ*. <https://doi.org/10.1136/bmj.c6402>

Fatmi, M., Hartling, L., Hillier, T., Campbell, S., & Oswald, A. E. (2013). The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. *Medical Teacher*, 35(12), e1608–e1624. <https://doi.org/10.3109/0142159X.2013.849802>

Fergusson, S. J., Aka, J. J., Hennessy, C. M., Wilson, A. J., Parson, S. H., Harrison, E. M., Finn, G. M., & Gillingwater, T. H. (2018). Examining the impact of audience response systems on student performance in anatomy education: a randomised controlled trial. *Scottish Medical Journal*, 63(1), 16–21. <https://doi.org/10.1177/0036933017741409>

Fiechtner, S. B., & Davis, E. A. (2016). Republication of "Why some groups fail. *Journal of Management Education*, 40(1), 12–29. <https://doi.org/10.1177/1052562915619639>

Findlay-Thompson, Sandi. (n.d.). Evaluation of a Flipped Classroom in an Undergraduate Business Course. [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2331035](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2331035)

Foote, K., Knaub, A., Henderson, C., Dancy, M., & Beichner, R. J. (n.d.). Enabling and challenging factors in institutional reform: The case of SCALE-UP. *PHYSICAL REVIEW PHYSICS EDUCATION RESEARCH*, 12. <https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.12.010103#fulltext>  
Forsythe, A., & Johnson, S. (2017). Thanks, but no-thanks for the feedback. *Assessment & Evaluation in Higher Education*, 42(6), 850–859. <https://doi.org/10.1080/02602938.2016.1202190>

Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2014). *A handbook for teaching and learning in higher education: enhancing academic practice* (Fourth edition). Routledge. <http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9781315763088&uid=^u>

Fyfe, A. (2015). Uncomfortable departments: British historians of science and the importance of disciplinary communities. *Arts and Humanities in Higher Education*, 14(2), 194–205. <https://doi.org/10.1177/1474022214549438>

Gamble Blakey, A., & Golding, C. (2018). 'Of Course They're Bloody Scared!' Managing

Medical Student Fear to Better Cultivate Thinking. *Medical Science Educator*, 28(1), 165–173. <https://doi.org/10.1007/s40670-017-0524-z>

Gannon, K. (n.d.). Getting Medieval with Team-Based Learning â™️ The Tattooed Professor. <http://www.thetattooedprof.com/archives/449>

Geoff Timmins, Keith Vernon, and Christine Kinealy. (2009). *Teaching and Learning History* (1st ed.). SAGE Publications.  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=456719>

Germany, R., Mulligan, B., & Roberts, D. H. (2015). Infusing Theory into the Undergraduate Classics Curriculum: Examples from Haverford College's Senior Seminar, Translation and Transformation, and History of Literary Theory. *Classical World*, 108(2), 221–242.  
<https://doi.org/10.1353/clw.2015.0023>

Gibbs, G. (n.d.). Twenty terrible reasons for lecturing.  
<https://www.brookes.ac.uk/services/ocslid/resources/20reasons.html>

Glover, C., & Brown, E. (2006). Written Feedback for Students: too much, too detailed or too incomprehensible to be effective? *Bioscience Education*, 7(1), 1–16.  
<https://doi.org/10.3108/beej.2006.07000004>

Goff, E. E., Reindl, K. M., Johnson, C., McClean, P., Offerdahl, E. G., Schroeder, N. L., & White, A. R. (2017). Variation in external representations as part of the classroom lecture: An investigation of virtual cell animations in introductory photosynthesis instruction\*. *Biochemistry and Molecular Biology Education*, 45(3), 226–234.  
<https://doi.org/10.1002/bmb.21032>

Gourlay, L., & Stevenson, J. (2017). Teaching excellence in higher education: critical perspectives. *Teaching in Higher Education*, 22(4), 391–395.  
<https://doi.org/10.1080/13562517.2017.1304632>

Graafland, M., Dankbaar, M., Mert, A., Lagro, J., De Wit-Zuurendonk, L., Schuit, S., Schaafstal, A., & Schijven, M. (2014). How to Systematically Assess Serious Games Applied to Health Care. *JMIR Serious Games*, 2(2). <https://doi.org/10.2196/games.3825>

Graafland, M., Schraagen, J. M., & Schijven, M. P. (2012). Systematic review of serious games for medical education and surgical skills training. *British Journal of Surgery*, 99(10), 1322–1330. <https://doi.org/10.1002/bjs.8819>

Gross, M. M., Wright, M. C., & Anderson, O. S. (2017). Effects of image-based and text-based active learning exercises on student examination performance in a musculoskeletal anatomy course. *Anatomical Sciences Education*, 10(5), 444–455.  
<https://doi.org/10.1002/ase.1684>

Gunderman, R. (n.d.). Is the Lecture Dead? - The Atlantic. The Atlantic.  
<http://www.theatlantic.com/health/archive/2013/01/is-the-lecture-dead/272578/>

