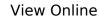# ADP7117 & ADP7217: Learning & Teaching in the Discipline

1.

QMUL Graduate Attributes. (2009).

2.

Student Experience, Teaching, Learning and Assessment Strategy (SETLA) 2014 - the next five years. (2014).

3.

TEF Year Two provider submission.

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 **40**, 580–595 (2015).

5.

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

6.

Quinlan, K. M. Developing student character through disciplinary curricula: an analysis of

UK QAA subject benchmark statements. Studies in Higher Education **41**, 1041–1054 (2016).

7.

Artess, Jane. Employability: A review of the literature 2012-2016. (2017).

8.

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

9.

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

10.

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

11.

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

12.

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

13.

Shahid Yusuf and Kaoru Nabeshima. How Universities Promote Economic Growth. (World Bank Publications, 2006).

14.

Bowl, M. & Hughes, J. Fair access and fee setting in English universities: what do institutional statements suggest about university strategiesin a stratified quasi-market? Studies in Higher Education **41**, 269–287 (2016).

15.

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

16.

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

17.

Patrick Alan Danaher and Kalwant Bhopal. Identity and Pedagogy in Higher Education : International Comparisons. (Bloomsbury Publishing PLC, 2013).

18.

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

19.

Kreber, C. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries. (Routledge, 2008).

20.

Threshold concepts in practice. vol. volume 68 (Sense Publishers, 2016).

21.

Gurung, R. A. R., Chick, N. L. & Haynie, A. Exploring signature pedagogies: approaches to teaching disciplinary habits of mind. (Stylus, 2009).

22.

Shulman, L. S. Signature pedagogies in the professions. Daedalus **134**, 52–59 (2005).

23.

What are threshold concepts and how can they inform medical education? - PubMed - NCBI. 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 **38**, 850–853 (2016).

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 **52**, 620–631 (2018).

26.

Braine, M. E. & Parnell, J. Exploring student's perceptions and experience of personal tutors. Nurse Education Today **31**, 904–910 (2011).

27.

Teasley, M. L. & Buchanan, E. M. Capturing the Student Perspective: A New Instrument for Measuring Advising Satisfaction. NACADA Journal **33**, 4–15 (2013).

28.

McAllister, M. et al. 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**, 192–201 (2014).

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. https://www.heacademy.ac.uk/resource/building-student-engagement-and-belonging-higher-education-time-change-summary-findings-and.

30.

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

31.

Kyra L. Sutton. Student Satisfaction with Information Provided by Academic Advisors. Journal of STEM Education: Innovations and Research **12**, (2011).

32.

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

33.

Lee, J. A. Affirmation, Support, and Advocacy: Critical Race Theory and Academic Advising. NACADA Journal **38**, 77–87 (2018).

34.

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

35.

Junco, R., Mastrodicasa, J. M., Aguiar, A. V., Longnecker, E. M. & Rokkum, J. N. Impact of Technology-Mediated Communication on Student Evaluations of Advising. NACADA Journal **36**, 54–66 (2016).

36.

Puroway, A. W. Critical Advising: A Freirian-Inspired Approach. NACADA Journal **36**, 4–10 (2016).

37.

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

38.

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

39.

Race, P. Making Personal Tutoring Work.

40.

Ronald Barnett. Will to Learn : Being a Student in an Age of Uncertainty. (McGraw-Hill Education, 2007).

41.

Stephen, D. E., 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 **13**, 449–460 (2008).

42.

Myers, J. Why support students? Using the past to understand the present. Higher Education Research & Development **32**, 590–602 (2013).

43.

Millennial Students: Rethinking Time Management.
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.
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. (John Wiley & Sons, Incorporated, 2015).

46.

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

47.

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

48.

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

49.

Spencer, J. Small group teaching. The Clinical Teacher **6**, 56–58 (2009).

50.

Student perceptions of effective small group teaching. Medical education (3AD).

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 **15**, 29–38 (2012).

