ADP7117 & ADP7217: Learning & Teaching in the Discipline



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

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

Alan Booth (2013) Teaching History at University : Enhancing Learning and Understanding. Routledge. Available at: https://ebookcentral.proguest.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), pp. 185–203. Available at: 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) [Preprint]. Available at: https://openjournals.library.sydney.edu.au/index.php/IISME/article/view/9105.

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

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

Arthur, P. et al. (2016) 'Prepare, Do, Review: A skills-based approach for laboratory practical classes in biochemistry and molecular biology', Biochemistry and Molecular Biology Education, 44(3), pp. 276–287. Available at: https://doi.org/10.1002/bmb.20951.

'Arts and Humanities in Higher Education' (no date). Available at: https://doi.org/10.1177/1474022216628303#.

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

Baker, J.P. et al. (2018) 'Does teaching with PowerPoint increase students' learning? A

meta-analysis', Computers & Education, 126, pp. 376–387. Available at: https://doi.org/10.1016/j.compedu.2018.08.003.

Balslev, T. et al. (2015) 'Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report', Medical Teacher, 37(8), pp. 759–766. Available at: https://doi.org/10.3109/0142159X.2014.986445.

Bamford, D. (10AD) 'Learning the "How" of the Law: Teaching Procedure and Legal Education', Osgoode Hall law journal (1960) [Preprint]. Available at: 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=Learning+the+%27How%27+of+the+Law%3A+Teaching+Procedure+and+Legal+Ed ucation&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& amp;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¶mdict=en-US.

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

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

Beveridge, E. (2007) 'Learning from patients', BMJ, 334(7592), p. s83.2-s84. Available at: https://doi.org/10.1136/bmj.334.7592.s83-a.

Bhat, C. et al. (2018) 'What trainees grapple with: a study of threshold concepts on the medicine ward', Medical Education, 52(6), pp. 620–631. Available at: 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', International Journal of Engineering Pedagogy (iJEP). Available at: http://journals.sfu.ca/onlinejour/index.php/i-jep/article/view/5366.

Birden, H. et al. (2013) 'Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25', Medical Teacher, 35(7), pp. e1252-e1266. Available at: 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), pp. 9–15. Available at: https://doi.org/10.1046/j.1365-2923.2002.01128.x.

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

Booth, A. and Ludvigsson, D. (2017) 'Tuning history', Arts and Humanities in Higher Education [Preprint]. Available at: https://doi.org/10.1177/1474022216686507.

Boud, D., Cohen, R. and Sampson, J. (2001) Peer learning in higher education: learning

from & with each other. London: Kogan Page.

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

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

Braeckman, L. et al. (2014) 'Comparison of two case-based learning conditions with real patients in teaching occupational medicine', Medical Teacher, 36(4), pp. 340–346. Available at: https://doi.org/10.3109/0142159X.2014.887833.

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

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

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

Bryan, C. and Clegg, K. (2006) Innovative assessment in higher education. New York: Routledge. Available at: 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 (no date). Available at: https://www.heacademy.ac.uk/resource/building-student-engagement-and-belonging-highe r-education-time-change-summary-findings-and.

Burridge, R. and Institute for Learning and Teaching in Higher Education (Great Britain) (2002) Effective learning & teaching in law. London: 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), pp. 406–424. Available at: 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), pp. 1358–1370. Available at: https://doi.org/10.2307/4485896.

Cameron, D.A. et al. (2015) 'Peer assisted learning: teaching dental skills and enhancing graduate attributes', British Dental Journal, 219(6), pp. 267–272. Available at: https://doi.org/10.1038/sj.bdj.2015.722.

Cantillon, P. and Wood, D. (2010) ABC of learning and teaching in medicine. 2nd ed. Chichester: Wiley-Blackwell. Available at: http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/open reader?id=QMUL&isbn=9781444323238&uid=^u.

Carless, D. (2006) 'Differing perceptions in the feedback process', Studies in Higher Education, 31(2), pp. 219–233. Available at: https://doi.org/10.1080/03075070600572132.

Cavalcanti, J. et al. (2018) 'A real-time web-based networked control system education platform', International Journal of Electrical Engineering Education, 55(2), pp. 130–141. Available at: https://doi.org/10.1177/0020720917750952.

