



Allen, D. and Tanner, K. (2005) 'Infusing Active Learning into the Large-enrollment Biology Class: Seven Strategies, from the Simple to Complex', *Cell Biology Education*, 4(4), pp. 262–268. Available at: <https://doi.org/10.1187/cbe.05-08-0113>.

'Applying Science of Learning in Education: Infusing Psychological Science Into the Curriculum' (no date). Available at: <https://web.archive.org/web/20180404132616/http://teachpsych.org/Resources/Documents/ebooks/asle2014.pdf>.

Ashwin, P. (2015) *Reflective Teaching in Higher Education*. London: Bloomsbury.

Atherton, J.S. (2002) *Learners and Learning*. Available at: <https://web.archive.org/web/20160520064039/http://www.learningandteaching.info/learning/index.htm>.

Bates, T. (2015) *Teaching in a Digital Age*. Available at: <https://opentextbc.ca/teachinginadigitalage/>.

Biggs, J.B. and Tang, C.S. (2011) *Teaching for Quality Learning at University: What the Student Does*. Maidenhead: Open University Press. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=798265>.

Bligh, D.A. (1998) *What's the Use of Lectures?* 5th Edition. Exeter: Intellect.

Bloxham, Sue and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: A Practical Guide*. Maidenhead: Open University Press.

Bloxham, Susan and Boyd, P.F. (2007) *Developing Effective Assessment in Higher Education: A Practical Guide*. Buckingham: McGraw-Hill Education. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=332673>.

Boud, D. and Feletti, G. (1997) *The Challenge of Problem-Based Learning*. 2nd Edition. London: Kogan Page.

Boud, D. and Molloy, E. (eds) (2013a) *Feedback in Higher and Professional Education: Understanding It and Doing It Well*. London: Routledge.

Boud, D. and Molloy, E. (2013b) *Feedback in Higher and Professional Education: Understanding It and Doing It Well*. London: Routledge. Available at: <https://ebookcentral-proquest-com.ezproxy01.rhul.ac.uk/lib/rhul/detail.action?docID=1101395>.

Brame, C. (2013) Flipping the Classroom | Vanderbilt University. Vanderbilt University Center for Teaching. Available at:
<http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

Brookfield, S. (2006a) *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 2nd Edition. San Francisco, CA: Jossey-Bass.

Brookfield, S. (2006b) *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco, CA: Jossey-Bass. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=448873>.

Brookfield, S. (2007) 'Diversifying Curriculum as the Practice of Repressive Tolerance', *Teaching in Higher Education*, 12(5), pp. 557–568. Available at:
<https://doi.org/10.1080/13562510701595085>.

Brookfield, S. (2011) *The Power of Critical Theory: Liberating Adult Learning and Teaching*. Maidenhead, Berkshire: Open University Press.

Brookfield, S. and Preskill, S. (2016) *The Discussion Book: 50 Great Ways to Get People Talking*. 1st Edition. San Francisco, CA: Jossey-Bass, a Wiley brand.

Brookfield, S.D. and Preskill, S. (1999a) *Discussion as a Way of Teaching: Tools and Techniques for University Teachers*. Buckingham: Society for Research into Higher Education.

Brookfield, S.D. and Preskill, S. (1999b) *Discussion as a Way of Teaching: Tools and Techniques for University Teachers*. Buckingham: Society for Research into Higher Education.

Brookfield, S.D. and Preskill, S. (2015) *The Discussion Book: 50 Great Ways to Get People Talking*. John Wiley & Sons Inc. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=4306433>.

Broughan, C. and Hunt, L. (2013) 'Inclusive Teaching', in *University Teaching in Focus: A Learning-Centred Approach*. New Edition. Abingdon, Oxon: Routledge.

Brown, P.C. (2014) *Make It Stick: The Science of Successful Learning*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Bruff, D. (2009a) *Teaching With Classroom Response Systems: Creating Active Learning Environments*. 1st Edition. San Francisco, California: Jossey-Bass.

Bruff, D. (2009b) *Teaching With Classroom Response Systems: Creating Active Learning Environments*. 1st Edition. Chichester: Jossey-Bass.

Butcher, C., Davies, C. and Highton, M. (2006a) *Designing Learning: From Module Outline to Effective Teaching*. New York, NY: Routledge.

Butcher, C., Davies, C. and Highton, M. (2006b) *Designing Learning: From Module Outline to Effective Teaching*. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=356010>.

Carless, D. (2015) *Excellence in University Assessment: Learning From Award-Winning Practice*. London: Routledge.

