

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

View Online



1.

QMUL Graduate Attributes [Internet]. 2009. Available from:  
<https://www.qmul.ac.uk/docs/gacep/38598.pdf>

2.

Student Experience, Teaching, Learning and Assessment Strategy (SETLA) 2014 - the next five years [Internet]. 2014. Available from:  
<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/SETLA-Strategy.pdf>

3.

TEF Year Two provider submission [Internet]. Available from:  
[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)

4.

Kalfa S, Taksa L. Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability. *Studies in Higher Education*. 2015 Apr 21;40(4):580-595.

5.

Clarke M. Rethinking graduate employability: the role of capital, individual attributes and context. *Studies in Higher Education*. 2017 Feb 23;1-15.

6.

Quinlan KM. Developing student character through disciplinary curricula: an analysis of UK QAA subject benchmark statements. *Studies in Higher Education*. 2016 Jun 2;41(6):1041–1054.

7.

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

8.

Gourlay L, Stevenson J. Teaching excellence in higher education: critical perspectives. *Teaching in Higher Education*. 2017 May 19;22(4):391–395.

9.

Jackson D. Business Undergraduates' Perceptions of Their Capabilities in Employability Skills. *Industry and Higher Education*. 2012 Oct;26(5):345–356.

10.

Hill J, Walkington H, France D. Graduate attributes: implications for higher education practice and policy. *Journal of Geography in Higher Education*. 2016 Apr 2;40(2):155–163.

11.

de la Harpe B, David C. Major influences on the teaching and assessment of graduate attributes. *Higher Education Research & Development*. 2012 Aug;31(4):493–510.

12.

Mearman A, Guizzo D, Berger S. Is UK economics teaching changing? Evaluating the new subject benchmark statement. *Review of Social Economy*. 2018 Jul 3;76(3):377–396.

13.

Shahid Yusuf and Kaoru Nabeshima. How Universities Promote Economic Growth [Internet]. World Bank Publications; 2006. Available from: <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=459914>

14.

Bowl M, Hughes J. 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*. 2016 Feb;41(2):269–287.

15.

Marginson S. Public/private in higher education: a synthesis of economic and political approaches. *Studies in Higher Education*. 2018 Feb;43(2):322–337.

16.

Troschitz R, EBSCOhost. Higher education and the student: from welfare state to neoliberalism [Internet]. Abingdon, Oxon: Routledge; 2017. Available from: <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>

17.

Patrick Alan Danaher and Kalwant Bhopal. Identity and Pedagogy in Higher Education : International Comparisons [Internet]. 1st ed. Bloomsbury Publishing PLC; 2013. Available from: <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=1123365>

18.

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

19.

Kreber C. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries [Internet]. New York: Routledge; 2008. Available from:

<http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9780203892596&uid=^u>

20.

Land R, Meyer JHF, Flanagan MT, editors. Threshold concepts in practice. Rotterdam, The Netherlands: Sense Publishers; 2016.

21.

Gurung RAR, Chick NL, Haynie A. Exploring signature pedagogies: approaches to teaching disciplinary habits of mind [Internet]. 1st ed. Sterling, Va: Stylus; 2009. Available from: <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>

22.

Shulman LS. Signature pedagogies in the professions. *Daedalus*. 2005 Jun;134(3):52-59.

23.

What are threshold concepts and how can they inform medical education? - PubMed - NCBI [Internet]. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/26609736>

24.

Neve H, Wearn A, Collett T. What are threshold concepts and how can they inform medical education? *Medical Teacher*. 2016 Aug 2;38(8):850-853.

25.

Bhat C, Burm S, Mohan T, Chahine S, Goldszmidt M. What trainees grapple with: a study of threshold concepts on the medicine ward. *Medical Education*. 2018 Jun;52(6):620-631.

26.

Braine ME, Parnell J. Exploring student's perceptions and experience of personal tutors. *Nurse Education Today*. 2011 Nov;31(8):904–910.

27.

Teasley ML, Buchanan EM. Capturing the Student Perspective: A New Instrument for Measuring Advising Satisfaction. *NACADA Journal*. 2013 Dec;33(2):4–15.

28.

McAllister M, Wynaden D, Happell B, Flynn T, Walters V, Duggan R, Byrne L, Heslop K, Gaskin C. Staff experiences of providing support to students who are managing mental health challenges: A qualitative study from two Australian universities. *Advances in Mental Health* [Internet]. 2014 Dec;12(3):192–201. Available from: [https://www.researchgate.net/profile/Margaret\\_Mcallister2/publication/275226514\\_Staff\\_experiences\\_of\\_providing\\_support\\_to\\_students\\_who\\_are\\_managing\\_mental\\_health\\_challenges\\_A\\_qualitative\\_study\\_from\\_two\\_Australian\\_universities/links/557c003508ae26eada8b5a6a.pdf](https://www.researchgate.net/profile/Margaret_Mcallister2/publication/275226514_Staff_experiences_of_providing_support_to_students_who_are_managing_mental_health_challenges_A_qualitative_study_from_two_Australian_universities/links/557c003508ae26eada8b5a6a.pdf)

29.

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 [Internet]. Available from: <https://www.heacademy.ac.uk/resource/building-student-engagement-and-belonging-higher-education-time-change-summary-findings-and>

30.