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

Chen, K.-S. et al. (2018) 'Academic outcomes of flipped classroom learning: a meta-analysis', Medical Education, 52(9), pp. 910–924. Available at: https://doi.org/10.1111/medu.13616.

Cho, D., Cosimini, M. and Espinoza, J. (2017) 'Podcasting in medical education: a review of the literature', Korean Journal of Medical Education, 29(4), pp. 229–239. Available at: 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, pp. 1–15. Available at: https://doi.org/10.1080/03075079.2017.1294152.

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

Common Factors: A Meta-Model of Academic Advising (no date). Available at: http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Common-Fa ctors-A-Meta-Model-of-Academic-Advising.aspx.

Cooper, M.M. and Stowe, R.L. (2018) 'Chemistry Education Research—From Personal Empiricism to Evidence, Theory, and Informed Practice', Chemical Reviews, 118(12), pp. 6053–6087. Available at: https://doi.org/10.1021/acs.chemrev.8b00020.

Coppens, P., Van den Bossche, J. and De Cock, M. (2017) 'Student understanding of phase shifts, frequency and Bode plots', International Journal of Electrical Engineering Education, 54(3), pp. 247–261. Available at: 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 [Preprint], (13). Available at: https://journals.le.ac.uk/ojs1/index.php/new-directions/article/view/2425/2432.

Cubas Rolim, E. et al. (2017) 'Blog construction as an effective tool in biochemistry active learning', Biochemistry and Molecular Biology Education, 45(3), pp. 205–215. Available at:

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), pp. 127–140. Available at: 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. Available at: https://www.heacademy.ac.uk/system/files/learning-teaching-labs.pdf.

Denton, P. and 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), pp. 197–206. Available at: https://doi.org/10.1080/02602938.2017.1324017.

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

Dörnyei, Z. and Malderez, A. (1997) 'Group dynamics and foreign language teaching', System, 25(1), pp. 65–81. Available at: https://doi.org/10.1016/S0346-251X(96)00061-9.

Duffy, R.M. et al. (2015) 'Experiences of Using Prezi in Psychiatry Teaching', Academic Psychiatry, 39(6), pp. 615–619. Available at: https://doi.org/10.1007/s40596-014-0204-x.

Duijnhouwer, H., Prins, F.J. and 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), pp. 171–184. Available at: https://doi.org/10.1016/j.learninstruc.2011.10.003.

Eberlein, T. et al. (2008) 'Pedagogies of engagement in science', Biochemistry and Molecular Biology Education, 36(4), pp. 262–273. Available at: https://doi.org/10.1002/bmb.20204.

Eckmann, J. (2004) 'Law School Teaching: Linking Learning with Law Practice', Legal education review, pp. 257–268. Available at:

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=Law+School+Teaching%3A+Linking+Learning+with+Law+Practice&rft.jtitle=Leg al+Education+Review&rft.au=Eckmann%2C+James+K&rft.date=2004&rft.i ssn=1033-2839&rft.volume=14&rft.issue=2&rft.spage=257&rft.epag e=268&rft.externalDBID=n%2Fa&rft.externalDocID=894780580128516&p aramdict=en-US.

Effective Learning and Teaching in Modern Languages. 1st edn (2004). Taylor & Francis Group. Available at: https://ebookcentral.proguest.com/lib/gmul-ebooks/detail.action?docID=214776.

Egan, T. and Jaye, C. (2009) 'Communities of clinical practice: the social organization of clinical learning', Health:, 13(1), pp. 107–125. Available at: https://doi.org/10.1177/1363459308097363.

Ellaway, R.H. et al. (2016) 'A critical hybrid realist-outcomes systematic review of relationships between medical education programmes and communities: BEME Guide No. 35', Medical Teacher, 38(3), pp. 229–245. Available at: 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' (no date). Available at: https://www.lifescied.org/doi/abs/10.1187/cbe.16-12-0344.

Esisi, M. (2010) 'Small group teaching', BMJ [Preprint]. Available at: https://doi.org/10.1136/bmj.c6402.

Fatmi, M. et al. (2013) 'The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30', Medical Teacher, 35(12), pp. e1608-e1624. Available at: https://doi.org/10.3109/0142159X.2013.849802.

