

Teaching Advantage 2022: Final Reference List

- Albon, R. & Jewels, T. (2007). The impact of audience response systems in a multicultural Asian Context. In *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*.
<http://www.ascilite.org/conferences/singapore07/procs/albon.pdf>
- Asia Pacific Forum on Educational Integrity. (2012). Academic Integrity Standards Project 2010 – 2012. Retrieved from <http://www.aisp.apfei.edu.au/>
- * Australian Government. (2009). Transforming Australia's Higher Education System. Retrieved July 9, 2013 from
<http://www.innovation.gov.au/HigherEducation/Documents/TransformingAusHigherED.pdf>
- * Australian Qualifications Framework Council. (2013). Australian Qualifications Framework. Retrieved July 11, 2013 from
<http://www.aqf.edu.au/Portals/0/Documents/2013%20docs/AQF%202nd%20Edition%20January%202013.pdf>
- Banks, D. A. (2006). *Audience Response Systems in Higher Education: Applications and Cases*. doi: 10.4018/978-1-59140-947-2
- Barnard, A., Croft, W. M., Irons, R. R., Cuffe, N., Bandara, W., & Rowntree, P. (2011). Peer partnership to enhance scholarship of teaching: a case study. *Higher Education Research and Development*, 30(4), 435-448. Retrieved from
<https://eprints.qut.edu.au/46107/1/46107.pdf>
- Bartol, K. M., Tein, M., Matthews, G., Sharma, B. (2008). *Management: A Pacific Rim Focus* (5th ed.). North Ryde, NSW: McGraw-Hill Australia

- Barwell, G., & Walker, R. (2009). Peer assessment of oral presentations using clickers: The student experience. In *HERDSA Annual Conference 2009*. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1543&context=artspapers>
- Beatty, J., Leigh, J., & Dean, K. L. (2009). Finding our roots: An exercise for creating a personal teaching philosophy statement. *Journal of Management Education*. 33(1), 115-130. doi: 10.1177/1052562907310642
- Bell, M. (2005). *Peer observation partnerships in Higher Education*. Milperra, NSW: Higher Education Research and Development Society of Australasia.
- Biggs, J. B., & Tang, C. S. (2011). *Teaching For Quality Learning At University* (4th ed.). Berkshire, England: McGraw-Hill Education
- Bloxham, S., den-Outer, B., Hudson, J. Price, M. (2015). Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria. *Assessment & Evaluation in Higher Education*. 41(3), 466 – 481. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/02602938.2015.1024607?src=recsys>
- Boring, A., Ottoboni, K., Stark, P. B. (2016). Student evaluations of teaching are not only unreliable, they are significantly biased against female instructors. *The London School of Economics and Political Science*. Retrieved from: <http://blogs.lse.ac.uk/impactofsocialsciences/2016/02/04/student-evaluations-of-teaching-gender-bias/>
- Boud, D. (1995). *Enhancing Learning through self-assessment*. New York, NY: Routledge
- Boud, D., Lawson, R., & Thompson, D. G. (2013). Does student engagement in self-assessment calibrate their judgement over time? *Assessment & Evaluation in Higher Education*. 38(8), 941 – 956. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/02602938.2013.769198>
- *Brightman, H. (2010). Master Teacher Workshop. *Presented at Queensland University of Technology*. Brisbane, QLD.

- Brown, S. (2004). Assessment for Learning. *Learning and Teaching in Higher Education*, 1, 81 - 89. Retrieved from <https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/FilestoreDONOTDELETE/Filetoupload,120807,en.pdf>
- *Brown, S. (2009). Phil Race [web log post]. Retrieved from <https://phil-race.co.uk/>
- Brown, S. (2014). *Learning, Teaching and Assessment in Higher Education: Global Perspectives*. Palgrave
- Brown, S. & Race, P. (2012). Using Effective Assessment to Promote Learning. In Hunt, L, & Chalmers, D (Eds.), *University Teaching in Focus: a learning-centred approach*, (pp. 74 – 91). Camberwell, VIC: ACER
- Carney D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance, *Psychological Science*. 21(10), 1363 – 1368. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0956797610383437>
- Cathcart, A., Casali, G. L. (2008). Dumbing down? Reflections on the role of audience response technology in helping students engage with their learning. In *Effective Teaching and Learning Conference: Transitions In: Transitions Out*. Retrieved from <https://eprints.qut.edu.au/19370/1/19370.pdf>
- Cathcart, A., Neale, L. (2012). Using Technology to facilitate Grading Consistency in Large Classes. *Marketing Education Review*. 22(1), 11 - 14. doi: 10.2753/MER1052-8008220102
- Cathcart, A., Greer, D., & Neale, L. (2014). Learner-focused Evaluation Cycles: Facilitating Learning Using Feedforward, Concurrent and Feedback Evaluation. *Assessment and Evaluation in Higher Education*, 39(7), 790 – 802. Retrieved from <https://eprints.qut.edu.au/65471/3/65471.pdf>
- *Cham, J. (2010). *Grader Types [Image]*. Retrieved from www.phdcomics.com