Swecker HK, Fifolt M, Searby L. Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention. *NACADA Journal*. 2013 Jun;33(1):46–53.

31.

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

32.

Weintraub DS, Sax LJ. The Relationship Between Student-Parent Communication and First-Year Academic Performance. *NACADA Journal*. 2018 Jul;38(1):61-76.

33.

Lee JA. Affirmation, Support, and Advocacy: Critical Race Theory and Academic Advising. *NACADA Journal*. 2018 Jul;38(1):77-87.

34.

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

35.

Junco R, Mastrodicasa JM, Aguiar AV, Longnecker EM, Rokkum JN. Impact of Technology-Mediated Communication on Student Evaluations of Advising. *NACADA Journal*. 2016 Nov;36(2):54-66.

36.

Puroway AW. Critical Advising: A Freirian-Inspired Approach. *NACADA Journal*. 2016 Nov;36(2):4-10.

37.

Musser T, St. Pierre T, Wilson D, Schwartz M. Experiences of Male Undergraduates That Lead to Academic Failure. *NACADA Journal*. 2017 Jan;37(1):87-98.

38.

Morgan M. The evolution of student services in the UK. Perspectives: Policy and Practice in Higher Education. 2012 Feb 27;1-8.

39.

Race P. Making Personal Tutoring Work [Internet]. Leeds, UK: Leeds Metropolitan

University; Available from:

<http://eprints.leedsbeckett.ac.uk/2817/1/100705.7240.LoRes.pdf>

40.

Ronald Barnett. Will to Learn : Being a Student in an Age of Uncertainty [Internet]. McGraw-Hill Education; 2007. Available from:

<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=332672>

41.

Stephen DE, O'Connell P, Hall M. 'Going the extra mile', 'fire-fighting', or laissez-faire? Re-evaluating personal tutoring relationships within mass higher education. Teaching in Higher Education. 2008 Aug;13(4):449-460.

42.

Myers J. Why support students? Using the past to understand the present. Higher Education Research & Development. 2013 Aug;32(4):590-602.

43.

Millennial Students: Rethinking Time Management [Internet]. Available from:

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

44.

Common Factors: A Meta-Model of Academic Advising [Internet]. Available from:

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

45.

Pat Folsom, Franklin Yoder, and Jennifer E. Joslin. The New Advisor Guidebook : Mastering the Art of Academic Advising [Internet]. 2nd ed. John Wiley & Sons, Incorporated; 2015. Available from:

<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=4038953>

46.

Iatrellis O, Kameas A, Fitsilis P. Academic Advising Systems: A Systematic Literature Review of Empirical Evidence. *Education Sciences*. 2017 Dec 19;7(4).

47.

Braun J, Zolfagharian M. Student Participation in Academic Advising: Propensity, Behavior, Attribution and Satisfaction. *Research in Higher Education*. 2016 Dec;57(8):968–989.

48.

McGill CM. "Cultivating Ways of Thinking": The Developmental Teaching Perspective in Academic Advising. *New Horizons in Adult Education and Human Resource Development*. 2016 Jan;28(1):50–54.

49.

Spencer J. Small group teaching. *The Clinical Teacher*. 2009 Mar;6(1):56–58.

50.

Student perceptions of effective small group teaching. *Medical education* [Internet]. 3AD; Available from:  
<http://ezproxy.library.qmul.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN145831660&site=eds-live>

51.

Laru J, Näykki P, Järvelä S. Supporting small-group learning using multiple Web 2.0 tools: A case study in the higher education context. *The Internet and Higher Education*. 2012 Jan;15(1):29–38.

52.

Mills D, Alexander P. Small-Group Teaching: A Toolkit for Learning [Internet]. *Advance HE*; 2013. Available from:



[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)

53.

Jaques D, Salmon G. Learning in groups: a handbook for face-to-face and online environments [Internet]. 4th ed. Abingdon, N.Y.: Routledge; 2007. Available from: <http://catdir.loc.gov/catdir/toc/ecip0616/2006021872.html>

54.

Swanson E, McCulley LV, Osman DJ, Scammacca Lewis N, Solis M. The effect of team-based learning on content knowledge: A meta-analysis. Active Learning in Higher Education. 2017 Sep 21;

55.

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

56.

Esisi M. Small group teaching. BMJ. 2010 Nov 17;

57.

Yap R, Moreira A, Wilkins S, Reeves F, Levinson M, McMurrick P. Suturing in Small Group Teaching Settings: a Modification to Peyton's Four-Step Approach. Medical Science Educator. 2016 Dec;26(4):575–580.

58.

Moore F. Peer-led small groups: Are we on the right track? Perspectives on Medical Education. 2017 Oct;6(5):325–330.

59.

Hardman J. Tutor-student interaction in seminar teaching: Implications for professional development. *Active Learning in Higher Education*. 2016 Mar;17(1):63–76.

60.

Swanson NM, Vaughan AL, Wilkinson BD. First-Year Seminars. *Journal of College Student Retention: Research, Theory & Practice*. 2017 Feb;18(4):386–400.

61.

Leask B. Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. *Journal of Studies in International Education*. 2009 Jun 1;13(2):205–221.

62.