52.

Mills, D. & Alexander, P. Small-Group Teaching: A Toolkit for Learning. (2013).

53.

Jaques, D. & Salmon, G. Learning in groups: a handbook for face-to-face and online environments. (Routledge, 2007).

54.

Swanson, E., McCulley, L. V., Osman, D. J., Scammacca Lewis, N. & Solis, M. The effect of team-based learning on content knowledge: A meta-analysis. Active Learning in Higher Education (2017) doi:10.1177/1469787417731201.

55.

Kate Exley and Reg Dennick. Small Group Teaching : Tutorials, Seminars and Beyond. (Routledge, 2004).

56.

Esisi, M. Small group teaching. BMJ (2010) doi:10.1136/bmj.c6402.

57.

Yap, R. et al. Suturing in Small Group Teaching Settings: a Modification to Peyton's Four-Step Approach. Medical Science Educator **26**, 575–580 (2016).

58.

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

59.

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

60.

Swanson, N. M., Vaughan, A. L. & Wilkinson, B. D. First-Year Seminars. Journal of College Student Retention: Research, Theory & Practice **18**, 386–400 (2017).

61.

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

62.

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

63.

A handbook for teaching and learning in higher education: enhancing academic practice. (Routledge, 2014).

64.

Jaques, D. & Salmon, G. Learning in groups: a handbook for face-to-face and online environments. (Routledge, 2007).

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 **23**, (2008).

66.

Fiechtner, S. B. & Davis, E. A. Republication of "Why some groups fail. Journal of Management Education **40**, 12–29 (2016).

67.

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

68.

Schneider, B. et al. Leveraging mobile eye-trackers to capture joint visual attention in co-located collaborative learning groups. International Journal of Computer-Supported Collaborative Learning **13**, 241–261 (2018).

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**, 79–95 (2017).

70.

Baker, J. P., Goodboy, A. K., Bowman, N. D. & Wright, A. A. Does teaching with PowerPoint increase students' learning? A meta-analysis. Computers & Education **126**, 376–387 (2018).

71.

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

72.

Gross, M. M., Wright, M. C. & Anderson, O. S. Effects of image-based and text-based active learning exercises on student examination performance in a musculoskeletal anatomy course. Anatomical Sciences Education **10**, 444–455 (2017).

73.

Craig McMillan. From students to scientists: The impact of interactive engagement in lectures. New Directions in the Teaching of Physical Sciences (2018).

74.

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

75.

Lambert, C. Twilight of the Lecture. Harvard Magazine.

76.

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

77.

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

78.

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

79.

Gibbs, G. Twenty terrible reasons for lecturing. https://www.brookes.ac.uk/services/ocsld/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 **54**, 119–130 (2017).

81.

Jyoti Mahantesh Nagmoti. Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. Indian Journal of Medical Microbiology **35**, (2017).

82.

Issa, N. et al. Teaching for understanding in medical classrooms using multimedia design principles. Medical Education **47**, 388–396 (2013).

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 **68**, 16–24 (2017).

84.

Soneral, P. A. G. & Wyse, S. A. A SCALE-UP Mock-Up: Comparison of Student Learning Gains in High- and Low-Tech Active-Learning Environments. CBE—Life Sciences Education **16**, (2017).

85.

Foote, K., Knaub, A., Henderson, C., Dancy, M. & Beichner, R. J. Enabling and challenging factors in institutional reform: The case of SCALE-UP. PHYSICAL REVIEW PHYSICS EDUCATION RESEARCH **12**,.

86.

Thai, N. T. T., 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 **107**, 113–126 (2017).

87.

Liu, C. et al. The Effects of Clickers With Different Teaching Strategies. Journal of Educational Computing Research **55**, 603–628 (2017).

88.

Fergusson, S. J. et al. Examining the impact of audience response systems on student performance in anatomy education: a randomised controlled trial. Scottish Medical Journal **63**, 16–21 (2018).