Fergusson, S.J. et al. (2018) 'Examining the impact of audience response systems on student performance in anatomy education: a randomised controlled trial', Scottish Medical Journal, 63(1), pp. 16–21. Available at: https://doi.org/10.1177/0036933017741409.

Fiechtner, S.B. and Davis, E.A. (2016) 'Republication of "Why some groups fail', Journal of Management Education, 40(1), pp. 12–29. Available at: https://doi.org/10.1177/1052562915619639.

Findlay-Thompson, Sandi (no date) 'Evaluation of a Flipped Classroom in an Undergraduate Business Course'. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2331035.

Foote, K. et al. (no date) 'Enabling and challenging factors in institutional reform: The case of SCALE-UP', PHYSICAL REVIEW PHYSICS EDUCATION RESEARCH, 12. Available at: https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.12.010103#fulltext.

Forsythe, A. and Johnson, S. (2017) 'Thanks, but no-thanks for the feedback', Assessment & Evaluation in Higher Education, 42(6), pp. 850–859. Available at: https://doi.org/10.1080/02602938.2016.1202190.

Fry, H., Ketteridge, S. and Marshall, S. (eds) (2014) A handbook for teaching and learning in higher education: enhancing academic practice. Fourth edition. London: Routledge. Available at:

http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/open reader?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), pp. 194–205. Available at: https://doi.org/10.1177/1474022214549438.

Gamble Blakey, A. and Golding, C. (2018) '"Of Course They're Bloody Scared!" Managing Medical Student Fear to Better Cultivate Thinking', Medical Science Educator, 28(1), pp. 165–173. Available at: https://doi.org/10.1007/s40670-017-0524-z.

Gannon, K. (no date) Getting Medieval with Team-Based Learning � The Tattooed Professor. Available at: http://www.thetattooedprof.com/archives/449.

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

Germany, R., Mulligan, B. and 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), pp. 221–242. Available at: https://doi.org/10.1353/clw.2015.0023.

Gibbs, G. (no date) Twenty terrible reasons for lecturing. Available at: https://www.brookes.ac.uk/services/ocsld/resources/20reasons.html.

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

Goff, E.E. et al. (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), pp. 226–234. Available at: https://doi.org/10.1002/bmb.21032.

Gourlay, L. and Stevenson, J. (2017) 'Teaching excellence in higher education: critical perspectives', Teaching in Higher Education, 22(4), pp. 391–395. Available at: https://doi.org/10.1080/13562517.2017.1304632.

Graafland, M. et al. (2014) 'How to Systematically Assess Serious Games Applied to Health Care', JMIR Serious Games, 2(2). Available at: https://doi.org/10.2196/games.3825.

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

Gross, M.M., Wright, M.C. and 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), pp. 444–455. Available at: https://doi.org/10.1002/ase.1684.

Gunderman, R. (no date) Is the Lecture Dead? - The Atlantic, The Atlantic. Available at: http://www.theatlantic.com/health/archive/2013/01/is-the-lecture-dead/272578/.

Gurung, R.A.R., Chick, N.L. and Haynie, A. (2009a) Exploring signature pedagogies: approaches to teaching disciplinary habits of mind. 1st ed. Sterling, Va: Stylus. Available at:

http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://search.ebscohost.com/logi n.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=253660. Gurung, R.A.R., Chick, N.L. and Haynie, A. (2009b) Exploring signature pedagogies: approaches to teaching disciplinary habits of mind. 1st ed. Sterling, Va: Stylus. Available at: http://catalogue.library.qmul.ac.uk/uhtbin/ezproxy.pl?url=http://search.ebscohost.com/logi n.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=253660. Hanh, N.V. and 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 [Preprint]. Available at: 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), pp. 63–76. Available at: https://doi.org/10.1177/1469787415616728.

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

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

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

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

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

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

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

Hockings, C. et al. (2008) 'Switched off? A study of disengagement among computing students at two universities.', Research Papers in Education, 23(2). Available at: http://www2.wlv.ac.uk/celt/Projects/RPiEAcademic_Feb08.pdf.