Ottewill R, McFarlane BJ. *Effective learning & teaching in business & management*. London: Kogan Page; 2001.

63.

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

64.

Jaques D, Salmon G. *Learning in groups: a handbook for face-to-face and online environments* [Internet]. 4th ed. Abingdon, N.Y.: Routledge; 2007. Available from:  
<http://catdir.loc.gov/catdir/toc/ecip0616/2006021872.html>

65.

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

66.

Fiechtner SB, Davis EA. Republication of "Why some groups fail. Journal of Management Education. 2016 Feb;40(1):12–29.

67.

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

68.

Schneider B, Sharma K, Cuendet S, Zufferey G, Dillenbourg P, Pea R. Leveraging mobile eye-trackers to capture joint visual attention in co-located collaborative learning groups. International Journal of Computer-Supported Collaborative Learning. 2018 Sep;13(3):241–261.

69.

James P, Hudspeth C. How Do You Take Learning Beyond the Classroom in an Interdisciplinary First-Year Seminar? New Directions for Teaching and Learning. 2017 Sep;2017(151):79–95.

70.

Baker JP, Goodboy AK, Bowman ND, Wright AA. Does teaching with PowerPoint increase students' learning? A meta-analysis. Computers & Education. 2018 Nov;126:376–387.

71.

Lee J, Lim C, Kim H. Development of an instructional design model for flipped learning in higher education. Educational Technology Research and Development. 2017 Apr;65(2):427–453.

72.

Gross MM, Wright MC, Anderson OS. Effects of image-based and text-based active learning

exercises on student examination performance in a musculoskeletal anatomy course. *Anatomical Sciences Education*. 2017 Sep;10(5):444–455.

73.

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

74.

Gunderman R. Is the Lecture Dead? - The Atlantic [Internet]. The Atlantic. Available from:  
<http://www.theatlantic.com/health/archive/2013/01/is-the-lecture-dead/272578/>

75.

Lambert C. Twilight of the Lecture. *Harvard Magazine* [Internet]. Available from:  
<http://harvardmagazine.com/2012/03/twilight-of-the-lecture>

76.

Bligh DA. What's the use of lectures? 5th ed. Exeter: Intellect; 1998.

77.

Heaslip G, Donovan P, Cullen JG. Student response systems and learner engagement in large classes. *Active Learning in Higher Education*. 2014 Mar 1;15(1):11–24.

78.

Marshall K. How to Work the Lecture Hall | Vitae [Internet]. Available from:  
<https://chroniclevitae.com/news/970-how-to-work-the-lecture-hall>

79.

Gibbs G. Twenty terrible reasons for lecturing [Internet]. Available from:

<https://www.brookes.ac.uk/services/ocslid/resources/20reasons.html>

80.

Trengove E. Peer interaction as mechanism for providing timely and accessible feedback to a large undergraduate class. *International Journal of Electrical Engineering Education*. 2017 Apr;54(2):119–130.

81.

Jyoti Mahantesh Nagmoti. Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. *Indian Journal of Medical Microbiology* [Internet]. Medknow Publications and Media Pvt. Ltd.; 2017;35(2). Available from:  
<http://www.ijmm.org/article.asp?issn=0255-0857;year=2017;volume=35;issue=2;spage=199;epage=203;aulast=Nagmoti>

82.

Issa N, Mayer RE, Schuller M, Wang E, Shapiro MB, DaRosa DA. Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*. 2013 Apr;47(4):388–396.

83.

Hong S, Yu P. 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*. 2017 Mar;68:16–24.

84.

Soner PAG, Wyse SA. A SCALE-UP Mock-Up: Comparison of Student Learning Gains in High- and Low-Tech Active-Learning Environments. *CBE—Life Sciences Education*. 2017 Mar;16(1).

85.

Foote K, Knaub A, Henderson C, Dancy M, Beichner RJ. Enabling and challenging factors in

institutional reform: The case of SCALE-UP. PHYSICAL REVIEW PHYSICS EDUCATION RESEARCH [Internet]. 12. Available from: <https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.12.010103#fulltext>

86.

Thai NTT, De Wever B, Valcke M. 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*. 2017 Apr;107:113–126.

87.

Liu C, Chen S, Chi C, Chien KP, Liu Y, Chou TL. The Effects of Clickers With Different Teaching Strategies. *Journal of Educational Computing Research*. 2017 Sep;55(5):603–628.

88.

Fergusson SJ, Aka JJ, Hennessy CM, Wilson AJ, Parson SH, Harrison EM, Finn GM, Gillingwater TH. Examining the impact of audience response systems on student performance in anatomy education: a randomised controlled trial. *Scottish Medical Journal*. 2018 Feb;63(1):16–21.

89.

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

90.

Aricò FR, Lancaster SJ. Facilitating active learning and enhancing student self-assessment skills. *International Review of Economics Education*. 2018 Sep;29:6–13.

91.

Nielsen KL, Hansen G, Stav JB. Teaching with student response systems (SRS): teacher-centric aspects that can negatively affect students' experience of using SRS.

Research in Learning Technology. 2013 Jun 11;21.

92.