89.

Enhancing Diversity in Undergraduate Science: Self-Efficacy Drives Performance Gains with Active Learning | CBE—Life Sciences Education.

90.

Aricò, F. R. & Lancaster, S. J. Facilitating active learning and enhancing student self-assessment skills. International Review of Economics Education **29**, 6–13 (2018).

91.

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

Research in Learning Technology **21**, (2013).

92.

Winton, L. M. et al. Does Self-Assessment Improve the Effectiveness of Grand Rounds
Lectures in a Community-Based Teaching Hospital? Journal of Surgical Education **73**,
968–973 (2016).

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 **10**, 46–52 (2017).

94.

Simcock, D. C., Chua, W. H., Hekman, M., Levin, M. T. & Brown, S. A survey of first-year
biology student opinions regarding live lectures and recorded lectures as learning tools.
Advances in Physiology Education **41**, 69–76 (2017).

95.

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

96.

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

97.

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

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 **42**, 499–516 (2017).

99.

Zimbardi, K. et al. 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**, 625–644 (2017).

100.

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

101.

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

102.

Hughes, G. Ipsative assessment: motivation through marking progress. (Palgrave Macmillan, 2014).

103.

Susan Bloxham and Peter F Boyd. Developing Effective Assessment in Higher Education : A Practical Guide. (McGraw-Hill Education, 2007).

104.

Nicol, D., Thomson, A. & Breslin, C. Rethinking feedback practices in higher education: a peer review perspective. Assessment & Evaluation in Higher Education **39**, 102–122 (2014).

105.

Orsmond, P., Maw, S. J., Park, J. R., Gomez, S. & Crook, A. C. Moving feedback forward: theory to practice. Assessment & Evaluation in Higher Education **38**, 240–252 (2013).

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 **43**, 197–206 (2018).

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 **43**, 163–174 (2018).

108.

Ackerman, D. S. & Gross, B. L. Instructor Feedback: How Much Do Students Really Want? Journal of Marketing Education **32**, 172–181 (2010).

109.

Carless, D. Differing perceptions in the feedback process. Studies in Higher Education **31**, 219–233 (2006).

110.

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

111.

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

112.

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

113.

Duijnhouwer, H., Prins, F. J. & Stokking, K. M. Feedback providing improvement strategies
and reflection on feedback use: Effects on students' writing motivation, process, and
performance. Learning and Instruction **22**, 171–184 (2012).

114.

Bryan, C. & Clegg, K. Innovative assessment in higher education. (Routledge, 2006).

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 **43**, 307–322 (2018).

116.

Sadler, D. R. Beyond feedback: developing student capability in complex appraisal.
Assessment & Evaluation in Higher Education **35**, 535–550 (2010).

117.

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

118.

Setyonugroho, W., Kennedy, K. M. & Kropmans, T. J. B. Reliability and validity of OSCE
checklists used to assess the communication skills of undergraduate medical students: A
systematic review. Patient Education and Counseling **98**, 1482–1491 (2015).

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 **38**, 465–484 (2014).

120.

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

121.

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

122.

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

123.

Reflective Practice in Geography Teaching. (SAGE Publications, 2000).

124.

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

125.

Leijen, Ä. et al. Guided Reflection for Supporting the Development of Student Teachers' Practical Knowledge. Procedia - Social and Behavioral Sciences **112**, 314–322 (2014).

126.

Potter, C. Leadership development: an applied comparison of Gibbs' Reflective Cycle and

Scharmer's Theory U. Industrial and Commercial Training **47**, 336–342 (2015).

127.

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

128.

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

129.

Issa, N. et al. Teaching for understanding in medical classrooms using multimedia design principles. Medical Education **47**, 388–396 (2013).

130.

Jyoti Mahantesh Nagmoti. Departing from PowerPoint default mode: Applying Mayer's multimedia principles for enhanced learning of parasitology. Indian Journal of Medical Microbiology **35**, (2017).