Holmes, N.G. and Wieman, C.E. (2018) 'Introductory physics labs: We can do better', Physics Today, 71(1), pp. 38–45. Available at: https://doi.org/10.1063/PT.3.3816.

Hong, S. and 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, pp. 16–24.

Available at: https://doi.org/10.1016/j.ijnurstu.2016.12.008.

Hu, R. et al. (2018) 'Effectiveness of flipped classrooms in Chinese baccalaureate nursing education: A meta-analysis of randomized controlled trials', International Journal of Nursing Studies, 79, pp. 94–103. Available at: https://doi.org/10.1016/j.ijnurstu.2017.11.012.

Hughes, G. (2014) Ipsative assessment: motivation through marking progress. Houndmills, Basingstoke: Palgrave Macmillan. Available at: http://catdir.loc.gov/catdir/enhancements/fy1413/2014415059-t.html.

latrellis, O., Kameas, A. and Fitsilis, P. (2017) 'Academic Advising Systems: A Systematic Literature Review of Empirical Evidence', Education Sciences, 7(4). Available at: https://doi.org/10.3390/educsci7040090.

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

Issa, N. et al. (2011) 'Applying multimedia design principles enhances learning in medical education', Medical Education, 45(8), pp. 818–826. Available at: https://doi.org/10.1111/j.1365-2923.2011.03988.x.

Issa, N. et al. (2013a) 'Teaching for understanding in medical classrooms using multimedia design principles', Medical Education, 47(4), pp. 388–396. Available at: https://doi.org/10.1111/medu.12127.

Issa, N. et al. (2013b) 'Teaching for understanding in medical classrooms using multimedia design principles', Medical Education, 47(4), pp. 388–396. Available at: https://doi.org/10.1111/medu.12127.

Issa, N. et al. (2013c) 'Teaching for understanding in medical classrooms using multimedia design principles', Medical Education, 47(4), pp. 388–396. Available at: https://doi.org/10.1111/medu.12127.

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

James, P. and 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), pp. 79–95. Available at: https://doi.org/10.1002/tl.20250.

Jaques, D. and Salmon, G. (2007a) Learning in groups: a handbook for face-to-face and online environments. 4th ed. Abingdon, N.Y.: Routledge. Available at: http://catdir.loc.gov/catdir/toc/ecip0616/2006021872.html.

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

Jessop, T. and Maleckar, B. (2016) 'The influence of disciplinary assessment patterns on student learning: a comparative study', Studies in Higher Education, 41(4), pp. 696–711. Available at: https://doi.org/10.1080/03075079.2014.943170.

'Journal of Geography in Higher Education: Vol 42, No 1' (no date). Available at: 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), pp. 164–177. Available at: https://doi.org/10.1177/0020720916688487.

Junco, R. et al. (2016) 'Impact of Technology-Mediated Communication on Student Evaluations of Advising', NACADA Journal, 36(2), pp. 54–66. Available at: 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). Available at: 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). Available at: https://doi.org/10.4103/ijmm.IJMM_16_251.

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

Kalfa, S. and 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), pp. 580–595. Available at: https://doi.org/10.1080/03075079.2013.842210.

Kate Exley and Reg Dennick (2004) Small Group Teaching : Tutorials, Seminars and Beyond . 1st edn. Routledge. Available at:

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 [Preprint], (8). Available at:

http://wt3cf4et2l.scholar.serialssolutions.com/?sid=google&auinit=R&aulast=Kat yal&atitle=Enhancing+student%E2%80%99s+learning+by+introducing+various+int eractive+teaching-learning+methods+in+large+group&title=International+journal+ of+biomedical+and+advance+research&volume=7&issue=8&date=2016 &spage=363&issn=2229-3809.

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

Kinchin, I.M. and Francis, R.A. (2017) 'Mapping pedagogic frailty in geography education: a framed autoethnographic case study', Journal of Geography in Higher Education, 41(1), pp.

56-74. Available at: 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). Available at: https://openjournals.library.sydney.edu.au/index.php/CAL/article/view/10658.

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

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

Körkkö, M., Kyrö-Ämmälä, O. and Turunen, T. (2016) 'Professional development through reflection in teacher education', Teaching and Teacher Education, 55, pp. 198–206. Available at: 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. New York: Routledge. Available at: http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/open reader?id=QMUL&isbn=9780203892596&uid=^u.