Winton LM, Ferguson EMN, Hsu CH, Agee N, Eubanks RD, O'Neill PJ, Goldberg RF, Kopelman TR, Nodora JN, Caruso DM, Komenaka IK. Does Self-Assessment Improve the Effectiveness of Grand Rounds Lectures in a Community-Based Teaching Hospital? Journal of Surgical Education. 2016 Nov;73(6):968–973.

93.

Shiozawa T, Butz B, Herlan S, Kramer A, Hirt B. Interactive anatomical and surgical live stream lectures improve students' academic performance in applied clinical anatomy. Anatomical Sciences Education. 2017 Jan;10(1):46–52.

94.

Simcock DC, Chua WH, Hekman M, Levin MT, Brown S. A survey of first-year biology student opinions regarding live lectures and recorded lectures as learning tools. Advances in Physiology Education. 2017 Mar;41(1):69–76.

95.

Scott Cooper. Problem-Solving Modules in Large Introductory Biology Lectures. The American Biology Teacher [Internet]. Available from:  
[http://www.bioone.org/doi/full/10.1662/0002-7685\(2006\)68%5B524%3APMILIB%5D2.0.CO%3B2](http://www.bioone.org/doi/full/10.1662/0002-7685(2006)68%5B524%3APMILIB%5D2.0.CO%3B2)

96.

Boud D, Molloy E. Rethinking models of feedback for learning: the challenge of design. Assessment & Evaluation in Higher Education. 2013 Sep;38(6):698–712.

97.

Ajjawi R, Boud D. Examining the nature and effects of feedback dialogue. Assessment & Evaluation in Higher Education. 2018 Feb 2;1–14.

98.

Pitt E, Norton L. '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*. 2017 May 19;42(4):499–516.

99.

Zimbardi K, Colthorpe K, Dekker A, Engstrom C, Bugarcic A, Worthy P, Victor R, Chunduri P, Lluca L, Long P. Are they using my feedback? The extent of students' feedback use has a large impact on subsequent academic performance. *Assessment & Evaluation in Higher Education*. 2017 May 19;42(4):625–644.

100.

Forsythe A, Johnson S. Thanks, but no-thanks for the feedback. *Assessment & Evaluation in Higher Education*. 2017 Aug 18;42(6):850–859.

101.

Li LY. 'Tell me what to do' vs. 'guide me through it': Feedback experiences of international doctoral students. *Active Learning in Higher Education*. 2011 Jul;12(2):101–112.

102.

Hughes G. Ipsative assessment: motivation through marking progress [Internet]. Houndmills, Basingstoke: Palgrave Macmillan; 2014. Available from: <http://catdir.loc.gov/catdir/enhancements/fy1413/2014415059-t.html>

103.

Susan Bloxham and Peter F Boyd. *Developing Effective Assessment in Higher Education : A Practical Guide* [Internet]. McGraw-Hill Education; 2007. Available from: <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=332673>

104.

Nicol D, Thomson A, Breslin C. Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*. 2014 Jan



2;39(1):102-122.

105.

Orsmond P, Maw SJ, Park JR, Gomez S, Crook AC. Moving feedback forward: theory to practice. *Assessment & Evaluation in Higher Education*. 2013 Mar;38(2):240-252.

106.

Denton P, McIlroy D. Response of students to statement bank feedback: the impact of assessment literacy on performances in summative tasks. *Assessment & Evaluation in Higher Education*. 2018 Feb 17;43(2):197-206.

107.

Sellbjer S. "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*. 2018 Feb 17;43(2):163-174.

108.

Ackerman DS, Gross BL. Instructor Feedback: How Much Do Students Really Want? *Journal of Marketing Education*. 2010 Aug;32(2):172-181.

109.

Carless D. Differing perceptions in the feedback process. *Studies in Higher Education*. 2006 Apr;31(2):219-233.

110.

Orsmond P, Merry S. Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. *Assessment & Evaluation in Higher Education*. 2011 Mar;36(2):125-136.

111.

Glover C, Brown E. Written Feedback for Students: too much, too detailed or too incomprehensible to be effective? *Bioscience Education*. 2006 May;7(1):1–16.

112.

Busse V. How do students of German perceive feedback practices at university? A motivational exploration. *Journal of Second Language Writing*. 2013 Dec;22(4):406–424.

113.

Duijnhouwer H, Prins FJ, Stokking KM. Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. *Learning and Instruction*. 2012 Jun;22(3):171–184.

114.

Bryan C, Clegg K. Innovative assessment in higher education [Internet]. New York: Routledge; 2006. Available from: <http://www.loc.gov/catdir/toc/ecip0516/2005020737.html>

115.

Broadbent J, Panadero E, Boud D. Implementing summative assessment with a formative flavour: a case study in a large class. *Assessment & Evaluation in Higher Education*. 2018 Feb 17;43(2):307–322.

116.

Sadler DR. Beyond feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*. 2010 Aug;35(5):535–550.

117.

Price M, Handley K, Millar J, O'Donovan B. Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*. 2010 May;35(3):277–289.

118.

Setyonugroho W, Kennedy KM, Kropmans TJB. Reliability and validity of OSCE checklists used to assess the communication skills of undergraduate medical students: A systematic review. *Patient Education and Counseling*. 2015 Dec;98(12):1482–1491.

119.