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) doi:10.1177/0306419018762571.

132.

HEW, K. F. & LO, C. K. Flipped classroom improves student learning in health professions education: a meta-analysis. BMC Medical Education **18**, (2018).

133.

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

134.

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

135.

Chen, K.-S. et al. Academic outcomes of flipped classroom learning: a meta-analysis. Medical Education **52**, 910–924 (2018).

136.

Hu, R. et al. Effectiveness of flipped classrooms in Chinese baccalaureate nursing education: A meta-analysis of randomized controlled trials. International Journal of Nursing Studies **79**, 94–103 (2018).

137.

Issa, N. et al. Applying multimedia design principles enhances learning in medical education. Medical Education **45**, 818–826 (2011).

138.

Issa, N. et al. Teaching for understanding in medical classrooms using multimedia design principles. Medical Education **47**, 388–396 (2013).

139.

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

140.

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

141.

Lau, K. H. V. Computer-based teaching module design: principles derived from learning theories. Medical Education **48**, 247–254 (2014).

142.

Graafland, M. et al. How to Systematically Assess Serious Games Applied to Health Care. JMIR Serious Games **2**, (2014).

143.

Graafland, M., Schraagen, J. M. & Schijven, M. P. Systematic review of serious games for medical education and surgical skills training. British Journal of Surgery **99**, 1322–1330 (2012).

144.

Germany, R., Mulligan, B. & Roberts, D. H. 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**, 221–242 (2015).

145.

Chen, C.-M. & Wu, C.-H. Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. Computers & Education **80**, 108–121 (2015).

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 **60**, 245–252 (2016).

147.

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

148.

Balslev, T. et al. Combining bimodal presentation schemes and buzz groups improves clinical reasoning and learning at morning report. Medical Teacher **37**, 759–766 (2015).

149.

Katyal, R. Enhancing student's learning by introducing various interactive teaching-learning methods in large group. International journal of biomedical and advance research (2016).

150.

Posel, N., Mcgee, J. B. & Fleiszer, D. M. Twelve tips to support the development of clinical reasoning skills using virtual patient cases. Medical Teacher **37**, 813–818 (2015).

151.

Cohen, D. A., Newman, L. R. & Fishman, L. N. Twelve tips on writing a discussion case that facilitates teaching and engages learners. Medical Teacher **39**, 147–152 (2017).

152.

Imai, P. H., Kresyman, S. & Asadoorian, J. Factors Influencing Dental Educators As They Develop Problem-Based Learning Cases. Journal of Dental Education **80**, 731–740 (2016).

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 **47**, 279–293 (2016).

154.

Pawson, E. et al. Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. Journal of Geography in Higher Education **30**, 103–116 (2006).

155.

Pickering, J. D. & Joynes, V. C. T. A holistic model for evaluating the impact of individual technology-enhanced learning resources. Medical Teacher **38**, 1242–1247 (2016).

156.

Duffy, R. M., Guerandel, A., Casey, P., Malone, K. & Kelly, B. D. Experiences of Using Prezi in Psychiatry Teaching. Academic Psychiatry **39**, 615–619 (2015).

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) **23**, (2016).

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) (2015).

159.

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

160.

Cho, D., Cosimini, M. & Espinoza, J. Podcasting in medical education: a review of the

literature. Korean Journal of Medical Education **29**, 229–239 (2017).

161.

Davies, C. Learning and Teaching in Laboratories: An Engineering Subject Centre Guide. (2008).

162.

Kreber, C. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries. (Routledge, 2008).

163.

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

164.

Shulman, L. S. Signature pedagogies in the professions. Daedalus **134**, 52–59 (2005).

165.

Gurung, R. A. R., Chick, N. L. & Haynie, A. Exploring signature pedagogies: approaches to teaching disciplinary habits of mind. (Stylus, 2009).

166.

Nancy L. Chick, Aeron Haynie, & Regan A. R. Gurung. Exploring more signature pedagogies . (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**, 1–12 (2004).