Gurung, R. A. R., Chick, N. L., & Haynie, A. (2009a). *Exploring signature pedagogies: approaches to teaching disciplinary habits of mind* (1st ed). Stylus.  
<http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://search.ebscohost.com/login>

n.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=253660

Gurung, R. A. R., Chick, N. L., & Haynie, A. (2009b). Exploring signature pedagogies: approaches to teaching disciplinary habits of mind (1st ed). Stylus.  
<http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=253660>

Hanh, N. V., & Hop, N. H. (2018). The effectiveness of the industrial field trip in introduction to engineering: A case study at Hung Yen University of Technology and Education, Vietnam. *International Journal of Electrical Engineering Education*.  
<https://doi.org/10.1177/0020720918773050>

Hardman, J. (2016). Tutor-student interaction in seminar teaching: Implications for professional development. *Active Learning in Higher Education*, 17(1), 63–76.  
<https://doi.org/10.1177/1469787415616728>

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33–49.  
[https://doi.org/10.1016/0742-051X\(94\)00012-U](https://doi.org/10.1016/0742-051X(94)00012-U)

Heaslip, G., Donovan, P., & Cullen, J. G. (2014). Student response systems and learner engagement in large classes. *Active Learning in Higher Education*, 15(1), 11–24.  
<https://doi.org/10.1177/1469787413514648>

HERSAM, M. C., LUNA, M., & LIGHT, G. (2004). Implementation of Interdisciplinary Group Learning and Peer Assessment in a Nanotechnology Engineering Course. *Journal of Engineering Education*, 93(1), 49–57. <https://doi.org/10.1002/j.2168-9830.2004.tb00787.x>

HEW, K. F., & LO, C. K. (2018). Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC Medical Education*, 18(1).  
<https://doi.org/10.1186/s12909-018-1144-z>

Heywood, J. (2016). The assessment of learning in engineering education: practice and policy. IEEE Press.  
<http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://ieeexplore.ieee.org/servlet/opac?bknumber=7461000>

Hill, J., Walkington, H., & France, D. (2016). Graduate attributes: implications for higher education practice and policy. *Journal of Geography in Higher Education*, 40(2), 155–163.  
<https://doi.org/10.1080/03098265.2016.1154932>

Hockings, C., Cooke, S., Yamashita, H., McGinty, S., & Bowl, M. (2008). Switched off? A study of disengagement among computing students at two universities. *Research Papers in Education*, 23(2). [http://www2.wlv.ac.uk/celt/Projects/RPiEAcademic\\_Feb08.pdf](http://www2.wlv.ac.uk/celt/Projects/RPiEAcademic_Feb08.pdf)

Holmes, N. G., & Wieman, C. E. (2018). Introductory physics labs: We can do better. *Physics Today*, 71(1), 38–45. <https://doi.org/10.1063/PT.3.3816>

Hong, S., & Yu, P. (2017). Comparison of the effectiveness of two styles of case-based learning implemented in lectures for developing nursing students' critical thinking ability: A



randomized controlled trial. *International Journal of Nursing Studies*, 68, 16–24.  
<https://doi.org/10.1016/j.ijnurstu.2016.12.008>

Hu, R., Gao, H., Ye, Y., Ni, Z., Jiang, N., & Jiang, X. (2018). Effectiveness of flipped classrooms in Chinese baccalaureate nursing education: A meta-analysis of randomized controlled trials. *International Journal of Nursing Studies*, 79, 94–103.  
<https://doi.org/10.1016/j.ijnurstu.2017.11.012>

Hughes, G. (2014). *Ipsative assessment: motivation through marking progress*. Palgrave Macmillan. <http://catdir.loc.gov/catdir/enhancements/fy1413/2014415059-t.html>

Iatrellis, O., Kameas, A., & Fitsilis, P. (2017). Academic Advising Systems: A Systematic Literature Review of Empirical Evidence. *Education Sciences*, 7(4).  
<https://doi.org/10.3390/educsci7040090>

Imai, P. H., Kresyman, S., & Asadoorian, J. (2016). Factors Influencing Dental Educators As They Develop Problem-Based Learning Cases. *Journal of Dental Education*, 80(6), 731–740.  
<https://doi.org/10.1002/j.0022-0337.2016.80.6.tb06136.x>

Issa, N., Mayer, R. E., Schuller, M., Wang, E., Shapiro, M. B., & DaRosa, D. A. (2013a). Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*, 47(4), 388–396. <https://doi.org/10.1111/medu.12127>

Issa, N., Mayer, R. E., Schuller, M., Wang, E., Shapiro, M. B., & DaRosa, D. A. (2013b). Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*, 47(4), 388–396. <https://doi.org/10.1111/medu.12127>

Issa, N., Mayer, R. E., Schuller, M., Wang, E., Shapiro, M. B., & DaRosa, D. A. (2013c). Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*, 47(4), 388–396. <https://doi.org/10.1111/medu.12127>

Issa, N., Schuller, M., Santacaterina, S., Shapiro, M., Wang, E., Mayer, R. E., & DaRosa, D. A. (2011). Applying multimedia design principles enhances learning in medical education. *Medical Education*, 45(8), 818–826. <https://doi.org/10.1111/j.1365-2923.2011.03988.x>