Yiend J, Weller S, Kinchin I. Peer observation of teaching: The interaction between peer review and developmental models of practice. *Journal of Further and Higher Education*. 2014 Jul 4;38(4):465–484.

120.

Körkkö M, Kyrö-Ämmälä O, Turunen T. Professional development through reflection in teacher education. *Teaching and Teacher Education*. 2016 Apr;55:198–206.

121.

Schon DA. *Educating the reflective practitioner* / Donald A. Schon. San Francisco : Jossey-Bass; 1987.

122.

Leitch R, Day C. Action research and reflective practice: towards a holistic view. *Educational Action Research*. 2000 Mar;8(1):179–193.

123.

*Reflective Practice in Geography Teaching* [Internet]. 1st ed. SAGE Publications; 2000. Available from:  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=334515>

124.

Hatton N, Smith D. Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*. 1995 Jan;11(1):33–49.

125.

Leijen Ä, Allas R, Toom A, Husu J, Marcos JJM, Meijer P, Knezic D, Pedaste M, Krull E. Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge. *Procedia - Social and Behavioral Sciences*. 2014 Feb;112:314–322.

126.

Potter C. Leadership development: an applied comparison of Gibbs' Reflective Cycle and Scharmer's Theory U. *Industrial and Commercial Training*. 2015 Sep 7;47(6):336–342.

127.

Larrivee B. Transforming Teaching Practice: Becoming the critically reflective teacher. *Reflective Practice*. 2000 Oct;1(3):293–307.

128.

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

129.

Issa N, Mayer RE, Schuller M, Wang E, Shapiro MB, DaRosa DA. Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*. 2013 Apr;47(4):388–396.

130.

Jyoti Mahantesh Nagmoti. Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. *Indian Journal of Medical Microbiology* [Internet]. Medknow Publications and Media Pvt. Ltd.; 2017;35(2). Available from: <http://www.ijmm.org/article.asp?issn=0255-0857;year=2017;volume=35;issue=2;spage=199;epage=203;aulast=Nagmoti>

131.

Mavromihales M, Holmes V, Racasan R. 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*. 2018 Mar 21;

132.

HEW KF, LO CK. Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC Medical Education*. 2018 Dec;18(1).

133.

Baepler P, Walker JD, Driessen M. It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. *Computers & Education*. 2014 Sep;78:227–236.

134.

Roach T. Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*. 2014 Sep;17:74–84.

135.

Chen KS, Monrouxe L, Lu YH, Jenq CC, Chang YJ, Chang YC, Chai PYC. Academic outcomes of flipped classroom learning: a meta-analysis. *Medical Education*. 2018 Sep;52(9):910–924.

136.

Hu R, Gao H, Ye Y, Ni Z, Jiang N, Jiang X. Effectiveness of flipped classrooms in Chinese baccalaureate nursing education: A meta-analysis of randomized controlled trials. *International Journal of Nursing Studies*. 2018 Mar;79:94–103.

137.

Issa N, Schuller M, Santacaterina S, Shapiro M, Wang E, Mayer RE, DaRosa DA. Applying multimedia design principles enhances learning in medical education. *Medical Education*. 2011 Aug;45(8):818–826.

138.

Issa N, Mayer RE, Schuller M, Wang E, Shapiro MB, DaRosa DA. Teaching for understanding in medical classrooms using multimedia design principles. *Medical Education*. 2013 Apr;47(4):388–396.

139.

Renkl A, Scheiter K. Studying Visual Displays: How to Instructionally Support Learning. *Educational Psychology Review*. 2017 Sep;29(3):599–621.

140.

Pickering JD. Anatomy drawing screencasts: Enabling flexible learning for medical students. *Anatomical Sciences Education*. 2015 May;8(3):249–257.

141.

Lau KHV. Computer-based teaching module design: principles derived from learning theories. *Medical Education*. 2014 Mar;48(3):247–254.

142.

Graafland M, Dankbaar M, Mert A, Lagro J, De Wit-Zuurendonk L, Schuit S, Schaafstal A, Schijven M. How to Systematically Assess Serious Games Applied to Health Care. *JMIR Serious Games*. 2014 Nov 11;2(2).

143.

Graafland M, Schraagen JM, Schijven MP. Systematic review of serious games for medical education and surgical skills training. *British Journal of Surgery*. 2012 Oct;99(10):1322–1330.

144.

Germany R, Mulligan B, Roberts DH. Infusing Theory into the Undergraduate Classics Curriculum: Examples from Haverford College's Senior Seminar, Translation and Transformation, and History of Literary Theory. *Classical World*. 2015;108(2):221–242.

145.

Chen CM, Wu CH. Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. *Computers & Education*. 2015 Jan;80:108–121.

146.

Long T, Logan J, Waugh M. Students' Perceptions of the Value of Using Videos as a Pre-class Learning Experience in the Flipped Classroom. *TechTrends*. 2016 May;60(3):245–252.

147.

Michaelson LK. Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development [Internet]. University of Nebraska, Lincoln; 1997. Available from: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1384&context=podimprovement>

148.

Balslev T, Rasmussen AB, Skajaa T, Nielsen JP, Muijtjens A, De Grave W, Van Merriënboer J. Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. *Medical Teacher*. 2015 Aug 3;37(8):759–766.

149.