- Christensen, C. (2017). Teaching by the Case Method: Case Method in Practice. Retrieved from <http://www.hbs.edu/teaching/case-method/Pages/default.aspx>
- Clear, J. (2017) How to Be Confident and Reduce Stress in 2 Minutes Per Day. Retrieved from <http://jamesclear.com/body-language-how-to-be-confident>
- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). Learning styles and pedagogy in post-16 learning: A systematic and critical review. *Learning & Skills Research Centre*. Retrieved from <http://www.leerbeleving.nl/wp-content/uploads/2011/09/learning-styles.pdf>
- Crisp, G., Sadler, R., Krause, K., Buckridge, M., Wills, S., Brown, C., McLean, J., Dalton, Helen., Le Lievre, K., Brougham, B. (2009). Peer Review of Teaching for promotion purposes: A project to develop and implement a pilot program of external Peer Review of Teaching at four Australian universities: Final Report. Sydney: *Australian Learning and Teaching Council*. Retrieved from http://www.adelaide.edu.au/teachingprojects/peerreview/peerReviewReport_part1.pdf
- DailyNation. (2016, May 27). *Racism in a Chinese laundry detergent advertisement* [Video file]. Retrieved from <https://www.youtube.com/watch?v=Few8kJ0zfnY>
- Dembo, M., & Howard, K. (2007). Advice about the use of learning styles: A major myth in education. *Journal of College Reading and Learning*, 37 (2), 101 – 109. Retrieved from <http://files.eric.ed.gov/fulltext/EJ767768.pdf>
- Elkington, R. (2015, February 9). 3 [Video file]. Retrieved from <https://www.youtube.com/watch?v=4qu88oZWnMQ&feature=youtu.be>
- Elmes, J. (2017, May 17). Do Students Shun Courses Taught by ‘Neurotic’ Lecturers?. *World University Rankings*. Retrieved from <https://www.timeshighereducation.com/news/do-students-shun-courses-taught-by-neurotic-lecturers>

Felder, R. M., & Silverman, L. K. (1988). Learning and Teaching Styles in Engineering Education. *Engr. Education*, 78 (7), 674–681. Retrieved from <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-1988.pdf>

Feldman, K. A. (1989). The association between student ratings of specific instructional dimensions and student achievement: Refining and extending the synthesis of data from multisection validity studies. *Research in Higher Education*, 30 (6), 583 – 645.

Feldon, D. F., Peugh J., Timmerman, B. E., Maher, M. A., Hurst M., Strickland D., Gilmore, J. A., Stieglmeyer, C. (19 August, 2011). Graduate Students' Teaching Experiences Improve Their Methodological Research Skills. *Science*. 333(6045), 1037 – 1039. Retrieved from <http://www.jstor.org.ezp01.library.qut.edu.au/stable/pdf/27978499.pdf>

*Field, R., & Cuffe, N. (2012). Reviving and refreshing the QUT Peer Partnership program: Encouraging engagement with Peer Partnerships in Law: REFRAME Final Report. *QUT REFRAME Final Reports*. Learning and Teaching Unit, Queensland University of Technology. Brisbane

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proc. Nat. Acad. Sci, USA*. doi: 10.1073/pnas.1319030111

Grasha, A. F. (1994). A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator. *College Teaching*, 42 (4), 142-149. Retrieved from <http://www.montana.edu/gradschool/documents/A-Matter-of-Style-Grashab.pdf>

Harris, K., Farrell, K., Bell, M., Devlin, M., & James, R. (2008). Peer Review of Teaching in Australian Higher Education. *Australian Learning and Teaching Council*. Retrieved from http://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0006/1669398/PeerReviewHandbook_eVersion.pdf