168.

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

169.

Threshold concepts in practice. vol. volume 68 (Sense Publishers, 2016).

170.

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

171.

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

172.

Findlay-Thompson, Sandi. Evaluation of a Flipped Classroom in an Undergraduate Business Course.

173.

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

174.

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

175.

Academic learning in law: theoretical positions, teaching experiments and learning experiences. (Edward Elgar Publishing, 2016).

176.

Bamford, D. Learning the 'How' of the Law: Teaching Procedure and Legal Education. Osgoode Hall law journal (1960) (10AD).

177.

Knights, B. Intelligence and Interrogation: The identity of the English student. Arts and Humanities in Higher Education **4**, 33–52 (2005).

178.

Arts and Humanities in Higher Education. doi: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 **17**, 185–203 (2018).

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 **17**, 345–365 (2018).

181.

Cunningham, C. Teaching and learning French – A tale of desire in the humanities. Arts and Humanities in Higher Education **16**, 127–140 (2017).

182.

Dörnyei, Z. & Malderez, A. Group dynamics and foreign language teaching. System **25**, 65–81 (1997).

183.

Effective Learning and Teaching in Modern Languages. (Taylor & Francis Group, 2004).

184.

Calder, L. Uncoverage: Toward a Signature Pedagogy for the History Survey. Journal of American History **92**, 1358–1370 (2006).

185.

Gannon, K. Getting Medieval with Team-Based Learning â�� The Tattooed Professor. http://www.thetattooedprof.com/archives/449.

186.

Middendorf, J. et al. What's feeling got to do with it? Decoding emotional bottlenecks in the history classroom. Arts and Humanities in Higher Education **14**, 166–180 (2015).

187.

Booth, A. & Ludvigsson, D. Tuning history. Arts and Humanities in Higher Education (2017) doi:10.1177/1474022216686507.

188.

Geoff Timmins, Keith Vernon, and Christine Kinealy. Teaching and Learning History. (SAGE Publications, 2009).

189.

Alan Booth. Teaching History at University : Enhancing Learning and Understanding. (Routledge, 2013).

190.

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

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 **15**, 231–247 (2016).

192.

Reflective Practice in Geography Teaching. (SAGE Publications, 2000).

193.

Kinchin, I. M. & Francis, R. A. Mapping pedagogic frailty in geography education: a framed autoethnographic case study. Journal of Geography in Higher Education **41**, 56–74 (2017).

194.

Pawson, E. et al. Problem-based Learning in Geography: Towards a Critical Assessment of its Purposes, Benefits and Risks. Journal of Geography in Higher Education **30**, 103–116 (2006).

195.

Journal of Geography in Higher Education: Vol 42, No 1.

196.

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

197.

Lo, C. K., Hew, K. F. & Chen, G. Toward a set of design principles for mathematics flipped classrooms: A synthesis of research in mathematics education. Educational Research Review **22**, 50–73 (2017).

198.

HERSAM, M. C., LUNA, M. & LIGHT, G. Implementation of Interdisciplinary Group Learning and Peer Assessment in a Nanotechnology Engineering Course. Journal of Engineering Education **93**, 49–57 (2004).

199.

Holmes, N. G. & Wieman, C. E. Introductory physics labs: We can do better. Physics Today **71**, 38–45 (2018).

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 **44**, 276–287 (2016).

201.

Cooper, M. M. & Stowe, R. L. Chemistry Education Research—From Personal Empiricism to Evidence, Theory, and Informed Practice. Chemical Reviews **118**, 6053–6087 (2018).

202.

Bill Lucas. Thinking Like an Engineer: Using Engineering Habits of Mind and Signature Pedagogies to Redesign Engineering Education. International Journal of Engineering Pedagogy (iJEP) vol. 6 4–13 (2016).

203.