Katyal, R. Enhancing student's learning by introducing various interactive teaching-learning methods in large group. *International journal of biomedical and advance research* [Internet]. 2016;(8). Available from: <http://wt3cf4et2l.scholar.serialssolutions.com/?sid=google&auinit=R&aualast=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&spage=363&issn=2229-3809>

150.

Posel N, McGee JB, Fleischer DM. Twelve tips to support the development of clinical reasoning skills using virtual patient cases. *Medical Teacher*. 2015 Sep 2;37(9):813–818.

151.

Cohen DA, Newman LR, Fishman LN. Twelve tips on writing a discussion case that facilitates teaching and engages learners. *Medical Teacher*. 2017 Feb;39(2):147–152.

152.

Imai PH, Kresyman S, Asadoorian J. Factors Influencing Dental Educators As They Develop Problem-Based Learning Cases. *Journal of Dental Education*. 2016 Jun;80(6):731–740.

153.

Wang J, Ni H, Rui Y, Cui C, Cheng L. A WebGIS-based teaching assistant system for geography field practice (TASGFP). *British Journal of Educational Technology*. 2016 Mar;47(2):279–293.

154.

Pawson E, Fournier E, Haigh M, Muniz O, Trafford J, Vajoczki S. Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. *Journal of Geography in Higher Education*. 2006 Mar;30(1):103–116.

155.

Pickering JD, Joynes VCT. A holistic model for evaluating the impact of individual technology-enhanced learning resources. *Medical Teacher*. 2016 Dec;38(12):1242–1247.

156.

Duffy RM, Guerandel A, Casey P, Malone K, Kelly BD. Experiences of Using Prezi in Psychiatry Teaching. *Academic Psychiatry*. 2015 Dec;39(6):615–619.

157.

Kirsten Zimbardi. 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) [Internet]. 2016;23(5). Available from: <https://openjournals.library.sydney.edu.au/index.php/CAL/article/view/10658>

158.

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

159.

Reid S, Shapiro L, Louw G. How Haptics and Drawing Enhance the Learning of Anatomy. Anatomical Sciences Education. 2018 Aug 14;

160.

Cho D, Cosimini M, Espinoza J. Podcasting in medical education: a review of the literature. Korean Journal of Medical Education. 2017 Dec 1;29(4):229–239.

161.

Davies C. Learning and Teaching in Laboratories: An Engineering Subject Centre Guide [Internet]. Higher Education Academy Engineering Subject Centre; 2008. Available from: <https://www.heacademy.ac.uk/system/files/learning-teaching-labs.pdf>

162.

Kreber C. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries [Internet]. New York: Routledge; 2008. Available from: <http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9780203892596&uid=^u>

163.

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

164.

Shulman LS. Signature pedagogies in the professions. *Daedalus*. 2005 Jun;134(3):52-59.

165.

Gurung RAR, Chick NL, Haynie A. Exploring signature pedagogies: approaches to teaching disciplinary habits of mind [Internet]. 1st ed. Sterling, Va: Stylus; 2009. Available from: <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>

166.

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

167.

Middendorf J, Pace D. Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*. 2004 Summer;2004(98):1-12.

168.

Jessop T, Maleckar B. The influence of disciplinary assessment patterns on student learning: a comparative study. *Studies in Higher Education*. 2016 Apr 2;41(4):696-711.

169.

Land R, Meyer JHF, Flanagan MT, editors. Threshold concepts in practice. Rotterdam, The Netherlands: Sense Publishers; 2016.

170.

Ottewill R, McFarlane BJ. Effective learning & teaching in business & management. London: Kogan Page; 2001.

171.

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

172.

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

173.

Eckmann J. Law School Teaching: Linking Learning with Law Practice. Legal education review [Internet]. 2004;257-268. Available from: [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&aramdict=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&aramdict=en-US)

174.

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

175.

Klink B van, Vries URMTh de, editors. Academic learning in law: theoretical positions, teaching experiments and learning experiences. Cheltenham, UK: Edward Elgar Publishing; 2016.

176.

Bamford D. Learning the 'How' of the Law: Teaching Procedure and Legal Education. Osgoode Hall law journal (1960) [Internet]. 10AD; Available from: [http://wt3cf4et2l.search.serialssolutions.com/?ctx\\_ver=Z39.88-2004&ctx\\_enc=info%3Aofi%2Fenc%3AUTF-8&rfr\\_id=info%3Asid%2Fsummon.serialssolutions.com&rft\\_val\\_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rft.genre=article&rft.atitle=Learning+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&rfr_id=info%3Asid%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)

177.

Knights B. Intelligence and Interrogation: The identity of the English student. Arts and Humanities in Higher Education. 2005 Feb 1;4(1):33-52.

178.

Arts and Humanities in Higher Education. Available from: <http://journals.sagepub.com/doi/full/10.1177/1474022216628303#>

179.

Alder E. Becoming a student of English: Students' experiences of transition into the first year. Arts and Humanities in Higher Education. 2018 Apr;17(2):185-203.

180.

Milthorpe N, Clarke R, Fletcher L, Moore R, Stark H. Blended English: Technology-enhanced teaching and learning in English literary studies. Arts and Humanities in Higher Education. 2018 Jul;17(3):345-365.

181.