Jackson, D. (2012). Business Undergraduates' Perceptions of Their Capabilities in Employability Skills. *Industry and Higher Education*, 26(5), 345–356.  
<https://doi.org/10.5367/ihe.2012.0117>

James, P., & Hudspeth, C. (2017). How Do You Take Learning Beyond the Classroom in an Interdisciplinary First-Year Seminar? *New Directions for Teaching and Learning*, 2017(151), 79–95. <https://doi.org/10.1002/tl.20250>

Jaques, D., & Salmon, G. (2007a). *Learning in groups: a handbook for face-to-face and online environments* (4th ed). Routledge.  
<http://catdir.loc.gov/catdir/toc/ecip0616/2006021872.html>

Jaques, D., & Salmon, G. (2007b). *Learning in groups: a handbook for face-to-face and online environments* (4th ed). Routledge.  
<http://catdir.loc.gov/catdir/toc/ecip0616/2006021872.html>

Jessop, T., & Maleckar, B. (2016). The influence of disciplinary assessment patterns on student learning: a comparative study. *Studies in Higher Education*, 41(4), 696–711. <https://doi.org/10.1080/03075079.2014.943170>

*Journal of Geography in Higher Education*: Vol 42, No 1. (n.d.). <https://www.tandfonline.com/toc/cjgh20/current>

Judge, M. (2017). Large-scale Laboratory Teaching for 1st Year EEE Undergraduates. *International Journal of Electrical Engineering Education*, 54(2), 164–177. <https://doi.org/10.1177/0020720916688487>

Junco, R., Mastrodicasa, J. M., Aguiar, A. V., Longnecker, E. M., & Rokkum, J. N. (2016). Impact of Technology-Mediated Communication on Student Evaluations of Advising. *NACADA Journal*, 36(2), 54–66. <https://doi.org/10.12930/NACADA-16-014>

Jyoti Mahantesh Nagmoti. (2017a). Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. *Indian Journal of Medical Microbiology*, 35(2). [https://doi.org/10.4103/ijmm.IJMM\\_16\\_251](https://doi.org/10.4103/ijmm.IJMM_16_251)

Jyoti Mahantesh Nagmoti. (2017b). Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. *Indian Journal of Medical Microbiology*, 35(2). [https://doi.org/10.4103/ijmm.IJMM\\_16\\_251](https://doi.org/10.4103/ijmm.IJMM_16_251)

Kahn, P. B., Kyle, J., & Institute for Learning and Teaching in Higher Education (Great Britain). (2002). *Effective learning and teaching in mathematics and its applications*. Kogan Page.

Kalfa, S., & Taksa, L. (2015). Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability. *Studies in Higher Education*, 40(4), 580–595. <https://doi.org/10.1080/03075079.2013.842210>

Kate Exley and Reg Dennick. (2004). *Small Group Teaching: Tutorials, Seminars and Beyond* (1st ed.). Routledge. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=181936>

Katyal, R. (2016). Enhancing student's learning by introducing various interactive teaching-learning methods in large group. *International Journal of Biomedical and Advance Research*, 8. <http://wt3cf4et2l.scholar.serialssolutions.com/?sid=google&auinit=R&aunit=Katyal&atitle=Enhancing+student%E2%80%99s+learning+by+introducing+various+interactive+teaching-learning+methods+in+large+group&title=International+journal+of+biomedical+and+advance+research&volume=7&issue=8&date=2016&page=363&issn=2229-3809>

Kim, M., Diong, C. H., & ProQuest (Firm). (2012). *Biology education for social and sustainable development*. Sense Publishers. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=3034747>

Kinchin, I. M., & Francis, R. A. (2017). Mapping pedagogic frailty in geography education: a framed autoethnographic case study. *Journal of Geography in Higher Education*, 41(1), 56–74. <https://doi.org/10.1080/03098265.2016.1241988>

Kirsten Zimbardi. (2016). Using Inquiry-based Practicals to Promote Students' Critical Evaluation of the Scientific Literature and Maturation of their Understanding of the Nature of Scientific Knowledge. *International Journal of Innovation in Science and Mathematics Education (Formerly CAL-Laborate International)*, 23(5).  
<https://openjournals.library.sydney.edu.au/index.php/CAL/article/view/10658>

Klink, B. van, & Vries, U. R. M. Th. de (Eds.). (2016). *Academic learning in law: theoretical positions, teaching experiments and learning experiences*. Edward Elgar Publishing.

Knights, B. (2005). Intelligence and Interrogation: The identity of the English student. *Arts and Humanities in Higher Education*, 4(1), 33–52.  
<https://doi.org/10.1177/1474022205048757>

Körkkö, M., Kyrö-Ämmälä, O., & Turunen, T. (2016). Professional development through reflection in teacher education. *Teaching and Teacher Education*, 55, 198–206.  
<https://doi.org/10.1016/j.tate.2016.01.014>

Kreber, C. (2008a). *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*. Routledge.  
<http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9780203892596&uid=^u>

Kreber, C. (2008b). *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*. Routledge.  
<http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9780203892596&uid=^u>

Kyra L. Sutton. (2011). Student Satisfaction with Information Provided by Academic Advisors. *Journal of STEM Education: Innovations and Research*, 12(7).  
<http://jstem.org/index.php/JSTEM/article/view/1734>

Lambert, C. (n.d.). *Twilight of the Lecture*. Harvard Magazine.  
<http://harvardmagazine.com/2012/03/twilight-of-the-lecture>

Land, R., Meyer, J. H. F., & Flanagan, M. T. (Eds.). (2016a). *Threshold concepts in practice: Vol. volume 68*. Sense Publishers.

