Inspirational Bibliography-

mapped against the PSF 2023

Potential references for the analysis of teaching practice - please see review methodology in endnote[i] . 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

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V1: Respect individual learners and diverse groups of learners

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V2: Promote engagement in learning and equity of opportunity for all to reach their potential.

Highly cited papers from top education journals - SCOPUS

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V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

Highly cited papers from top education journals - SCOPUS

Brown, C., & Zhang, D. (2016). Is engaging in evidence-informed practice in education rational? what accounts for discrepancies in teachers' attitudes towards evidence use and actual instances of evidence use in schools? British Educational Research Journal, 42(5), 780-801. doi:10.1002/berj.3239

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

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V5: Collaborate with others to enhance practice

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Hermansen, H., & Nerland, M. (2014). Reworking practice through an AfL project: An analysis of teachers' collaborative engagement with new assessment guidelines. British Educational Research Journal, 40(1), 187-206. doi:10.1002/berj.3037

Holen, R., Ashwin, P., Maassen, P., & Stensaker, B. (2021). Student partnership: Exploring the dynamics in and between different conceptualizations. Studies in Higher Education, 46(12), 2726-2737. doi:10.1080/03075079.2020.1770717

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Highly relevant papers from top education journals - SCOPUS

Barnard, R., de Luca, R., & Li, J. (2015). First-year undergraduate students' perceptions of lecturer and peer feedback: A new zealand action research project. Studies in Higher Education, 40(5), 933-944. doi:10.1080/03075079.2014.881343

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Hermansen, H., & Nerland, M. (2014). Reworking practice through an AfL

project: An analysis of teachers' collaborative engagement with new assessment guidelines. British Educational Research Journal, 40(1), 187-206. doi:10.1002/berj.3037

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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 PSF 2023. We addressed this aim by reviewing:

(1) Academic articles published in the leading education journals in the field of management (ranked 3 and 4 according to AJG – Academic Journal Guide).
(2) Literature listed in the faculty development programs of the top 100 Universities and Business Schools according to the Financial Times ranking.
(3) Authoritative academic papers recommended by faculty associated with CBS faculty development initiatives was also gathered and included under item 2.

Ad 1) The first 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 PSF dimensions. 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 relevant or 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. (The last review within this section was performed in 2023)

Ad 2) Second, 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. 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. (The last review within this section was performed in 2020, but articles were reviewed/moved to fit the new revised dimensions of the PSF2023)

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

(SRCTITLE ("management learning" OR "studies in higher education" OR "academy of management, learning and education" OR "British Educational Research Journal") AND TITLE-ABS-KEY ("instructional design" OR "course design" OR "learning design"))