



- 
1.  
Sharples, M.: Practical Pedagogy: 40 New Ways to Teach and Learn. Routledge, London (2019).
  
  2.  
Sharples, M.: Practical Pedagogy: 40 New Ways to Teach and Learn. Routledge, Abingdon, Oxon (2019).
  
  3.  
Lang, J.M.: Small Teaching: Everyday Lessons From the Science of Learning. Jossey-Bass, San Francisco (2016).
  
  4.  
Lang, J.M.: Small Teaching: Everyday Lessons From the Science of Learning. Jossey-Bass, San Francisco, California (2021).
  
  5.  
Morss, K., Murray, R.: Teaching at University: A Guide for Postgraduates and Researchers. SAGE Publications, Thousand Oaks, CA (2005).
  
  6.  
Morss, K., Murray, R.: Teaching at University: A Guide for Postgraduates and Researchers. SAGE, London (2005).

7.

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

8.

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

9.

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

10.

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

11.

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

12.

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

13.

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

14.

Morss, K., Murray, R.: *Teaching at University: A Guide for Postgraduates and Researchers*. SAGE, London (2005).

15.

Hunt, L., Chalmers, D.: *University Teaching in Focus: A Learning-Centred Approach*. Routledge, London (2013).

16.

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

17.

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

18.

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

19.

Macfarlane, B.: *Teaching With Integrity: The Ethics of Higher Education Practice*. RoutledgeFalmer, London (2004).

20.

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

21.

McIntosh, P., Warren, D. eds: *Creativity in the Classroom: Case Studies in Using the Arts in Teaching and Learning in Higher Education*.

22.

Monk, N., Rutter, C.C., Neelands, J., Heron, J.: Open-Space Learning: A Study in Transdisciplinary Pedagogy. Bloomsbury, London (2011).

23.

Monk, N., Rutter, C.C., Neelands, J., Heron, J.: Open-Space Learning: A Study in Transdisciplinary Pedagogy. Bloomsbury Academic, London (2011).

24.

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

25.

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

26.

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

27.

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

28.

Butcher, C., Davies, C., Highton, M.: Designing Learning: From Module Outline to Effective Teaching. Routledge, London (2006).

29.

Savin-Baden, M.: Problem-Based Learning in Higher Education: Untold Stories. Society for Research into Higher Education, Philadelphia, Pa (2000).

30.

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

31.

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

32.

Applying Science of Learning in Education: Infusing Psychological Science Into the Curriculum,  
<https://web.archive.org/web/20180404132616/http://teachpsych.org/Resources/Documents/ebooks/asle2014.pdf>.

33.

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

34.

Trigwell, K., Prosser, M., Waterhouse, F.: Relations Between Teachers' Approaches to Teaching and Students' Approaches to Learning. *Higher Education*. 37, 57–70 (1999). <https://doi.org/10.1023/A:1003548313194>.

35.

Reason, R.D.: Encouraging Perspective-Taking among College Students [open access]. *Diversity and Democracy*. 14, (2011).

36.

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

37.

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

38.

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

39.

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

40.

Illeris, K.: *Contemporary Theories of Learning: Learning Theorists ... In Their Own Words*. Routledge, London (2009).

41.

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

42.

Biggs, J.B., Tang, C.S.: *Teaching for Quality Learning at University: What the Student Does*. Open University Press, Maidenhead (2011).

43.

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

44.

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

45.

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

46.

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

47.

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

48.

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

49.

Coffield, F., Moseley, D., Hall, E., Ecclestone, K.: Should We Be Using Learning Styles?, [http://itslifejimbutnotasweknowit.org.uk/files/LSRC\\_LearningStyles.pdf](http://itslifejimbutnotasweknowit.org.uk/files/LSRC_LearningStyles.pdf).

50.

Pashler et al, H.: Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest. 9, 105–119 (2008).

51.

Smith, M.K.: David A. Kolb on Experiential Learning | Infed, <http://infed.org/mobi/david-a-kolb-on-experiential-learning>.

52.

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

53.

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

54.

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

55.

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

56.

Kaplan, M., Sliver, N., LaVaque-Manty, D., Meizlish, D. eds: *Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy*. Stylus, Sterling, Virginia (2013).

57.

D'Andrea, V.: *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*. pp. 41–57. Routledge, London (2009).