Land, R., Meyer, J. H. F., & Flanagan, M. T. (Eds.). (2016b). *Threshold concepts in practice: Vol. volume 68*. Sense Publishers.

Larrivee, B. (2000). Transforming Teaching Practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293–307. <https://doi.org/10.1080/713693162>

Laru, J., Näykki, P., & Järvelä, S. (2012). Supporting small-group learning using multiple Web 2.0 tools: A case study in the higher education context. *The Internet and Higher Education*, 15(1), 29–38. <https://doi.org/10.1016/j.iheduc.2011.08.004>

Lau, K. H. V. (2014). Computer-based teaching module design: principles derived from learning theories. *Medical Education*, 48(3), 247–254. <https://doi.org/10.1111/medu.12357>

- Launer, J. (2018). Managing the threat to reflective writing. *Postgraduate Medical Journal*, 94(1111), 314–315. <https://doi.org/10.1136/postgradmedj-2018-135753>
- Leask, B. (2009). Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. *Journal of Studies in International Education*, 13(2), 205–221. <https://doi.org/10.1177/1028315308329786>
- Lee, J. A. (2018). Affirmation, Support, and Advocacy: Critical Race Theory and Academic Advising. *NACADA Journal*, 38(1), 77–87. <https://doi.org/10.12930/NACADA-17-028>
- Lee, J., Lim, C., & Kim, H. (2017). Development of an instructional design model for flipped learning in higher education. *Educational Technology Research and Development*, 65(2), 427–453. <https://doi.org/10.1007/s11423-016-9502-1>
- Leijen, Ä., Allas, R., Toom, A., Husu, J., Marcos, J.-J. M., Meijer, P., Knezic, D., Pedaste, M., & Krull, E. (2014). Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge. *Procedia - Social and Behavioral Sciences*, 112, 314–322. <https://doi.org/10.1016/j.sbspro.2014.01.1170>
- Leitch, R., & Day, C. (2000). Action research and reflective practice: towards a holistic view. *Educational Action Research*, 8(1), 179–193. <https://doi.org/10.1080/09650790000200108>
- Letchford, J., Corradi, H., & Day, T. (2017). A flexible e-learning resource promoting the critical reading of scientific papers for science undergraduates. *Biochemistry and Molecular Biology Education*, 45(6), 483–490. <https://doi.org/10.1002/bmb.21072>
- Li, L. Y. (2011). 'Tell me what to do' vs. 'guide me through it': Feedback experiences of international doctoral students. *Active Learning in Higher Education*, 12(2), 101–112. <https://doi.org/10.1177/1469787411402438>
- Liu, C., Chen, S., Chi, C., Chien, K.-P., Liu, Y., & Chou, T.-L. (2017). The Effects of Clickers With Different Teaching Strategies. *Journal of Educational Computing Research*, 55(5), 603–628. <https://doi.org/10.1177/0735633116674213>
- Lo, C. K., Hew, K. F., & Chen, G. (2017). Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education. *Educational Research Review*, 22, 50–73. <https://doi.org/10.1016/j.edurev.2017.08.002>
- Long, T., Logan, J., & Waugh, M. (2016). Students' Perceptions of the Value of Using Videos as a Pre-class Learning Experience in the Flipped Classroom. *TechTrends*, 60(3), 245–252. <https://doi.org/10.1007/s11528-016-0045-4>
- Losco, C. D., Grant, W. D., Armson, A., Meyer, A. J., & Walker, B. F. (2017). Effective methods of teaching and learning in anatomy as a basic science: A BEME systematic review: BEME guide no. 44. *Medical Teacher*, 39(3), 234–243. <https://doi.org/10.1080/0142159X.2016.1271944>
- Mac Giolla Phadraig, C., Nunn, J. H., Tornsey, O., & Timms, M. (2015). Does Special Care Dentistry undergraduate teaching improve dental student attitudes towards people with disabilities? *European Journal of Dental Education*, 19(2), 107–112.

<https://doi.org/10.1111/eje.12110>

Marginson, S. (2018). Public/private in higher education: a synthesis of economic and political approaches. *Studies in Higher Education*, 43(2), 322–337.  
<https://doi.org/10.1080/03075079.2016.1168797>

Mariasiu, F., & Raboca, H. M. (2017). Assessment of extracurricular activities' effects on automotive engineering education: A cross-national study. *International Journal of Mechanical Engineering Education*, 45(2), 120–141.  
<https://doi.org/10.1177/0306419016674144>

Marshall, K. (n.d.). How to Work the Lecture Hall | Vitae.  
<https://chroniclevitae.com/news/970-how-to-work-the-lecture-hall>

Martensson, P., Bild, M., & Nilsson, K. (2008). Teaching and learning at business schools: transforming business education. Gower.