Cunningham C. Teaching and learning French – A tale of desire in the humanities. Arts and Humanities in Higher Education. 2017 Apr;16(2):127-140.

182.

Dörnyei Z, Malderez A. Group dynamics and foreign language teaching. System. 1997 Mar;25(1):65–81.

183.

Effective Learning and Teaching in Modern Languages [Internet]. 1st ed. Taylor & Francis Group; 2004. Available from: <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=214776>

184.

Calder L. Uncoverage: Toward a Signature Pedagogy for the History Survey. Journal of American History. 2006 Mar 1;92(4):1358–1370.

185.

Gannon K. Getting Medieval with Team-Based Learning â™™ The Tattooed Professor [Internet]. Available from: <http://www.thetattooedprof.com/archives/449>

186.

Middendorf J, Mickute J, Saunders T, Najar J, Clark-Huckstep AE, Pace D. What's feeling got to do with it? Decoding emotional bottlenecks in the history classroom. Arts and Humanities in Higher Education. 2015 Apr 1;14(2):166–180.

187.

Booth A, Ludvigsson D. Tuning history. Arts and Humanities in Higher Education. 2017 Jan 9;

188.

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

189.

Alan Booth. Teaching History at University : Enhancing Learning and Understanding [Internet]. Routledge; 2013. Available from:  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=1517699>

190.

Fyfe A. Uncomfortable departments: British historians of science and the importance of disciplinary communities. Arts and Humanities in Higher Education. 2015 Apr 1;14(2):194–205.

191.

Poletti A, Seaboyer J, Kennedy R, Barnett T, Douglas K. The affects of not reading: Hating characters, being bored, feeling stupid. Arts and Humanities in Higher Education. 2016 Apr;15(2):231–247.

192.

Reflective Practice in Geography Teaching [Internet]. 1st ed. SAGE Publications; 2000. Available from:  
<https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=334515>

193.

Kinchin IM, Francis RA. Mapping pedagogic frailty in geography education: a framed autoethnographic case study. Journal of Geography in Higher Education. 2017 Jan 2;41(1):56–74.

194.

Pawson E, Fournier E, Haigh M, Muniz O, Trafford J, Vajoczki S. Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. Journal of Geography in Higher Education. 2006 Mar;30(1):103–116.

195.

Journal of Geography in Higher Education: Vol 42, No 1. Available from:  
<https://www.tandfonline.com/toc/cjgh20/current>

196.

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

197.

Lo CK, Hew KF, Chen G. Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education. Educational Research Review. 2017 Nov;22:50–73.

198.

HERSAM MC, LUNA M, LIGHT G. Implementation of Interdisciplinary Group Learning and Peer Assessment in a Nanotechnology Engineering Course. Journal of Engineering Education. 2004 Jan;93(1):49–57.

199.

Holmes NG, Wieman CE. Introductory physics labs: We can do better. Physics Today. 2018 Jan;71(1):38–45.

200.

Arthur P, Ludwig M, Castelli J, Kirkwood P, Attwood P. Prepare, Do, Review: A skills-based approach for laboratory practical classes in biochemistry and molecular biology. Biochemistry and Molecular Biology Education. 2016 May 6;44(3):276–287.

201.

Cooper MM, Stowe RL. Chemistry Education Research—From Personal Empiricism to Evidence, Theory, and Informed Practice. Chemical Reviews. 2018 Jun 27;118(12):6053–6087.

202.

Bill Lucas. Thinking Like an Engineer: Using Engineering Habits of Mind and Signature Pedagogies to Redesign Engineering Education [Internet]. International Journal of Engineering Pedagogy (ijEP). 2016. p. 4–13. Available from: <http://journals.sfu.ca/onlinejour/index.php/i-jep/article/view/5366>

203.

Dolan EL. Undergraduate research as curriculum. Biochemistry and Molecular Biology Education. 2017 Jul 8;45(4):293–298.

204.

Santas AJ. Reciprocity within biochemistry and biology service-learning. Biochemistry and Molecular Biology Education. 2009 May;37(3):143–151.

205.

Young JM, Shepardson DP. Using Q methodology to investigate undergraduate students' attitudes toward the geosciences. Science Education. 2018 Jan;102(1):195–214.

206.

Hanh NV, Hop NH. 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. 2018 Apr 27;

207.

Rubner G. First-year undergraduate teaching of electrical and electronic engineering: innovation and inspiration. International Journal of Electrical Engineering Education. 2017 Oct;54(4):281–282.

208.

Cavalcanti J, Figueredo LF, Ishihara JY, Bernardes MC, Santana PH, Vargas AN, Borges GA. A real-time web-based networked control system education platform. International Journal of Electrical Engineering Education. 2018 Apr;55(2):130–141.



209.

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

210.

Coppens P, Van den Bossche J, De Cock M. Student understanding of phase shifts, frequency and Bode plots. *International Journal of Electrical Engineering Education*. 2017 Jul;54(3):247–261.

211.

Judge M. Large-scale Laboratory Teaching for 1st Year EEE Undergraduates. *International Journal of Electrical Engineering Education*. 2017 Apr;54(2):164–177.

212.

Mavromihales M, Holmes V, Racasan R. 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*. 2018 Mar 21;

213.

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

214.

