Appendix E3 Inspirational Bibliography

CBS Higher Education Teaching Excellence Programme – Bibliography

Potential references for the analysis of teaching practice - please see review methodology in endnote' December 2020. In case of questions please contact Thyra Uth Thomsen, CBS.

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

Highly cited papers from top education journals - SCOPUS

Highly relevant papers from top education journals - SCOPUS


Schofield work used in faculty development programmes by top business schools


Rienecker et al. (2015). University Teaching and Learning. Frederiksberg:
A2: Teach and/or support learning

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


Magolda, M. B. B. (2006). Intellectual Development in the College Years. *Change, 38*(3), 50–54. [https://doi.org/10.3200/CHNG.38.3.50-54](https://doi.org/10.3200/CHNG.38.3.50-54)


A3: Assess and give feedback to learners

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


Sadler, D. R. (2010). Beyond feedback: Developing student capability in


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

**Highly cited papers from top education journals - SCOPUS**


**Highly relevant papers from top education journals - SCOPUS**


Scholarly work used in faculty development programmes by top business schools


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

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


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

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


**Scholarly work used in faculty development programmes by top business schools**


K3: How students learn, both generally and within their subject/disciplinary area(s)

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


K4: The use and value of appropriate learning technologies

Highly cited papers from top education journals - SCOPUS

Highly relevant papers from top education journals - SCOPUS

Scholarly work used in faculty development programmes by top business schools


**K5: Methods of evaluating the effectiveness of teaching**

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


Matheson, R. (2019). In pursuit of teaching excellence: Outward and visible


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

**Highly cited papers from top education journals - SCOPUS**


**Highly relevant papers from top education journals - SCOPUS**

https://doi.org/10.1080/03075079.2016.1185776

https://doi.org/10.1080/03075079.2011.646258


https://doi.org/10.1080/03075079.2012.709493

https://doi.org/10.1080/03075079.2019.1596075

Scholarly work used in faculty development programmes by top business schools

https://doi.org/10.1023/A:1004116205062

https://doi.org/10.1023/A:1014659908601


https://doi.org/10.1111/j.1465-3435.2004.00219.x

https://doi.org/10.1023/A:100994906190


V1: Respect individual learners and diverse learning communities

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business schools


V2: Promote participation in higher education and equality of opportunity for learners

Highly cited papers from top education journals - SCOPUS


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

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


https://doi.org/10.1080/03075079.2016.1258052

https://doi.org/10.1080/03075079.2016.1180350

**Scholarly work used in faculty development programmes by top business schools**

https://doi.org/10.1080/1380361070164227


https://doi.org/10.1080/14703297.2013.796716


https://doi.org/10.1080/1360144X.2012.718993

https://doi.org/10.1080/13562517.2017.1301911
V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Highly cited papers from top education journals - SCOPUS


Highly relevant papers from top education journals - SCOPUS


Scholarly work used in faculty development programmes by top business


in Higher Education. Journal of Academic Ethics, 13(1), 61–75. https://doi.org/10.1007/s10805-014-9221-3


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:

(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.

<table>
<thead>
<tr>
<th>AREAS OF ACTIVITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A1: Design and plan learning activities and/or programs of study</td>
</tr>
<tr>
<td>THEME 1: COURSE DESIGN</td>
</tr>
<tr>
<td>KEYWORD 1: instructional design</td>
</tr>
<tr>
<td>KEYWORD 2: course design</td>
</tr>
<tr>
<td>KEYWORD 3: learning design</td>
</tr>
<tr>
<td>• A2: Teach and/or support learning</td>
</tr>
<tr>
<td>THEME 1: TEACHING</td>
</tr>
<tr>
<td>KEYWORD 1: student-centered</td>
</tr>
<tr>
<td>KEYWORD 2: learning-centered</td>
</tr>
<tr>
<td><strong>• A3: Assess and give feedback to learners</strong></td>
</tr>
<tr>
<td>Theme 1: Assessment</td>
</tr>
<tr>
<td>Keyword 1: assess</td>
</tr>
</tbody>
</table>

| **• A4: Develop effective learning environments and approaches to student support and guidance** |
| Theme 1: Environment  | Theme 2: Supporting Learning |
| Keyword 1: Learning Environment | Keyword 2: Tutoring |
| Keyword 2: Learning Space | Keyword 3: Student Support |

| **• A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices** |
| Theme 1: Faculty Development  | Theme 2: Evaluation of Professional Practices |
| Keyword 1: Faculty Development | Keyword 1: Self-Evaluation |
| Keyword 2: Instructional Development | Keyword 2: Tutoring |
| Keyword 3: Academic Development | Keyword 3: Student Support |
| Keyword 4: Professional Development |

| **CORE KNOWLEDGE:** |
| **• K1: The subject material** |

| **• K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program** |
| Theme 1: Appropriate Methods |
| Keyword 1: “Constructive Alignment” |

| **• K3: How students learn, both generally and within their subject/disciplinary area(s)** |
| 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 |

| **• K4: The use and value of appropriate learning technologies** |
| Theme 1: Learning Technologies |
| Keyword 1: Learning Technologies |
| Keyword 2: Instructional Technology |
| Keyword 3: Technology-Enabled |
| Keyword 4: Technology-Supported |
| Keyword 5: Technology-Facilitated |

| **• K5: Methods of evaluating the effectiveness of teaching.** |
| Theme 1: Evaluating Teaching |
| Keyword 1: Student Evaluation |
| Keyword 2: Student Feedback |
| Keyword 3: Evaluation of Teaching |
| Theme 2: Teaching Effectiveness |
| Keyword 1: Teaching Effectiveness |
| Keyword 2: Teaching Performance |
### K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

<table>
<thead>
<tr>
<th>THEME 1: QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: quality teaching</td>
</tr>
<tr>
<td>KEYWORD 2: quality assurance</td>
</tr>
<tr>
<td>KEYWORD 3: quality enhancement</td>
</tr>
<tr>
<td>KEYWORD 3: quality of teaching</td>
</tr>
</tbody>
</table>

### PROFESSIONAL VALUES:

#### V1: Respect individual learners and diverse learning communities

<table>
<thead>
<tr>
<th>THEME 1: INDIVIDUAL LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: “student*” AND</td>
</tr>
<tr>
<td>KEYWORD 2: “learn” AND</td>
</tr>
<tr>
<td>KEYWORD 3: “divers*”</td>
</tr>
</tbody>
</table>

#### V2: Promote participation in higher education and equality of opportunity for learners.

<table>
<thead>
<tr>
<th>THEME 1: INCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: inclusive learning</td>
</tr>
<tr>
<td>KEYWORD 2: inclusive pedagogy</td>
</tr>
<tr>
<td>KEYWORD 3: inclusive teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: EQUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: Equality of opportunity</td>
</tr>
<tr>
<td>KEYWORD 2: Equal opportunities</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>THEME 1: SOTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: SOTL</td>
</tr>
<tr>
<td>KEYWORD 2: SCHOLARSHIP OF TEACHING AND LEARNING</td>
</tr>
<tr>
<td>KEYWORD 3: Evidence informed teaching</td>
</tr>
<tr>
<td>KEYWORD 3: Evidence informed practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEYWORD 1: real-world</td>
</tr>
<tr>
<td>KEYWORD 2: practice-oriented</td>
</tr>
</tbody>
</table>

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=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%2C+Learning+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&accessType