**National and International Teaching and Learning Research**

The following lists contain seminal journal articles and books or chapters in books on teaching and learning, published by national and international scholars. If you would like to expand your knowledge of teaching and learning in higher education, these sources could serve as a guide in broadening your knowledge base of this field.

**1. Journal Articles**

* Biggs, J. 2014. Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1:1-22. Available at [www.herdsa.org.au](http://www.herdsa.org.au).
* Birch, P.D.J., Batten, J., Manley, A.J. & Smith, M.J. 2012. An exploratory investigation examining the cues that students use to form initial impressions and expectancies of lecturers. *Teaching in Higher Education*, 17(6): 660-672.
* Case, J. 2015. Emergent interactions: Rethinking the relationship between teaching and learning. *Teaching in Higher Education*, 20(6): 625-635.
* Chickering, A.W. & Gamson, Z.F. 1987. Seven principles for good practice in undergraduate education*. AAHE Bulletin*: 3-7..
* Christopher, D.A. 2011. Interactive large classes: The dynamics of teacher/student interaction. *Journal of Business & Economics Research*, 1(8): 81-98.
* Cilliers, F.J. & Herman, N. 2010. Impact of an educational development programme on

teaching practice of academics at a research-intensive university. *International Journal for Academic Development*, 15(3): 253-267.

* Elton, L. 1998. Dimensions of excellence in university teaching. *International Journal of Academic Development,* 3(1): 3-11.
* Felder, R.M. & Brent, R. 2005. Understanding student differences. *Journal of Engineering Education*, 94(1): 57-72.
* Kane, R., Sandretto, S. & Heath, C. 2004. An investigation into excellent tertiary teaching: Emphasising reflective practice. *Higher Education*, 47: 283-310.
* Kreber, C. & Cranton, P.A. 2000. Exploring the scholarship of teaching*. The Journal of Higher Education*, 71(4): 476-495.
* Mbembe, A.J. 2016. Decolonizing the university: New directions. *Arts & Humanities in Higher Education*, 15(1): 29-45.
* Morrison, C.D. 2013. From ‘Sage on the Stage’ to ‘Guide on the Side’: A Good Start. *International Journal for the Scholarship of Teaching and Learning*, 8(1). Available at <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol8/iss1/4>.
* Richlin, L. 2001. Scholarly teaching and the scholarship of teaching. *New Directions for Teaching and Learning*, 86: 57-68.
* Smith, K.A., Sheppard, S.S., Johnson, D.W. & Johnson, R.T. 2005. Pedagogies of engagement: Classroom-based practice. *Journal of Engineering Education*, 94(1): 87-101.
* Tigelaar, D.E.H., Dolmans, D.H.J.M., De Grave, W.S., Wolfhagen, I.H.A.P. & Van der Vleuten, C.P.M. 2006. Portfolio as a tool to stimulate teachers’ reflections. *Medical Teacher*, 28(3): 277-282.
* Toews, M.L. & Yazedjian, A. 2007. The three-ring circus of academia: How to become the ringmaster. *Innovative Higher Education*, 32:113-122.
* Trigwell, K. & Shale, S. 2004. Student learning and the scholarship of university teaching. *Studies in Higher Education*, 29(4): 523-536.
* Van den Bos, P. & Brouwer, J. 2014. Learning to teach in higher education: How to link theory and practice. *Teaching in Higher Education*, 19(7): 772-786.
* Young, S.F. 2008. Theoretical frameworks and models of learning: Tools for developing conceptions of teaching and learning. *International Journal for Academic Development*, 13(1): 41-49.

**2. Books and Chapters in Books**

* Angelo, T.A. & Cross, K.P. 1993. (1988). *Classroom Assessment Techniques: A Handbook for College Teachers.* 2nd Edition. San Francisco, CA: Jossey-Bass.
* Badat, S. 2012. Redressing the colonial/apartheid legacy: Social equity, redress, and higher education admissions in democratic South Africa. In Hasan, Z. & Nussbaum, M. (Eds.), *Equalizing access: Affirmative action in higher education in India, United States, and South Africa*. New Delhi: Oxford University Press. Pp. 121-150.
* Biggs. J. 2003. *Teaching for Quality Learning at University*. Buckingham. Milton Keynes: The Society for Research into Higher Education/Open University Press.
* Boyer, E. 1990. *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
* Brookfield, S.D. 2006. *The skilful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco, CA: Jossey-Bass.
* Butcher, C., Davies, C. & Highton, M. 2006. *Designing learning. From module outline to effective teaching*. London, New York: Routledge.
* Freire, P. 1985. *The politics of education: Culture, power and liberation*. New York: Macmillan.
* Fry, H., Ketteridge, S. & Marshall, S. (Eds.) 2009. (1999). *A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice*. 3rd Edition. London, New York: Routledge.
* Leibowitz, B., Van Schalkwyk, S., Van der Merwe, A., Herman, N. & Young, G. 2009. What makes a good first year lecturer? In Leibowitz, B., Van der Merwe, A. & Van Schalkwyk, S. (Eds.), *Focus on first year success: Perspectives emerging from South Africa and beyond*. Pp. 255-270. Stellenbosch: Sun Press.
* Meyer, J.H.F. & Land, R. 2003. Threshold concepts and troublesome knowledge – linkages to ways of thinking and practising. In *Improving Student Learning – Ten Years On.* C. Rust (Ed.), OCSLD, Oxford.
* Mezirow, J. 1991. *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
* Ramsden, P. 2002. *Learning to Teach in Higher Education*. London, New York: Routledge.
* Schön, D. 1987. *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
* Seldin, P., Miller, J.E. & Seldin, C.A. 2010. *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. San Francisco, CA: Jossey-Bass.
* Wenger, E. 1998. *Communities of practice: Learning, meaning and identity*. New York, NY: Cambridge University Press.