Kreber, C. (2008b) The university and its disciplines: teaching and learning within and beyond disciplinary boundaries. New York: Routledge. Available at: http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/open reader?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). Available at: http://jstem.org/index.php/JSTEM/article/view/1734.

Lambert, C. (no date) 'Twilight of the Lecture', Harvard Magazine [Preprint]. Available at: http://harvardmagazine.com/2012/03/twilight-of-the-lecture.

Land, R., Meyer, J.H.F. and Flanagan, M.T. (eds) (2016a) Threshold concepts in practice. Rotterdam, The Netherlands: Sense Publishers.

Land, R., Meyer, J.H.F. and Flanagan, M.T. (eds) (2016b) Threshold concepts in practice. Rotterdam, The Netherlands: Sense Publishers.

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

Laru, J., Näykki, P. and 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), pp. 29–38. Available at: 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), pp. 247–254. Available at: https://doi.org/10.1111/medu.12357.

Launer, J. (2018) 'Managing the threat to reflective writing', Postgraduate Medical Journal, 94(1111), pp. 314–315. Available at: 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), pp. 205–221. Available at: https://doi.org/10.1177/1028315308329786.

Lee, J., Lim, C. and Kim, H. (2017) 'Development of an instructional design model for flipped learning in higher education', Educational Technology Research and Development, 65(2), pp. 427–453. Available at: https://doi.org/10.1007/s11423-016-9502-1.

Lee, J.A. (2018) 'Affirmation, Support, and Advocacy: Critical Race Theory and Academic Advising', NACADA Journal, 38(1), pp. 77–87. Available at: https://doi.org/10.12930/NACADA-17-028.

Leijen, Ä. et al. (2014) 'Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge', Procedia - Social and Behavioral Sciences, 112, pp. 314–322. Available at: https://doi.org/10.1016/j.sbspro.2014.01.1170.

Leitch, R. and Day, C. (2000) 'Action research and reflective practice: towards a holistic view', Educational Action Research, 8(1), pp. 179–193. Available at: https://doi.org/10.1080/09650790000200108.

Letchford, J., Corradi, H. and 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), pp. 483–490. Available at: 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), pp. 101–112. Available at: https://doi.org/10.1177/1469787411402438.

Liu, C. et al. (2017) 'The Effects of Clickers With Different Teaching Strategies', Journal of Educational Computing Research, 55(5), pp. 603–628. Available at: https://doi.org/10.1177/0735633116674213.

Lo, C.K., Hew, K.F. and Chen, G. (2017) 'Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education', Educational Research Review, 22, pp. 50–73. Available at: https://doi.org/10.1016/j.edurev.2017.08.002.

Long, T., Logan, J. and Waugh, M. (2016) 'Students' Perceptions of the Value of Using Videos as a Pre-class Learning Experience in the Flipped Classroom', TechTrends, 60(3), pp. 245–252. Available at: https://doi.org/10.1007/s11528-016-0045-4.

Losco, C.D. et al. (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), pp. 234–243. Available at: https://doi.org/10.1080/0142159X.2016.1271944.

Mac Giolla Phadraig, C. et al. (2015) 'Does Special Care Dentistry undergraduate teaching improve dental student attitudes towards people with disabilities?', European Journal of Dental Education, 19(2), pp. 107–112. Available at: 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), pp. 322–337. Available at: https://doi.org/10.1080/03075079.2016.1168797.

Mariasiu, F. and 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), pp. 120–141. Available at: https://doi.org/10.1177/0306419016674144.

Marshall, K. (no date) How to Work the Lecture Hall | Vitae. Available at: https://chroniclevitae.com/news/970-how-to-work-the-lecture-hall.

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

Mavromihales, M., Holmes, V. and 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 [Preprint]. Available at: https://doi.org/10.1177/0306419018762571.

Mavromihales, M., Holmes, V. and 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 [Preprint]. Available at: https://doi.org/10.1177/0306419018762571.

McAllister, M. et al. (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), pp. 192–201. Available at: 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), pp. 50–54. Available at: https://doi.org/10.1002/nha3.20131.