Odeh S, McKenna S, Abu-Mulaweh H. A unified first-year engineering design-based learning course. *International Journal of Mechanical Engineering Education*. 2017 Jan;45(1):47–58.

215.

Tian ZF. Teaching and enhancement of critical thinking skills for undergraduate students in

a computational fluid dynamics course. *International Journal of Mechanical Engineering Education*. 2017 Jan;45(1):76–88.

216.

Mariasiu F, Raboca HM. Assessment of extracurricular activities' effects on automotive engineering education: A cross-national study. *International Journal of Mechanical Engineering Education*. 2017 Apr;45(2):120–141.

217.

Kim M, Diong CH, ProQuest (Firm). *Biology education for social and sustainable development* [Internet]. Rotterdam: Sense Publishers; 2012. Available from: <https://ebookcentral.proquest.com/lib/gmul-ebooks/detail.action?docID=3034747>

218.

Letchford J, Corradi H, Day T. A flexible e-learning resource promoting the critical reading of scientific papers for science undergraduates. *Biochemistry and Molecular Biology Education*. 2017 Nov;45(6):483–490.

219.

Cubas Rolim E, Martins de Oliveira J, Dalvi LT, Moreira DC, Garcia Caldas N, Fernandes Lobo F, André Polli D, Campos ÉG, Hermes-Lima M. Blog construction as an effective tool in biochemistry active learning. *Biochemistry and Molecular Biology Education*. 2017 May;45(3):205–215.

220.

Goff EE, Reindl KM, Johnson C, McClean P, Offerdahl EG, Schroeder NL, White AR. 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*. 2017 May;45(3):226–234.

221.

Eberlein T, Kampmeier J, Minderhout V, Moog RS, Platt T, Varma-Nelson P, White HB. Pedagogies of engagement in science. *Biochemistry and Molecular Biology Education*. 2008

Jul;36(4):262–273.

222.

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

223.

Cantillon P, Wood D. *ABC of learning and teaching in medicine* [Internet]. 2nd ed. Chichester: Wiley-Blackwell; 2010. Available from: <http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9781444323238&uid=^u>

224.

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

225.

Bleakley A. Pre-registration house officers and ward-based learning: a 'new apprenticeship' model. *Medical Education*. 2002 Jan;36(1):9–15.

226.

Egan T, Jaye C. *Communities of clinical practice: the social organization of clinical learning*. Health: 2009 Jan 1;13(1):107–125.

227.

Launer J. Managing the threat to reflective writing. *Postgraduate Medical Journal*. 2018 May;94(1111):314–315.

228.

Birden H, Glass N, Wilson I, Harrison M, Usherwood T, Nass D. Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25. Medical Teacher. 2013 Jul;35(7):e1252–e1266.

229.

Rivière E, Saucier D, Lafleur A, Lacasse M, Chiniara G. Twelve tips for efficient procedural simulation. Medical Teacher. 2017 Oct 24;1–9.

230.

Losco CD, Grant WD, Armson A, Meyer AJ, Walker BF. Effective methods of teaching and learning in anatomy as a basic science: A BEME systematic review: BEME guide no. 44. Medical Teacher. 2017 Mar 4;39(3):234–243.

231.

Ellaway RH, O’Gorman L, Strasser R, Marsh DC, Graves L, Fink P, Cervin C. A critical hybrid realist-outcomes systematic review of relationships between medical education programmes and communities: BEME Guide No. 35. Medical Teacher. 2016 Mar 3;38(3):229–245.

232.

Park S, Khan NF, 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. A BEME systematic review of UK undergraduate medical education in the general practice setting: BEME Guide No. 32. Medical Teacher. 2015 Jul 3;37(7):611–630.

233.

Motola I, Devine LA, Chung HS, Sullivan JE, Issenberg SB. Simulation in healthcare education: A best evidence practical guide. AMEE Guide No. 82. Medical Teacher. 2013 Oct;35(10):e1511–e1530.

234.

Fatmi M, Hartling L, Hillier T, Campbell S, Oswald AE. The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30.

Medical Teacher. 2013 Dec;35(12):e1608-e1624.

235.

Braeckman L, 't Kint L, Bekaert M, Cobbaut L, Janssens H. Comparison of two case-based learning conditions with real patients in teaching occupational medicine. Medical Teacher. 2014 Apr;36(4):340-346.

236.

Merritt C, Munzer BW, Wolff M, Santen SA. Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction. AEM Education and Training. 2018 Jan;2(1):48-50.

237.

Mac Giolla Phadraig C, Nunn JH, Tornsey O, Timms M. Does Special Care Dentistry undergraduate teaching improve dental student attitudes towards people with disabilities? European Journal of Dental Education. 2015 May;19(2):107-112.

238.

Cameron DA, Binnie VI, Sherriff A, Bissell V. Peer assisted learning: teaching dental skills and enhancing graduate attributes. British Dental Journal. 2015 Sep;219(6):267-272.

239.

Beveridge E. Learning from patients. BMJ. 2007 Mar 10;334(7592):s83.2-s84.

240.

Gamble Blakey A, Golding C. 'Of Course They're Bloody Scared!' Managing Medical Student Fear to Better Cultivate Thinking. Medical Science Educator. 2018 Mar;28(1):165-173.