Hayward, P. (2009). You never get a second chance to make a first impression. In *The Annual Meeting of the International Communication Association*. Dresden, Germany: Dresden International Congress Centre

*Higgins, R., Hartley, P., & Skelton, A. (2000). What do students really learn from tutors' comments?. In Graal, M., & Clark, R. (Eds.) *Writing Development in Higher Education: Partnerships across the curriculum. Proceedings of the 6th Annual Writing Development in Higher Education Conference*. Leicester, UK: University of Leicester

Higher Education Academy. (n.d.). UK Professional Standards Framework. Retrieved from www.heacademy.ac.uk/ukpsf

Hoffman. & Butler. (2010). Managing disruptive student behaviour in the classroom. In *Special Session at Society for Marketing Advances, Atlanta, GA

***Honey, P. & Mumford, A. (1982). *The Manual of Learning Styles*. Maidenhead.**

Houghton, W. (2004). *Engineering Subject Centre Guide: Learning and Teaching Theory for Engineering Academics*. Loughborough: HEA Engineering Subject Centre.

*Hounsell, D. (1987). Essay writing and the quality of feedback. In *JTE Richardson & Eysenck & Warren-Piper (Eds). Student Learning: Research in Education and cognitive psychology*. Milton Keynes: SRHE/OU Press.

Hyman, J. S., Jacobs, L. F. (2010, January 6). 10 Warning Signs of a Bad Professor. *U.S.News & World Report*. Retrieved from <https://www.usnews.com/education/blogs/professors-guide/2010/01/06/10-warning-signs-of-a-bad-professor>

*Kolb, D. A. (1984). *Experiential Learning*. Prentice Hall, Englewood, NJ.

- Kuepper-Tetzel, C. (2017, May 25). Learning Styles: A Misguided Attempt to Highlight Individual Differences in Learners. *The Learning Scientist*. Retrieved from: <http://www.learningscientists.org/blog/2017/5/25-1#.WSowza23zPE=>
- Maclellan, E. (2001). Assessment for Learning: The differing perceptions of tutors and students. *Assessment and Evaluation in Higher Education*, 26 (4), 307-318.
- McKenzie, J., & Parker, N. (2011). Peer review in online and blended learning environments. *Australian Learning and Teaching Council*. Retrieved from <https://www.uts.edu.au/sites/default/files/final-report.pdf>
- Mewburn, I., Pitt, R. (2016). Academic Superheroes? A critical analysis of academic job descriptions. *Journal of Higher Education Policy and Management* 38(1), 88 - 101. Retrieved from <http://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F1360080X.2015.1126896>
- Morris, D. Z. (2017) 'Power Poses' Researcher Dana Carney Now Says Effects are "Undeniably" False. Retrieved March 2, 2017 from <http://fortune.com/2016/10/02/power-poses-research-false/>
- Murphy, M., Smark, C. J. (2006). *N-Gens of change: personal response systems and Net-Generation students*. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=3211&context=commpapers>
- Nash, R., Barnard, A. (2013). *Developing a culture of peer review of teaching through a distributive leadership approach (final report)*. Sydney: Office for Learning and Teaching. Retrieved from http://eprints.qut.edu.au/70892/1/LE11_1980_Nash_Report_2014.pdf
- Neale, L., & Cathcart, A. (2010). Strategies to facilitate grading consistency in large classes. In *Proceedings of the 23rd International Conference on The First-Year Experience 2010*, Maui, Hawaii.

Olmsted, J. (1999). The Mid-Lecture Break: When Less Is More. *Journal of Chemical Engineering*. doi: 10.1021/ed076p525

Pask, G. (1976). Learning styles and strategies. *British Journal of Educational Psychology*, 46, 4-11. doi: 10.1111/j.2044-8279.1976.tb02305.x

Peer Review of Teaching Team. (2014). Tools. Retrieved from

<http://www.peerreviewofteaching.org/tools/>

PowerPoint timers and editable text boxes available from

http://www.a6training.co.uk/resources_powerpoint.php

Race, P. (1999). *2000 Tips for Lectures*. Retrieved from

<http://ebookcentral.proquest.com.ezp01.library.qut.edu.au/lib/qut/reader.action?docID=1166575>

Race, P. (2003). Why do we need to “repair” our assessment processes? A discussion paper. *Journal of Science Education*. 4.2(2003), 73 – 76. Retrieved from

<http://search.proquest.com.ezp01.library.qut.edu.au/docview/196930316?pq-origsite=summon>

*Race, P. (2010). *Making Learning Happen* (2nd edition). London: Sage Publications.