58.



Schön, D.A.: *The Reflective Practitioner: How Professionals Think in Action*. Ashgate, Aldershot (1991).

59.

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

60.

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

61.

Moon, J.A.: *Reflection in Learning and Professional Development: Theory & Practice*. Routledge, London (2008).

62.

Hounsell, D.: *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*. Routledge, London (2009).

63.

Hounsell, D.: *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*. Routledge, New York (2009).

64.

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

65.

Krause, K.L.: *A Quality Approach to University Teaching Chapter 14*. In: *University Teaching*

in Focus: A Learning-Centred Approach. Routledge, Abingdon, Oxon (2013).

66.

Broughan, C., Hunt, L.: Inclusive Teaching. In: University Teaching in Focus: A Learning-Centred Approach. Routledge, Abingdon, Oxon (2013).

67.

Inclusive Learning and Teaching | HE Academy,  
<https://www.heacademy.ac.uk/workstreams-research/themes/retention-and-success/inclusive-learning-and-teaching>.

68.

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

69.

Brookfield, S.D., Preskill, S.: The Discussion Book: 50 Great Ways to Get People Talking. John Wiley & Sons Inc (2015).

70.

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

71.

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

72.

Habeshaw, S., Gibbs, G., Habeshaw, T.: 53 Interesting Things to Do in Your Seminars and Tutorials. Technical and Educational Services, Bristol (1992).

73.

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

74.

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

75.

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

76.

Tiberius, R.G.: Small Group Teaching: A Trouble-Shooting Guide. Kogan Page, London (1999).

77.

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

78.

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

79.

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

80.

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

81.

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

82.

Brame, C.: Flipping the Classroom | Vanderbilt University, <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

83.

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

84.

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

85.

Hackathorn, J.M.: 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, (2012).

86.

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

87.

Winstone, N.E., Carless, D.: Designing effective feedback processes in higher education: a learning-focused approach. Routledge, London (2020).

88.

Cross, T., Palese, K.: Increasing Learning: Classroom Assessment Techniques in the Online Classroom. *American Journal of Distance Education*. 29, 98-108 (2015).  
<https://doi.org/10.1080/08923647.2015.1023594>.

89.

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

90.

Merry, S., Price, M., Carless, D., Taras, M. eds: *Reconceptualising Feedback in Higher Education: Developing Dialogue With Students*. Routledge, London (2013).

91.

Merry, S.: *Reconceptualising Feedback in Higher Education: Developing Dialogue With Students*. (2013).

92.

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

93.

Sambell, K., McDowell, L., Montgomery, C.: *Assessment for Learning in Higher Education*. Routledge, Milton Park, Abingdon, Oxon England (2013).

94.

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

95.

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

96.

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

97.

Bloxham, S., Boyd, P.F.: Developing Effective Assessment in Higher Education: A Practical Guide. McGraw-Hill Education, Buckingham (2007).

98.

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

99.

Hughes, G.: Ipsative Assessment: Motivation Through Marking Progress. (2014).

100.

Chanock, K.: Comments on Essays: Do Students Understand What Tutors Write? Teaching in Higher Education. 5, 95–105 (2000).

101.

Nicol, D.: Developing the Students' Ability to Construct Feedback, [http://www.reap.ac.uk/Portals/101/Documents/PEER/Project/CaseForConstruction\\_DN.pdf](http://www.reap.ac.uk/Portals/101/Documents/PEER/Project/CaseForConstruction_DN.pdf), (2011).

102.

Nicol, D., MacFarlane-Dick, D.: Rethinking Formative Assessment in HE: A Theoretical

Model and Seven Principles of Good Feedback Practice,  
[https://www.reap.ac.uk/reap/public/Papers/DN\\_SHE\\_Final.pdf](https://www.reap.ac.uk/reap/public/Papers/DN_SHE_Final.pdf).

103.

Making Feedback Work: A Compendium of Extracts From Phil's Books | Phil Race,  
<http://phil-race.co.uk/most-popular-downloads/>.

104.

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

105.

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

106.

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

107.

Bates, T.: *Teaching in a Digital Age*. (2015).

108.

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

109.

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

110.

Salmon, G.: E-Moderating: The Key to Online Teaching and Learning. Kogan Page, London (2000).