Chalmers, D. and Hunt, L. (2013) *University Teaching in Focus: A Learning-Centred Approach*. New Edition. Abingdon, Oxon: Routledge.

Chanock, K. (2000) 'Comments on Essays: Do Students Understand What Tutors Write?', *Teaching in Higher Education*, 5(1), pp. 95–105. Available at: <https://doi-org.ezproxy01.rhul.ac.uk/10.1080/135625100114984>.

Coffield, F. et al. (no date) 'Should We Be Using Learning Styles?' London: Learning Skills Research Centre. Available at: http://itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf.

Cross, T. and Palese, K. (2015) 'Increasing Learning: Classroom Assessment Techniques in the Online Classroom', *American Journal of Distance Education*, 29(2), pp. 98–108. Available at: <https://doi.org/10.1080/08923647.2015.1023594>.

D'Andrea, V. (2009) 'Organizing Teaching and Learning: Outcomes-Based Planning in a Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice', in *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd Edition. London: Routledge, pp. 41–57.

Entwistle, N.J. and Hounsell, D. (1975) *How Students Learn*. Lancaster: Institute for Research and Development in Post-Compulsory Education, University of Lancaster.

Entwistle, N.J. and Peterson, E.R. (2004) 'Conceptions of Learning and Knowledge in Higher Education: Relationships With Study Behaviour and Influences of Learning Environments', *International Journal of Educational Research*, 41(6), pp. 407–428. Available at: <https://doi.org/10.1016/j.ijer.2005.08.009>.

Exley, K. and Dennick, R. (2004a) *Giving a Lecture: From Presenting to Teaching*. London: RoutledgeFalmer.

Exley, K. and Dennick, R. (2004b) *Small Group Teaching: Tutorials, Seminars and Beyond*. London: RoutledgeFalmer.

Forster, F., Hounsell, D. and Thompson, S. (1995) *Tutoring and Demonstrating: A Handbook*. Edinburgh: Centre for Teaching, Learning and Assessment, University of Edinburgh in association with the Universities' and Colleges' Staff Development Agency.

Freeman et al, S. (2014) 'Active Learning Increases Student Performance in Science, Engineering, and Mathematics', *Proceedings of the National Academy of Sciences*, 111(23), pp. 8410–8415. Available at: <https://doi.org/10.1073/pnas.1319030111>.

Fry, H., Ketteridge, S. and Marshall, S. (2009) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd Edition. London: Routledge.

Fry, H., Ketteridge, S. and Marshall, S. (eds) (2015) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 4th Edition. New York: Routledge.

Habeshaw, S., Gibbs, G. and Habeshaw, T. (1992) *53 Interesting Things to Do in Your*

Seminars and Tutorials. 4th Edition. Bristol: Technical and Educational Services.

Hackathorn, J.M. (2012) 'From Teaching to Assessment: Benefits of Interactive Lecture Cues [open access]', Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education, 7(1). Available at:
<https://www.pestlhe.org/index.php/pestlhe/article/view/68>.

Hattie, J. (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge.

Hattie, J. and Dawsonera (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=367685>.

Hounsell, D. (2009) 'Evaluating Courses and Teaching in a Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice', in A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. 3rd ed. London: Routledge.

Hounsell, D (2009) 'Evaluating Courses and Teaching in a Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice', in A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. New York: Routledge. Available at:
<https://ebookcentral-proquest-com.ezproxy01.rhul.ac.uk/lib/rhul/reader.action?docID=356341&ppg=217>.

Hughes, G. (2014a) Ipsative Assessment: Motivation Through Marking Progress. Basingstoke: Palgrave Macmillan.

Hughes, G. (2014b) Ipsative Assessment: Motivation Through Marking Progress. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=1699380>.

Hunt, L. and Chalmers, D. (2013) University Teaching in Focus: A Learning-Centred Approach. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=1092635>.

Illeris, K. (2009) Contemporary Theories of Learning: Learning Theorists ... In Their Own Words. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=425525>.

Illeris, K. (2016) How We Learn: Learning and Non-Learning in School and Beyond. 2nd Edition. London: Routledge.

Inclusive Learning and Teaching | HE Academy (no date). Available at:
<https://www.heacademy.ac.uk/workstreams-research/themes/retention-and-success/inclusive-learning-and-teaching>.

Jaques, D. and Salmon, G. (2007a) Learning in Groups: A Handbook for Face-to-Face and Online Environments. 4th Edition. Abingdon: Routledge.

Jaques, D. and Salmon, G. (2007b) Learning in Groups: A Handbook for Face-to-Face and Online Environments. London: Routledge. Available at:

<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=292805>.

