

Inspirational Bibliography- mapped against the UKPSF 20111

Potential references for the analysis of teaching practice - please see review methodology in endnoteⁱ. In case of questions, please contact Prof. Thyra Uth Thomsen, Copenhagen Business School, Denmark: tt.marktg@cbs.dk

A1: Design and plan learning activities and/or programmes of study

Highly cited papers from top education journals - SCOPUS

- Bonnici, L. J., Maatta, S. L., Klose, M. K., Julien, H., & Bajjaly, S. (2016). Instructional style and learner-centered approach: A cross-institutional examination of modality preference for online course delivery in a graduate professional program. *Studies in Higher Education*, 41(8), 1389–1407. Scopus. <https://doi.org/10.1080/03075079.2014.977860>
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Taber, K. S. (2006). Beyond Constructivism: The Progressive Research Programme into Learning Science. *Studies in Science Education*, 42, 125–184. <https://doi.org/10.1080/03057260608560222>

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A4: Develop effective learning environments and approaches to student support and guidance

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A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

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K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program

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K4: The use and value of appropriate learning technologies

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K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

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V1: Respect individual learners and diverse learning communities

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V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.

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V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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ⁱ The aim of this project was to identify authoritative scholarly literature about effective approaches to teaching and learning support as key contributions to teaching excellence and to map it on to the Professional Standards Framework. We addressed this aim by reviewing (last review was performed in 2020):

- (1) Literature listed in the faculty development programs of the top 100 Universities and Business Schools according to the Financial Times ranking.
- (2) Academic articles published in the leading education journals in the field of management (ranked 3 and 4 according to AJG – Academic Journal Guide).

Authoritative academic papers recommended by faculty associated with CBS faculty development initiatives was also gathered and included under item 1.

Ad 1) we checked the website of every Business School listed in the ranking as well as the website of the University with which the Business School is associated (if this was the case). Our first aim, was to find their Teaching and Learning Centers or similar units. Once we found their web site, we checked what kind of teaching support they offer, focusing on Faculty Development Programs. In particular, we focused on Faculty Development Programs targeted to early career faculty and/or postdocs, with a long-term orientation, and a scholarly approach (focus on pedagogy). In the case they offered a program of this type, we collected the reading lists of the courses/modules, if available.

Ad 2) The second pillar of the literature review was comprised by articles published in leading education journals in the field of management (ranked 3 and 4 according to AJG – Academic Journal Guide): Academy of Management, Learning & Education, British Educational Research Journal, Management Learning, and Studies in Higher Education. The keywords we used for the searches in Scopus were based on the UKPSF dimensions (see table below). For each dimension, we developed a number of themes. For each theme, we identified a list of search keywords that could cover the theme, and for each completed theme search (in which keywords were combined with OR unless otherwise indicated), we selected the top 5 papers sorted by number of citations (excluding those not related to higher education). We then repeated the same search, selecting the top 5 papers for every theme of the dimension, sorted by relevance. This double search yielded not only the most cited papers along the years, but also relevant papers published recently. However, you may find duplicates and you may find that some papers are not that relevant after all, since we did not content check them.

AREAS OF ACTIVITY:	
• A1: Design and plan learning activities and/or programs of study	
THEME 1: COURSE DESIGN KEYWORD 1: instructional design KEYWORD 2: course design KEYWORD 3: learning design	
• A2: Teach and/or support learning	
THEME 1: TEACHING KEYWORD 1: student-centered KEYWORD 2: learning-centered KEYWORD 3: teaching approaches KEYWORD 4: learning approaches KEYWORD 5: learner-centered	
• A3: Assess and give feedback to learners	
THEME 1: ASSESSMENT KEYWORD 1: assess	THEME 2: FEEDBACK KEYWORD 1: feedback
• A4: Develop effective learning environments and approaches to student support and guidance	
THEME 1: ENVIRONMENT KEYWORD 1: learning environment KEYWORD 2: learning space	THEME 2: SUPPORTING learning KEYWORD 1: student guidance KEYWORD 2: tutoring KEYWORD 3: student support