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

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

Merritt, C. et al. (2018) 'Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction', AEM Education and Training, 2(1), pp. 48–50. Available at: 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. Available at: http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1384&context=podimprov eacad.

Middendorf, J. et al. (2015) 'What's feeling got to do with it? Decoding emotional bottlenecks in the history classroom', Arts and Humanities in Higher Education, 14(2), pp. 166–180. Available at: https://doi.org/10.1177/1474022214552655.

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

Millennial Students: Rethinking Time Management (no date). Available at: http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Millennial-St udents-Rethinking-Time-Management.aspx.

Mills, D. and Alexander, P. (2013) 'Small-Group Teaching: A Toolkit for Learning'. Advance HE. Available at:

https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/small_group_teaching_1_1568036632.pdf.

Milthorpe, N. et al. (2018) 'Blended English: Technology-enhanced teaching and learning in English literary studies', Arts and Humanities in Higher Education, 17(3), pp. 345–365. Available at: 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), pp. 325–330. Available at: 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, pp. 1–8. Available at: https://doi.org/10.1080/13603108.2011.652990.

Motola, I. et al. (2013) 'Simulation in healthcare education: A best evidence practical guide. AMEE Guide No. 82', Medical Teacher, 35(10), pp. e1511–e1530. Available at: https://doi.org/10.3109/0142159X.2013.818632.

Musser, T. et al. (2017) 'Experiences of Male Undergraduates That Lead to Academic Failure', NACADA Journal, 37(1), pp. 87–98. Available at: 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), pp. 590–602. Available at: https://doi.org/10.1080/07294360.2012.700509.

Nancy L. Chick, Aeron Haynie, and Regan A. R. Gurung (2012) Exploring more signature pedagogies. Sterling, Va: Stylus Pub.

Neve, H., Wearn, A. and Collett, T. (2016) 'What are threshold concepts and how can they inform medical education?', Medical Teacher, 38(8), pp. 850–853. Available at: https://doi.org/10.3109/0142159X.2015.1112889.

Nicol, D., Thomson, A. and Breslin, C. (2014) 'Rethinking feedback practices in higher education: a peer review perspective', Assessment & Evaluation in Higher Education, 39(1), pp. 102–122. Available at: https://doi.org/10.1080/02602938.2013.795518.

Nielsen, K.L., Hansen, G. and 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. Available at: https://doi.org/10.3402/rlt.v21i0.18989.

Odeh, S., McKenna, S. and Abu-Mulaweh, H. (2017) 'A unified first-year engineering design-based learning course', International Journal of Mechanical Engineering Education, 45(1), pp. 47–58. Available at: https://doi.org/10.1177/0306419016674508.

Orsmond, P. et al. (2013) 'Moving feedback forward: theory to practice', Assessment & Evaluation in Higher Education, 38(2), pp. 240–252. Available at: https://doi.org/10.1080/02602938.2011.625472.

Orsmond, P. and Merry, S. (2011) 'Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback', Assessment & Evaluation in Higher Education, 36(2), pp. 125–136. Available at: https://doi.org/10.1080/02602930903201651.

Ottewill, R. and McFarlane, B.J. (2001a) Effective learning & teaching in business & management. London: Kogan Page.

Ottewill, R. and McFarlane, B.J. (2001b) Effective learning & teaching in business & management. London: Kogan Page.

Park, S. et al. (2015) 'A BEME systematic review of UK undergraduate medical education in the general practice setting: BEME Guide No. 32', Medical Teacher, 37(7), pp. 611–630. Available at: 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 edn. John Wiley & Sons, Incorporated. Available at:

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 edn. Bloomsbury Publishing PLC. Available at: https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=1123365.

Pawson, E. et al. (2006a) 'Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks', Journal of Geography in Higher Education, 30(1), pp. 103–116. Available at: https://doi.org/10.1080/03098260500499709.

Pawson, E. et al. (2006b) 'Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks', Journal of Geography in Higher Education, 30(1), pp. 103–116. Available at: https://doi.org/10.1080/03098260500499709.

Pickering, J.D. (2015) 'Anatomy drawing screencasts: Enabling flexible learning for medical students', Anatomical Sciences Education, 8(3), pp. 249–257. Available at:

https://doi.org/10.1002/ase.1480.