Mavromihales, M., Holmes, V., & Racasan, R. (2018a). Game-based learning in mechanical engineering education: Case study of games-based learning application in computer aided design assembly. *International Journal of Mechanical Engineering Education*.  
<https://doi.org/10.1177/0306419018762571>

Mavromihales, M., Holmes, V., & Racasan, R. (2018b). Game-based learning in mechanical engineering education: Case study of games-based learning application in computer aided design assembly. *International Journal of Mechanical Engineering Education*.  
<https://doi.org/10.1177/0306419018762571>

McAllister, M., Wynaden, D., Happell, B., Flynn, T., Walters, V., Duggan, R., Byrne, L., Heslop, K., & Gaskin, C. (2014). Staff experiences of providing support to students who are managing mental health challenges: A qualitative study from two Australian universities. *Advances in Mental Health*, 12(3), 192–201.  
<https://doi.org/10.1080/18374905.2014.11081897>

McGill, C. M. (2016). "Cultivating Ways of Thinking": The Developmental Teaching Perspective in Academic Advising. *New Horizons in Adult Education and Human Resource Development*, 28(1), 50–54. <https://doi.org/10.1002/nha3.20131>

McKimm, J., & Swanick, T. (2010). Clinical teaching made easy: a practical guide to teaching and learning in clinical settings. Quay.

Mearman, A., Guizzo, D., & Berger, S. (2018). Is UK economics teaching changing? Evaluating the new subject benchmark statement. *Review of Social Economy*, 76(3), 377–396. <https://doi.org/10.1080/00346764.2018.1463447>

Merritt, C., Munzer, B. W., Wolff, M., & Santen, S. A. (2018). Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction. *AEM Education and Training*, 2(1), 48–50. <https://doi.org/10.1002/aet2.10069>

Michaelson, L. K. (1997). Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development. University of Nebraska, Lincoln.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1384&context=podimprov>

eacad

Middendorf, J., Mickute, J., Saunders, T., Najar, J., Clark-Huckstep, A. E., & Pace, D. (2015). What's feeling got to do with it? Decoding emotional bottlenecks in the history classroom. *Arts and Humanities in Higher Education*, 14(2), 166–180. <https://doi.org/10.1177/1474022214552655>

Middendorf, J., & Pace, D. (2004). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, 2004(98), 1–12. <https://doi.org/10.1002/tl.142>

Millennial Students: Rethinking Time Management. (n.d.). <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Millennial-Students-Rethinking-Time-Management.aspx>

Mills, D., & Alexander, P. (2013). Small-Group Teaching: A Toolkit for Learning. *Advance HE*. [https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/small\\_group\\_teaching\\_1\\_1568036632.pdf](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/small_group_teaching_1_1568036632.pdf)

Milthorpe, N., Clarke, R., Fletcher, L., Moore, R., & Stark, H. (2018). Blended English: Technology-enhanced teaching and learning in English literary studies. *Arts and Humanities in Higher Education*, 17(3), 345–365. <https://doi.org/10.1177/1474022217722140>

Moore, F. (2017). Peer-led small groups: Are we on the right track? *Perspectives on Medical Education*, 6(5), 325–330. <https://doi.org/10.1007/s40037-017-0370-0>

Morgan, M. (2012). The evolution of student services in the UK. *Perspectives: Policy and Practice in Higher Education*, 1–8. <https://doi.org/10.1080/13603108.2011.652990>

Motola, I., Devine, L. A., Chung, H. S., Sullivan, J. E., & Issenberg, S. B. (2013). Simulation in healthcare education: A best evidence practical guide. *AMEE Guide No. 82. Medical Teacher*, 35(10), e1511–e1530. <https://doi.org/10.3109/0142159X.2013.818632>

Musser, T., St. Pierre, T., Wilson, D., & Schwartz, M. (2017). Experiences of Male Undergraduates That Lead to Academic Failure. *NACADA Journal*, 37(1), 87–98. <https://doi.org/10.12930/NACADA-15-037>

Myers, J. (2013). Why support students? Using the past to understand the present. *Higher Education Research & Development*, 32(4), 590–602. <https://doi.org/10.1080/07294360.2012.700509>

Nancy L. Chick, Aeron Haynie, & Regan A. R. Gurung. (2012). Exploring more signature pedagogies. *Stylus Pub*.

Neve, H., Wearn, A., & Collett, T. (2016). What are threshold concepts and how can they inform medical education? *Medical Teacher*, 38(8), 850–853. <https://doi.org/10.3109/0142159X.2015.1112889>

Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher

- education: a peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102–122. <https://doi.org/10.1080/02602938.2013.795518>
- Nielsen, K. L., Hansen, G., & Stav, J. B. (2013). Teaching with student response systems (SRS): teacher-centric aspects that can negatively affect students' experience of using SRS. *Research in Learning Technology*, 21. <https://doi.org/10.3402/rlt.v21i0.18989>
- Odeh, S., McKenna, S., & Abu-Mulaweh, H. (2017). A unified first-year engineering design-based learning course. *International Journal of Mechanical Engineering Education*, 45(1), 47–58. <https://doi.org/10.1177/0306419016674508>
- Orsmond, P., Maw, S. J., Park, J. R., Gomez, S., & Crook, A. C. (2013). Moving feedback forward: theory to practice. *Assessment & Evaluation in Higher Education*, 38(2), 240–252. <https://doi.org/10.1080/02602938.2011.625472>
- Orsmond, P., & Merry, S. (2011). Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. *Assessment & Evaluation in Higher Education*, 36(2), 125–136. <https://doi.org/10.1080/02602930903201651>
- Ottewill, R., & McFarlane, B. J. (2001a). *Effective learning & teaching in business & management*. Kogan Page.
- Ottewill, R., & McFarlane, B. J. (2001b). *Effective learning & teaching in business & management*. Kogan Page.
- Park, S., Khan, N. F., Hampshire, M., Knox, R., Malpass, A., Thomas, J., Anagnostelis, B., Newman, M., Bower, P., Rosenthal, J., Murray, E., Iliffe, S., Heneghan, C., Band, A., & Georgieva, Z. (2015). A BEME systematic review of UK undergraduate medical education in the general practice setting: BEME Guide No. 32. *Medical Teacher*, 37(7), 611–630. <https://doi.org/10.3109/0142159X.2015.1032918>
- Pat Folsom, Franklin Yoder, and Jennifer E. Joslin. (2015). *The New Advisor Guidebook: Mastering the Art of Academic Advising* (2nd ed.). John Wiley & Sons, Incorporated. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=4038953>
- Patrick Alan Danaher and Kalwant Bhopal. (2013). *Identity and Pedagogy in Higher Education: International Comparisons* (1st ed.). Bloomsbury Publishing PLC. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=1123365>
- Pawson, E., Fournier, E., Haigh, M., Muniz, O., Trafford, J., & Vajoczki, S. (2006a). Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. *Journal of Geography in Higher Education*, 30(1), 103–116. <https://doi.org/10.1080/03098260500499709>
- Pawson, E., Fournier, E., Haigh, M., Muniz, O., Trafford, J., & Vajoczki, S. (2006b). Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. *Journal of Geography in Higher Education*, 30(1), 103–116. <https://doi.org/10.1080/03098260500499709>
- Pickering, J. D. (2015). Anatomy drawing screencasts: Enabling flexible learning for medical

students. *Anatomical Sciences Education*, 8(3), 249–257. <https://doi.org/10.1002/ase.1480>

Pickering, J. D., & Joynes, V. C. T. (2016). A holistic model for evaluating the impact of individual technology-enhanced learning resources. *Medical Teacher*, 38(12), 1242–1247. <https://doi.org/10.1080/0142159X.2016.1210112>

Pitt, E., & Norton, L. (2017). 'Now that's the feedback I want!' Students' reactions to feedback on graded work and what they do with it. *Assessment & Evaluation in Higher Education*, 42(4), 499–516. <https://doi.org/10.1080/02602938.2016.1142500>

Poletti, A., Seaboyer, J., Kennedy, R., Barnett, T., & Douglas, K. (2016). The affects of not reading: Hating characters, being bored, feeling stupid. *Arts and Humanities in Higher Education*, 15(2), 231–247. <https://doi.org/10.1177/1474022214556898>

Posel, N., McGee, J. B., & Fleischer, D. M. (2015). Twelve tips to support the development of clinical reasoning skills using virtual patient cases. *Medical Teacher*, 37(9), 813–818. <https://doi.org/10.3109/0142159X.2014.993951>

Potter, C. (2015). Leadership development: an applied comparison of Gibbs' Reflective Cycle and Scharmer's Theory U. *Industrial and Commercial Training*, 47(6), 336–342. <https://doi.org/10.1108/ICT-03-2015-0024>

Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback : all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3), 277–289. <https://doi.org/10.1080/02602930903541007>

Puroway, A. W. (2016). Critical Advising: A Freirian-Inspired Approach. *NACADA Journal*, 36 (2), 4–10. <https://doi.org/10.12930/NACADA-15-015>

QMUL Graduate Attributes. (2009). <https://www.qmul.ac.uk/docs/gacep/38598.pdf>

Quinlan, K. M. (2016). Developing student character through disciplinary curricula: an analysis of UK QAA subject benchmark statements. *Studies in Higher Education*, 41(6), 1041–1054. <https://doi.org/10.1080/03075079.2014.966069>

Race, P. (n.d.). Making Personal Tutoring Work. Leeds Metropolitan University. <http://eprints.leedsbeckett.ac.uk/2817/1/100705.7240.LoRes.pdf>

Reflective Practice in Geography Teaching (1st ed.). (2000a). SAGE Publications. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=334515>

Reflective Practice in Geography Teaching (1st ed.). (2000b). SAGE Publications. <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=334515>

Reid, S., Shapiro, L., & Louw, G. (2018). How Haptics and Drawing Enhance the Learning of Anatomy. *Anatomical Sciences Education*. <https://doi.org/10.1002/ase.1807>

Renkl, A., & Scheiter, K. (2017). Studying Visual Displays: How to Instructionally Support Learning. *Educational Psychology Review*, 29(3), 599–621. <https://doi.org/10.1007/s10648-015-9340-4>