<p>• A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	
<p>THEME 1: FACULTY DEVELOPMENT KEYWORD 1: Faculty development KEYWORD 2: Instructional development KEYWORD 3: Academic development KEYWORD 4: professional development</p>	<p>THEME 2: EVALUATION OF PROFESSIONAL PRACTICES KEYWORD 1: self-evaluation</p>
<p>CORE KNOWLEDGE:</p>	
<p>• K1: The subject material</p>	
<p>• K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program</p>	
<p>THEME 1: APPROPRIATE METHODS KEYWORD 1: “constructive alignment”</p>	
<p>• K3: How students learn, both generally and within their subject/disciplinary area(s)</p>	
<p>THEME 1: HOW STUDENTS LEARN KEYWORD 1: Learning theory KEYWORD 2: Effective learning KEYWORD 3: Learning strategies KEYWORD 4: Self-directed learning KEYWORD 5: Self-regulated learning</p>	
<p>• K4: The use and value of appropriate learning technologies</p>	
<p>THEME 1: LEARNING TECHNOLOGIES KEYWORD 1: Learning technologies KEYWORD 2: Instructional technology KEYWORD 3: Technology-enabled KEYWORD 4: Technology-supported KEYWORD 5: Technology-facilitated</p>	
<p>• K5: Methods of evaluating the effectiveness of teaching.</p>	
<p>THEME 1: EVALUATING TEACHING KEYWORD 1: Student evaluation KEYWORD 2: Student feedback KEYWORD 3: Evaluation of teaching</p>	<p>THEME 2: TEACHING EFFECTIVENESS KEYWORD 1: teaching effectiveness KEYWORD 2: teaching performance</p>
<p>• K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>	
<p>THEME 1: QUALITY KEYWORD 1: quality teaching KEYWORD 2: quality assurance KEYWORD 3: quality enhancement KEYWORD 3: quality of teaching</p>	
<p>PROFESSIONAL VALUES:</p>	
<p>• V1: Respect individual learners and diverse learning communities</p>	
<p>THEME 1: INDIVIDUAL LEARNERS KEYWORD 1: “student*” AND KEYWORD 2: “learn” AND</p>	

KEYWORD 3: “divers*”	
<p>• V2: Promote participation in higher education and equality of opportunity for learners.</p>	
THEME 1: INCLUSION KEYWORD 1: inclusive learning KEYWORD 2: inclusive pedagogy KEYWORD 3: inclusive teaching	THEME 2: EQUALITY KEYWORD 1: Equality of opportunity KEYWORD 2: Equal opportunities
<p>• V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.</p>	
THEME 1: SOTL KEYWORD 1: SOTL KEYWORD 2: SCHOLARSHIP OF TEACHING AND LEARNING KEYWORD 3: Evidence informed teaching KEYWORD 3: Evidence informed practice	
<p>• V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>	
THEME 1: EDUCATIONAL CONTEXT KEYWORD 1: higher education policy KEYWORD 2: institutional setting KEYWORD 3: institutional context KEYWORD 4: educational context	THEME 2: PROFESSIONAL CONTEXT KEYWORD 1: real-world KEYWORD 2: practice-oriented

If you would like to play around with a Scopus search, you can use this link and simply click ‘edit’ and exchange the search keywords. You need to be logged into CBS and have Scopus account in order to make it work.

https://www-scopus-com.esc-web.lib.cbs.dk:8443/results/results.uri?numberOfFields=1&src=s&clickedLink=&edit=t&editSaveSearch=&origin=searchbasic&authorTab=&affiliationTab=&advancedTab=&scint=1&menu=search&tablin=&searchterm1=%22Management+Learning%22+OR+%22Studies+in+Higher+Education%22+OR+%22Academy+of+Management%2CLearning+and+Education%22+OR+%22British+Educational+Research+Journal%22&field1=SRCTITLE&connector=AND&searchterm2=%22appropriate+methods%22+OR+%22alignment%22&field2=TITLE_ABS_KEY&dateType=Publication_Date_Type&yearFrom=Before+1960&yearTo=Present&loadDate=7&documenttype=Article&accessTypes=All&resetFormLink=&st1=%22Management+Learning%22+OR+%22Studies+in+Higher+Education%22+OR+%22Academy+of+Management%2CLearning+and+Education%22+OR+%22British+Educational+Research+Journal%22&st2=%22appropriate+methods%22+OR+%22alignment%22&sot=b&sdt=b&sl=214&s=%28SRCTITLE%28%22Management+Learning%22+OR+%22Studies+in+Higher+Education%22+OR+%22Academy+of+Management%2CLearning+and+Education%22+OR+%22British+Educational+Research+Journal%22%29+AND+TITLE-ABS-KEY%28%22appropriate+methods%22+OR+%22alignment%22%29%29&sid=db5f3946ebba2a290476eac68b05857c&searchId=db5f3946ebba2a290476eac68b05857c&txGid=6c5333117ad3a1387d42b3db733be0e7&sort=cp-f&originationType=b&rr=