Pickering, J.D. and Joynes, V.C.T. (2016) 'A holistic model for evaluating the impact of individual technology-enhanced learning resources', Medical Teacher, 38(12), pp. 1242–1247. Available at: https://doi.org/10.1080/0142159X.2016.1210112.

Pitt, E. and 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), pp. 499–516. Available at: https://doi.org/10.1080/02602938.2016.1142500.

Poletti, A. et al. (2016) 'The affects of not reading: Hating characters, being bored, feeling stupid', Arts and Humanities in Higher Education, 15(2), pp. 231–247. Available at: https://doi.org/10.1177/1474022214556898.

Posel, N., Mcgee, J.B. and Fleiszer, D.M. (2015) 'Twelve tips to support the development of clinical reasoning skills using virtual patient cases', Medical Teacher, 37(9), pp. 813–818. Available at: 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), pp. 336–342. Available at: https://doi.org/10.1108/ICT-03-2015-0024.

Price, M. et al. (2010) 'Feedback : all that effort, but what is the effect?', Assessment & Evaluation in Higher Education, 35(3), pp. 277–289. Available at: https://doi.org/10.1080/02602930903541007.

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

'QMUL Graduate Attributes' (2009). Available at: 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), pp. 1041–1054. Available at: https://doi.org/10.1080/03075079.2014.966069.

Race, P. (no date) 'Making Personal Tutoring Work'. Leeds, UK: Leeds Metropolitan University. Available at: http://eprints.leedsbeckett.ac.uk/2817/1/100705.7240.LoRes.pdf.

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

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

Reid, S., Shapiro, L. and Louw, G. (2018) 'How Haptics and Drawing Enhance the Learning of Anatomy', Anatomical Sciences Education [Preprint]. Available at: https://doi.org/10.1002/ase.1807.

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

Rivière, E. et al. (2017) 'Twelve tips for efficient procedural simulation', Medical Teacher, pp. 1–9. Available at: 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, pp. 74–84. Available at: 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. Available at:

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), pp. 281–282. Available at: 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), pp. 535–550. Available at: https://doi.org/10.1080/02602930903541015.

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

Schneider, B. et al. (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), pp. 241–261. Available at: https://doi.org/10.1007/s11412-018-9281-2.

Schon, D.A. (1987) Educating the reflective practitioner / Donald A. Schon. San Francisco : Jossey-Bass.

Scott Cooper (no date) 'Problem-Solving Modules in Large Introductory Biology Lectures', The American Biology Teacher [Preprint]. Available at: 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), pp. 163–174. Available at: https://doi.org/10.1080/02602938.2017.1310801.

Setyonugroho, W., Kennedy, K.M. and 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), pp. 1482–1491. Available at: https://doi.org/10.1016/j.pec.2015.06.004.

Shahid Yusuf and Kaoru Nabeshima (2006) How Universities Promote Economic Growth. World Bank Publications. Available at: https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=459914. Shiozawa, T. et al. (2017) 'Interactive anatomical and surgical live stream lectures improve students' academic performance in applied clinical anatomy', Anatomical Sciences Education, 10(1), pp. 46–52. Available at: https://doi.org/10.1002/ase.1623.

Shulman, L.S. (2005a) 'Signature pedagogies in the professions', Daedalus, 134(3), pp. 52–59. Available at: https://doi.org/10.1162/0011526054622015.

Shulman, L.S. (2005b) 'Signature pedagogies in the professions', Daedalus, 134(3), pp. 52–59. Available at: https://doi.org/10.1162/0011526054622015.

Simcock, D.C. et al. (2017) 'A survey of first-year biology student opinions regarding live lectures and recorded lectures as learning tools', Advances in Physiology Education, 41(1), pp. 69–76. Available at: https://doi.org/10.1152/advan.00117.2016.

Soneral, P.A.G. and 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). Available at: https://doi.org/10.1187/cbe.16-07-0228.

Spencer, J. (2009) 'Small group teaching', The Clinical Teacher, 6(1), pp. 56–58. Available at: https://doi.org/10.1111/j.1743-498X.2008.00265.x.

Stephen, D.E., O'Connell, P. and 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), pp. 449–460. Available at: https://doi.org/10.1080/13562510802169749.