Rivière, E., Saucier, D., Lafleur, A., Lacasse, M., & Chiniara, G. (2017). Twelve tips for efficient procedural simulation. *Medical Teacher*, 1–9.  
<https://doi.org/10.1080/0142159X.2017.1391375>

Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, 17, 74–84. <https://doi.org/10.1016/j.iree.2014.08.003>

Ronald Barnett. (2007). *Will to Learn : Being a Student in an Age of Uncertainty*. McGraw-Hill Education.  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=332672>

Rubner, G. (2017). First-year undergraduate teaching of electrical and electronic engineering: innovation and inspiration. *International Journal of Electrical Engineering Education*, 54(4), 281–282. <https://doi.org/10.1177/0020720917694997>

Sadler, D. R. (2010). Beyond feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35(5), 535–550.  
<https://doi.org/10.1080/02602930903541015>

Santas, A. J. (2009). Reciprocity within biochemistry and biology service-learning. *Biochemistry and Molecular Biology Education*, 37(3), 143–151.  
<https://doi.org/10.1002/bmb.20291>

Schneider, B., Sharma, K., Cuendet, S., Zufferey, G., Dillenbourg, P., & Pea, R. (2018). Leveraging mobile eye-trackers to capture joint visual attention in co-located collaborative learning groups. *International Journal of Computer-Supported Collaborative Learning*, 13 (3), 241–261. <https://doi.org/10.1007/s11412-018-9281-2>

Schon, D. A. (1987). *Educating the reflective practitioner* / Donald A. Schon.

Scott Cooper. (n.d.). Problem-Solving Modules in Large Introductory Biology Lectures. *The American Biology Teacher*.  
[https://doi.org/http://dx.doi.org/10.1662/0002-7685\(2006\)68\[524:PMILIB\]2.0.CO;2](https://doi.org/http://dx.doi.org/10.1662/0002-7685(2006)68[524:PMILIB]2.0.CO;2)

Sellbjer, S. (2018). "Have you read my comments? It is not noticeable. Change!" An analysis of feedback given to students who have failed examinations. *Assessment & Evaluation in Higher Education*, 43(2), 163–174.  
<https://doi.org/10.1080/02602938.2017.1310801>

Setyonugroho, W., Kennedy, K. M., & Kropmans, T. J. B. (2015). Reliability and validity of OSCE checklists used to assess the communication skills of undergraduate medical students: A systematic review. *Patient Education and Counseling*, 98(12), 1482–1491.  
<https://doi.org/10.1016/j.pec.2015.06.004>

Shahid Yusuf and Kaoru Nabeshima. (2006). *How Universities Promote Economic Growth*. World Bank Publications.  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=459914>

Shiozawa, T., Butz, B., Herlan, S., Kramer, A., & Hirt, B. (2017). Interactive anatomical and surgical live stream lectures improve students' academic performance in applied clinical

- anatomy. *Anatomical Sciences Education*, 10(1), 46–52. <https://doi.org/10.1002/ase.1623>
- Shulman, L. S. (2005a). Signature pedagogies in the professions. *Daedalus*, 134(3), 52–59. <https://doi.org/10.1162/0011526054622015>
- Shulman, L. S. (2005b). Signature pedagogies in the professions. *Daedalus*, 134(3), 52–59. <https://doi.org/10.1162/0011526054622015>
- Simcock, D. C., Chua, W. H., Hekman, M., Levin, M. T., & Brown, S. (2017). A survey of first-year biology student opinions regarding live lectures and recorded lectures as learning tools. *Advances in Physiology Education*, 41(1), 69–76. <https://doi.org/10.1152/advan.00117.2016>
- Soneral, P. A. G., & Wyse, S. A. (2017). A SCALE-UP Mock-Up: Comparison of Student Learning Gains in High- and Low-Tech Active-Learning Environments. *CBE—Life Sciences Education*, 16(1). <https://doi.org/10.1187/cbe.16-07-0228>
- Spencer, J. (2009). Small group teaching. *The Clinical Teacher*, 6(1), 56–58. <https://doi.org/10.1111/j.1743-498X.2008.00265.x>
- Stephen, D. E., O'Connell, P., & Hall, M. (2008). 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education. *Teaching in Higher Education*, 13(4), 449–460. <https://doi.org/10.1080/13562510802169749>
- Student Experience, Teaching, Learning and Assessment Strategy (SETLA) 2014 - the next five years. (2014). <http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/SETLA-Strategy.pdf>
- Student perceptions of effective small group teaching. (3 C.E.). *Medical Education*. <http://ezproxy.library.qmul.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN145831660&site=eds-live>
- Susan Bloxham and Peter F Boyd. (2007). *Developing Effective Assessment in Higher Education: A Practical Guide*. McGraw-Hill Education. <https://ebookcentral.proquest.com/lib/qmul-ebooks/detail.action?docID=332673>
- Swanson, E., McCulley, L. V., Osman, D. J., Scammacca Lewis, N., & Solis, M. (2017). The effect of team-based learning on content knowledge: A meta-analysis. *Active Learning in Higher Education*. <https://doi.org/10.1177/1469787417731201>
- Swanson, N. M., Vaughan, A. L., & Wilkinson, B. D. (2017). First-Year Seminars. *Journal of College Student Retention: Research, Theory & Practice*, 18(4), 386–400. <https://doi.org/10.1177/1521025115604811>
- Swecker, H. K., Fifolt, M., & Searby, L. (2013). Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention. *NACADA Journal*, 33(1), 46–53. <https://doi.org/10.12930/NACADA-13-192>
- Teasley, M. L., & Buchanan, E. M. (2013). Capturing the Student Perspective: A New Instrument for Measuring Advising Satisfaction. *NACADA Journal*, 33(2), 4–15. <https://doi.org/10.12930/NACADA-12-132>

TEF Year Two provider submission. (n.d.).