Dolan, E. L. Undergraduate research as curriculum. Biochemistry and Molecular Biology Education **45**, 293–298 (2017).

204.

Santas, A. J. Reciprocity within biochemistry and biology service-learning. Biochemistry and Molecular Biology Education **37**, 143–151 (2009).

205.

Young, J. M. & Shepardson, D. P. Using Q methodology to investigate undergraduate students' attitudes toward the geosciences. Science Education **102**, 195–214 (2018).

206.

Hanh, N. V. & Hop, N. H. 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) doi:10.1177/0020720918773050.

207.

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

208.

Cavalcanti, J. et al. A real-time web-based networked control system education platform. International Journal of Electrical Engineering Education **55**, 130–141 (2018).

209.

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

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 **54**, 247–261 (2017).

211.

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

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) doi:10.1177/0306419018762571.

213.

Heywood, J. The asssessment of learning in engineering education: practice and policy. (IEEE Press, 2016).

214.

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

215.

Tian, Z. F. Teaching and enhancement of critical thinking skills for undergraduate students in a computational fluid dynamics course. International Journal of Mechanical Engineering Education **45**, 76–88 (2017).

216.

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

217.

Kim, M., Diong, C. H., & ProQuest (Firm). Biology education for social and sustainable development. (Sense Publishers, 2012).

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 **45**, 483–490 (2017).

219.

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

220.

Goff, E. E. et al. 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**, 226–234 (2017).

221.

Eberlein, T. et al. Pedagogies of engagement in science. Biochemistry and Molecular Biology Education **36**, 262–273 (2008).

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 **3**, 27–34 (2013).

223.

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

224.

05/18/24   ADP7117 & ADP7217: Learning & Teaching in the Discipline | Queen Mary,
                                              University of London

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

225.

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

226.

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

227.

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

228.

Birden, H. et al. Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25. Medical Teacher **35**, e1252–e1266 (2013).

229.

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

230.

Losco, C. D., Grant, W. D., Armson, A., Meyer, A. J. & Walker, B. F. Effective methods of teaching and learning in anatomy as a basic science: A BEME systematic review: BEME guide no. 44. Medical Teacher **39**, 234–243 (2017).

231.

Ellaway, R. H. et al. A critical hybrid realist-outcomes systematic review of relationships between medical education programmes and communities: BEME Guide No. 35. Medical Teacher **38**, 229–245 (2016).

232.

Park, S. et al. A BEME systematic review of UK undergraduate medical education in the general practice setting: BEME Guide No. 32. Medical Teacher **37**, 611–630 (2015).

233.

Motola, I., Devine, L. A., Chung, H. S., Sullivan, J. E. & Issenberg, S. B. Simulation in healthcare education: A best evidence practical guide. AMEE Guide No. 82. Medical Teacher **35**, e1511–e1530 (2013).

234.

Fatmi, M., Hartling, L., Hillier, T., Campbell, S. & Oswald, A. E. The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. Medical Teacher **35**, e1608–e1624 (2013).

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 **36**, 340–346 (2014).

236.

Merritt, C., Munzer, B. W., Wolff, M. & Santen, S. A. Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction. AEM Education and Training **2**, 48–50 (2018).

237.

Mac Giolla Phadraig, C., Nunn, J. H., Tornsey, O. & Timms, M. Does Special Care Dentistry undergraduate teaching improve dental student attitudes towards people with disabilities? European Journal of Dental Education **19**, 107–112 (2015).

238.

Cameron, D. A., Binnie, V. I., Sherriff, A. & Bissell, V. Peer assisted learning: teaching
dental skills and enhancing graduate attributes. British Dental Journal **219**, 267–272
(2015).

239.

Beveridge, E. Learning from patients. BMJ **334**, s83.2-s84 (2007).

240.

Gamble Blakey, A. & Golding, C. 'Of Course They're Bloody Scared!' Managing Medical
Student Fear to Better Cultivate Thinking. Medical Science Educator **28**, 165–173 (2018).