'Student Experience, Teaching, Learning and Assessment Strategy (SETLA) 2014 - the next five years' (2014). Available at: http://www.arcs.gmul.ac.uk/media/arcs/policyzone/academic/SETLA-Strategy.pdf.

'Student perceptions of effective small group teaching' (3AD) Medical education [Preprint]. Available at:

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. Available at: https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=332673.

Swanson, E. et al. (2017) 'The effect of team-based learning on content knowledge: A meta-analysis', Active Learning in Higher Education [Preprint]. Available at: https://doi.org/10.1177/1469787417731201.

Swanson, N.M., Vaughan, A.L. and Wilkinson, B.D. (2017) 'First-Year Seminars', Journal of College Student Retention: Research, Theory & Practice, 18(4), pp. 386–400. Available at: https://doi.org/10.1177/1521025115604811.

Swecker, H.K., Fifolt, M. and Searby, L. (2013) 'Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention', NACADA Journal, 33(1), pp. 46–53. Available at: https://doi.org/10.12930/NACADA-13-192. Teasley, M.L. and Buchanan, E.M. (2013) 'Capturing the Student Perspective: A New Instrument for Measuring Advising Satisfaction', NACADA Journal, 33(2), pp. 4–15. Available at: https://doi.org/10.12930/NACADA-12-132.

'TEF Year Two provider submission' (no date). Available at: https://academicdevelopment.qmul.ac.uk/wp-content/uploads/2017/08/QMTEFYearTwoSub mission_10007775-1.pdf.

Thai, N.T.T., De Wever, B. and 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, pp. 113–126. Available at: https://doi.org/10.1016/j.compedu.2017.01.003.

Thaman, R. et al. (2013) 'Promoting active learning in respiratory physiology – Positive student perception and improved outcomes', National Journal of Physiology, Pharmacy and Pharmacology, 3(1), pp. 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), pp. 76–88. Available at: https://doi.org/10.1177/0306419016674133.

Toom, A., Husu, J. and Patrikainen, S. (2015) 'Student teachers' patterns of reflection in the context of teaching practice', European Journal of Teacher Education, 38(3), pp. 320–340. Available at: 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), pp. 119–130. Available at: https://doi.org/10.1177/0020720916688486. Troschitz, R. and EBSCOhost (2017) Higher education and the student: from welfare state to neoliberalism. Abingdon, Oxon: Routledge. Available at:

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

Twigg, P., Ponnapalli, P. and Fowler, M. (2018) 'Workshop problem-solving for improved student engagement and increased learning in Engineering Control', International Journal of Electrical Engineering Education, 55(2), pp. 120–129. Available at: https://doi.org/10.1177/0020720918756258.

Wang, J. et al. (2016) 'A WebGIS-based teaching assistant system for geography field practice (TASGFP)', British Journal of Educational Technology, 47(2), pp. 279–293. Available at: https://doi.org/10.1111/bjet.12231.

Weintraub, D.S. and Sax, L.J. (2018) 'The Relationship Between Student–Parent Communication and First-Year Academic Performance', NACADA Journal, 38(1), pp. 61–76. Available at: https://doi.org/10.12930/NACADA-16-045.

What are threshold concepts and how can they inform medical education? - PubMed - NCBI (no date). Available at: https://www.ncbi.nlm.nih.gov/pubmed/26609736.

Winton, L.M. et al. (2016) 'Does Self-Assessment Improve the Effectiveness of Grand Rounds Lectures in a Community-Based Teaching Hospital?', Journal of Surgical Education, 73(6), pp. 968–973. Available at: https://doi.org/10.1016/j.jsurg.2016.04.014.

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

Yap, R. et al. (2016) 'Suturing in Small Group Teaching Settings: a Modification to Peyton's Four-Step Approach', Medical Science Educator, 26(4), pp. 575–580. Available at: https://doi.org/10.1007/s40670-016-0296-x.

Yiend, J., Weller, S. and 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), pp. 465–484. Available at: https://doi.org/10.1080/0309877X.2012.726967.

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

Zimbardi, K. et al. (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), pp. 625–644. Available at: https://doi.org/10.1080/02602938.2016.1174187.