Radloff, A. (2008, 2009, 2010, 2011). Australasian Survey of Student Engagement (AUSSE). Retrieved from <https://www.acer.org/ausse>

Radosevich, D J., Salomon, R., Radosevich, D M., and Kahn, P. (2008). Using Student Response Systems to Increase Motivation, Learning, and Knowledge Retention.

Innovate: Journal of Online Education 5 (1), 4. retrieved from <http://nsuworks.nova.edu/innovate/vol5/iss1/4/>

ratemyprofessors. (2011, 2010). Rate My Professors. Retrieved from www.ratemyprofessors.com

Roberts, S., Butcher, L., & Brooker, M. (2010). Clarifying, Developing and valuing the role of unit coordinators as informal leaders of learning in Higher Education. *Strawberry Hills, NSW: Australian Learning and Teaching Council Ltd.* Retrieved from http://www.tlc.murdoch.edu.au/project/ucall/docs/FinalReport_UCaLL_Nov10.pdf

Ryan, M. E., Ryan, M. (2012). Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research and Development.* Retrieved from <https://eprints.qut.edu.au/45667/>

Sadler, D. R. (2012). Assuring academic achievement standards: from moderation to calibration. *Assessment in Education: Principles, Policy and Practice*, 20 (1), 5-19. Retrieved from http://disciplinestandards.pbworks.com/w/file/attach/70098295/Forum9Aug13_Pre-reading_DRSadler_2013.pdf

Shevlin, M., Banyard, P., Davies, M and Griffiths, M. (2000). The validity of student evaluation of teaching in HE: love me, love my lectures?. *Assessment and Evaluation in Higher Education*. 25 (4), 397-405. Retrieved from http://www.academia.edu/429645/Shevlin_M._Banyard_P._Davies_M.N.O._and_Griffiths_M.D._2000_.The_validity_of_student_evaluations_in_higher_education_Love_me_love_my_lectures_Assessment_and_Evaluation_in_Higher_Education_25_397-405

*Stefani, L. & Elton, L. (2002). Continuing Professional Development of Academic Teachers through self-initiated learning. *Assessment & Evaluation in Higher Education*. 27(2).pp. 117-129

Syracuse University. (n.d.). Critical Incidents in college teaching. Retrieved from <http://www.syr.edu/gradschool/gsprogram/resources/CICT.html>

- Tan, S., Mansi, A., & Furnham, A. (2017). Students' Preferences for Lecturers' Personalities. *Journal of Further and Higher Education*. doi: 10.1080/0309877X.2017.1301406
- *Tang, T., & Cogan, L. (2012). *Formative Peer Review*. QUT REFRAME Final Reports. Queensland University of Technology. Brisbane.
- *Teaching and Learning Centre, Macquarie University. (2008). *Writing Learning Outcomes*. Retrieved July 11, 2013 from staff.mq.edu.au/public/download/?id=40250**
- The Economist. (2016, January 23). Students Judge their Teachers. Often unfairly. *The Economist*. Retrieved from <http://www.economist.com/news/united-states/21688924-students-judge-their-teachers-often-unfairly-ratings-agency>
- University of Tasmania. (2011). Guidelines for Good Assessment Practice. Retrieved from www.teaching-learning.utas.edu.au
- Ward, M. J. (2003). *Descriptive Study of the Yearly Activities of Instructional Technology Support Personnel in Selected Public School Systems of Tennessee, Academic Year 2001 – 2002*. (Doctoral dissertation) Retrieved from <http://search.proquest.com.ezp01.library.qut.edu.au/docview/305297315?pq-origsite=summon>
- Weimer, M. (April 11, 2012). Should effort count? Students certainly think so. *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/teaching-professor-blog/should-effort-count-students-certainly-think-so/>
- Wood, D., Scutter, S., & Wache, D. (2011). Peer review of online learning and teaching: Final report. Sydney: Australian Learning and Teaching Council.
- Zwanikken, P. A. C., Peterhans, B., Dardis, L., & Scherpbier, A. (2013). Quality assurance in transitional higher education: a case study of the tropEd network. *BMC Medical Education*. doi: 10.1186/1472-6920-13-43