[https://academicdevelopment.qmul.ac.uk/wp-content/uploads/2017/08/QMTEFYearTwoSubmission\\_10007775-1.pdf](https://academicdevelopment.qmul.ac.uk/wp-content/uploads/2017/08/QMTEFYearTwoSubmission_10007775-1.pdf)

Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback. *Computers & Education*, 107, 113–126.

<https://doi.org/10.1016/j.compedu.2017.01.003>

Thaman, R., Dillon, S., Saggar, S., Gupta, M., & Kaur, H. (2013). Promoting active learning in respiratory physiology – Positive student perception and improved outcomes. *National Journal of Physiology, Pharmacy and Pharmacology*, 3(1), 27–34.

Tian, Z. F. (2017). Teaching and enhancement of critical thinking skills for undergraduate students in a computational fluid dynamics course. *International Journal of Mechanical Engineering Education*, 45(1), 76–88. <https://doi.org/10.1177/0306419016674133>

Toom, A., Husu, J., & Patrikainen, S. (2015). Student teachers' patterns of reflection in the context of teaching practice. *European Journal of Teacher Education*, 38(3), 320–340.

<https://doi.org/10.1080/02619768.2014.943731>

Trengove, E. (2017). Peer interaction as mechanism for providing timely and accessible feedback to a large undergraduate class. *International Journal of Electrical Engineering Education*, 54(2), 119–130. <https://doi.org/10.1177/0020720916688486>

Troschitz, R. & EBSCOhost. (2017). Higher education and the student: from welfare state to neoliberalism. Routledge.

<http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1517263>

Twigg, P., Ponnappalli, P., & Fowler, M. (2018). Workshop problem-solving for improved student engagement and increased learning in Engineering Control. *International Journal of Electrical Engineering Education*, 55(2), 120–129.

<https://doi.org/10.1177/0020720918756258>

Wang, J., Ni, H., Rui, Y., Cui, C., & Cheng, L. (2016). A WebGIS-based teaching assistant system for geography field practice (TASGFP). *British Journal of Educational Technology*, 47(2), 279–293. <https://doi.org/10.1111/bjet.12231>

Weintraub, D. S., & Sax, L. J. (2018). The Relationship Between Student-Parent Communication and First-Year Academic Performance. *NACADA Journal*, 38(1), 61–76.

<https://doi.org/10.12930/NACADA-16-045>

What are threshold concepts and how can they inform medical education? - PubMed - NCBI. (n.d.). <https://www.ncbi.nlm.nih.gov/pubmed/26609736>

Winton, L. M., Ferguson, E. M. N., Hsu, C.-H., Agee, N., Eubanks, R. D., O'Neill, P. J., Goldberg, R. F., Kopelman, T. R., Nodora, J. N., Caruso, D. M., & Komenaka, I. K. (2016). Does Self-Assessment Improve the Effectiveness of Grand Rounds Lectures in a Community-Based Teaching Hospital? *Journal of Surgical Education*, 73(6), 968–973.

<https://doi.org/10.1016/j.jsurg.2016.04.014>

Wisker, G., Exley, K., & Antoniou, M. (2008). *Working one-to-one with students: supervising, coaching, mentoring, and personal tutoring*. Routledge.

Yap, R., Moreira, A., Wilkins, S., Reeves, F., Levinson, M., & McMurrick, P. (2016). Suturing in Small Group Teaching Settings: a Modification to Peyton's Four-Step Approach. *Medical Science Educator*, 26(4), 575–580. <https://doi.org/10.1007/s40670-016-0296-x>

Yiend, J., Weller, S., & Kinchin, I. (2014). Peer observation of teaching: The interaction between peer review and developmental models of practice. *Journal of Further and Higher Education*, 38(4), 465–484. <https://doi.org/10.1080/0309877X.2012.726967>

Young, J. M., & Shepardson, D. P. (2018). Using Q methodology to investigate undergraduate students' attitudes toward the geosciences. *Science Education*, 102(1), 195–214. <https://doi.org/10.1002/sce.21320>

Zimbardi, K., Colthorpe, K., Dekker, A., Engstrom, C., Bugarcic, A., Worthy, P., Victor, R., Chunduri, P., Lluca, L., & Long, P. (2017). Are they using my feedback? The extent of students' feedback use has a large impact on subsequent academic performance. *Assessment & Evaluation in Higher Education*, 42(4), 625–644. <https://doi.org/10.1080/02602938.2016.1174187>