Jarvis, P. (2002) *The Theory & Practice of Teaching*. London: Kogan Page.

Jarvis, P. (2006a) *Towards a Comprehensive Theory of Human Learning*. London: Routledge.

Jarvis, P. (2006b) *Towards a Comprehensive Theory of Human Learning*. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=995738>.

Kaplan, M. et al. (eds) (2013) *Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy*. 1st Edition. Sterling, Virginia: Stylus. Available at:
<https://web-p-ebshost-com.ezproxy01.rhul.ac.uk/ehost/detail/detail?vid=0&sid=583c6d1b-05de-47e6-99f8-eb68503fcbb5%40redis&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#AN=662588&db=nlebk>.

Kneale, P.E. (ed.) (2015) *Masters Level Teaching, Learning and Assessment: Issues in Design and Delivery*. London: Palgrave.

Krause, K.L. (2013a) 'A Quality Approach to University Teaching', in *University Teaching in Focus: A Learning-Centred Approach*. New Edition. Abingdon, Oxon: Routledge.

Krause, K.L. (2013b) 'A Quality Approach to University Teaching Chapter 14', in *University Teaching in Focus: A Learning-Centred Approach*. New Edition. Abingdon, Oxon: Routledge.

Kreber, C. (2013a) *Authenticity in and Through Teaching in Higher Education: The Transformative Potential of the Scholarship of Teaching*. London: Routledge.

Kreber, C. (2013b) *Authenticity in and Through Teaching in Higher Education: The Transformative Potential of the Scholarship of Teaching*. London: Routledge. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=1125192>.

Lang, J.M. (2016) *Small Teaching: Everyday Lessons From the Science of Learning*. San Francisco: Jossey-Bass.

Lang, J.M. (2021) *Small Teaching: Everyday Lessons From the Science of Learning*. San Francisco, California: Jossey-Bass. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=6683938>.

Laurillard, D. (2002) *Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies*. 2nd Edition. London: RoutledgeFalmer.

Littlejohn, A. and Pegler, C. (2007) *Preparing for Blended E-Learning*. New York: Routledge.

Macfarlane, B. (2004) *Teaching With Integrity: The Ethics of Higher Education Practice*. London: RoutledgeFalmer. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=182731>.

Making Feedback Work: A Compendium of Extracts From Phil's Books | Phil Race (no date). Available at: <http://phil-race.co.uk/most-popular-downloads/>.

Mann, K.B. (2000) 'You Can Herd CATs: Assessing Learning in the Humanities', *College Teaching*, 48(3), pp. 82–89. Available at: <https://doi.org/10.1080/87567550009595819>.

McIntosh, P. and Warren, D. (eds) (2013) *Creativity in the Classroom: Case Studies in Using the Arts in Teaching and Learning in Higher Education*. Bristol, UK: Intellect.

McIntosh, P. and Warren, D. (eds) (no date) *Creativity in the Classroom: Case Studies in Using the Arts in Teaching and Learning in Higher Education*. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=1113137>.

Merry, S. et al. (eds) (2013) *Reconceptualising Feedback in Higher Education: Developing Dialogue With Students*. London: Routledge.

Merry, S. (2013) *Reconceptualising Feedback in Higher Education: Developing Dialogue With Students*. Available at: <https://ebookcentral-proquest-com.ezproxy01.rhul.ac.uk/lib/rhul/detail.action?docID=1207566>.

Mezirow, J. (1990) *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*. 1st ed. San Francisco: Jossey-Bass Publishers.

Monk, N. et al. (2011a) *Open-Space Learning: A Study in Transdisciplinary Pedagogy*. London: Bloomsbury.

Monk, N. et al. (2011b) *Open-Space Learning: A Study in Transdisciplinary Pedagogy*. London: Bloomsbury Academic. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=773606>.

Moon, J.A. (1999) *Reflection in Learning and Professional Development: Theory and Practice*. London: Kogan Page.

Moon, J.A. (2008a) *Critical Thinking: An Exploration of Theory and Practice*. London: Routledge.

Moon, J.A. (2008b) *Critical Thinking: An Exploration of Theory and Practice*. London: Routledge. Available at: <https://ebookcentral-proquest-com.ezproxy01.rhul.ac.uk/lib/rhul/detail.action?docID=324955>.

Moon, J.A. (2008c) *Reflection in Learning and Professional Development: Theory & Practice*. London: Routledge. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=672465>.

Morss, K. and Murray, R. (2005a) *Teaching at University: A Guide for Postgraduates and Researchers*. Thousand Oaks, CA: SAGE Publications.

Morss, K. and Murray, R. (2005b) *Teaching at University: A Guide for Postgraduates and Researchers*. London: SAGE. Available at: <https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=334556>.

Morss, K. and Murray, R. (2005c) Teaching at University: A Guide for Postgraduates and Researchers. London: SAGE. Available at:
<https://ebookcentral.proquest.com/lib/rhul/detail.action?docID=334556>.

Nicol, D. (2011) 'Developing the Students' Ability to Construct Feedback'. Available at:
http://www.reap.ac.uk/Portals/101/Documents/PEER/Project/CaseForConstruction_DN.pdf.
Nicol, D. and MacFarlane-Dick, D. (no date) 'Rethinking Formative Assessment in HE: A Theoretical Model and Seven Principles of Good Feedback Practice'. Available at:
https://www.reap.ac.uk/reap/public/Papers/DN_SHE_Final.pdf.

Nilson, L.B. (2013) Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills. Sterling, Virginia: Stylus Publishing.

Nuthall, G. (2007) The Hidden Lives of Learners. Wellington: NZCER Press.

O'Leary, M. (2014) Classroom Observation: A Guide to the Effective Observation of Teaching and Learning. London: Routledge.

Pashler et al, H. (2008) 'Learning Styles: Concepts and Evidence', Psychological Science in the Public Interest, 9(3), pp. 105–119. Available at:
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf.

Pokorny, H. (2016) Enhancing Teaching Practice in Higher Education. SAGE.

Prosser, M. and Trigwell, K. (1999) Understanding Learning and Teaching: The Experience in Higher Education. Buckingham: Society for Research Into Higher Education & Open University Press.

Race, P. (1999a) 2000 Tips for Lecturers. London: Kogan Page.

Race, P. (1999b) 2000 Tips for Lecturers. London: Kogan Page. Available at:
<https://ebookcentral-proquest-com.ezproxy01.rhul.ac.uk/lib/rhul/detail.action?docID=1166575>.

Race, P. (2000) 500 Tips on Group Learning. London: Kogan Page.

Race, P. (2005) Making Learning Happen: A Guide for Post-Compulsory Education. London: SAGE.

Reason, R.D. (2011) 'Encouraging Perspective-Taking among College Students [open access]', Diversity and Democracy, 14(1). Available at:
<https://web.archive.org/web/20171106112339/https://www.aacu.org/publications-research/periodicals/encouraging-perspective-taking-among-college-students>.

Rust, C. (2007) 'Towards a Scholarship of Assessment', Assessment & Evaluation in Higher Education, 32(2), pp. 229–237. Available at: <https://doi.org/10.1080/02602930600805192>.

Rust et al, C. (2003) 'Improving Students' Learning by Developing Their Understanding of Assessment Criteria and Processes', Assessment & Evaluation in Higher Education, 28(2), pp. 147–164. Available at: <https://doi.org/10.1080/02602930301671>.

- Salmon, G. (2000) *E-Moderating: The Key to Online Teaching and Learning*. London: Kogan Page.
- Sambell, K., McDowell, L. and Montgomery, C. (2013) *Assessment for Learning in Higher Education*. Milton Park, Abingdon, Oxon England: Routledge.
- Savin-Baden, M. (2000) *Problem-Based Learning in Higher Education: Untold Stories*. Philadelphia, Pa: Society for Research into Higher Education.
- Schön, D.A. (1991) *The Reflective Practitioner: How Professionals Think in Action*. Aldershot: Ashgate.
- Sharples, M. (2019a) *Practical Pedagogy: 40 New Ways to Teach and Learn*. London: Routledge.
- Sharples, M. (2019b) *Practical Pedagogy: 40 New Ways to Teach and Learn*. Abingdon, Oxon: Routledge. Available at: <https://www-taylorfrancis-com.ezproxy01.rhul.ac.uk/books/practical-pedagogy-sharples-mike/10.4324/9780429485534>.
- Smith, M.K. (2010) David A. Kolb on Experiential Learning | Infed. Available at: <http://infed.org/mobi/david-a-kolb-on-experiential-learning>.
- Tiberius, R.G. (1999) *Small Group Teaching: A Trouble-Shooting Guide*. London: Kogan Page.
- Trigwell, K., Prosser, M. and Waterhouse, F. (1999) 'Relations Between Teachers' Approaches to Teaching and Students' Approaches to Learning', *Higher Education*, 37(1), pp. 57–70. Available at: <https://doi.org/10.1023/A:1003548313194>.
- Winstone, N.E. and Carless, D. (2020) *Designing effective feedback processes in higher education: a learning-focused approach*. London: Routledge.