CITATION REPORT List of articles citing

- 1 ·	. 1 •	. 1 1	, •	1.
Enhanging	tagehing	through	constructive	alignment
Lillaliciliz	teaching	undugn		angmitti

DOI: 10.1007/bf00138871 Higher Education, 1996, 32, 347-364.

Source: https://exaly.com/paper-pdf/27456855/citation-report.pdf

Version: 2024-04-09

This report has been generated based on the citations recorded by exaly.com for the above article. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

#	Paper	IF	Citations
1548	Problem-based curricula and dental education: facilitating change for teachers and learners. 1998 , 2, 143-148		3
1547	A conceptual change staff development programme: Effects as perceived by the participants. 1998 , 3, 24-38		24
1546	Assessment and Classroom Learning: a role for summative assessment?. 1998 , 5, 103-110		65
1545	Traditional studying for examination versus constructivist learning tasks: Do learning outcomes differ?. 1998 , 23, 173-189		49
1544	Review Symposium. 1998 , 17, 371-377		
1543	Research and teaching: Changing relationships in a changing context. 1999 , 24, 291-301		106
1542	Variation in medical students' approaches to diagnosis: a basis for initiating conceptual change among teachers and students. 1999 , 33, 334-41		5
1541	The quality of learning in accounting education: the impact of approaches to learning on academic performance. 1999 , 8, 277-300		123
1540	Constructivism and Problem-based Learning. 1999 , 23, 369-371		72
1539	PEDACTICE: educational multimedia in school. An evaluation study.		
1538	Congruence and friction between learning and teaching. 1999 , 9, 257-280		437
1537	Towards expert knowledge? A comparison between a constructivist and a traditional learning environment in the university. 1999 , 31, 357-442		202
1536	Using Active Instructional Methods in Lectures: A Matter of Skills and Preferences. 1999 , 36, 260-272		9
1535	What the Student Does: teaching for enhanced learning. 1999 , 18, 57-75		662
1534	A study of the approaches to learning, engagement with the learning context and conceptions of learning of a group of fourth year accounting students. 2000 , 14, 1-19		
1533	A Linguistic Perspective on Multiple Choice Questioning. 2000 , 25, 109-119		33
1532	There's a Bug in My Ear: Value Adding through Authentic Interview Experience. 2000 , 1, 287-298		1

1531	La evaluacifi de la calidad del aprendizaje en la universidad. 2000 , 23, 5-30	2
1530	Learning How to Learn in a Technology Course: A Case Study. 2000 , 15, 173-189	4
1529	Students' Conceptions of Learning, the Classroom Environment, and Approaches to Learning. 2000 , 93, 262-270	129
1528	An investigation into ways of challenging introductory accounting students' negative perceptions of accounting. 2000 , 9, 135-155	99
1527	Assessing the Use of Flexible Assessment. 2001 , 26, 539-549	16
1526	Individual differences in learning to teach: relating cognition, regulation and affect. 2001 , 11, 133-156	85
1525	Evaluating University Teaching: Time to take stock. 2001 , 26, 341-353	38
1524	Interactive lectures in engineering education. 2001 , 26, 15-28	46
1523	Quality standards for new modes modes of assessment. An exploratory study of the consequential validity of the OverAll Test. 2001 , 16, 569-588	14
1522	Study-strategy use in learning from text. Does gender make any difference?. 2001 , 29, 255-272	18
1521	Students' perceptions of assessment practices in a traditional medical curriculum. 2001 , 6, 121-40	26
1520	The Pressures of Assessment in Undergraduate Courses and their Effect on Student Behaviours. 2001 , 26, 269-284	48
1519	Learning to Manage Welfare and Health Services: Evaluating a Three-Year Academic Training Programme in Professional Development. 2001 , 7, 79-97	1
1518	Researching Your Teaching: The Case for Action Research. 2001 , 1, 21-27	9
1517	Understanding Learner-centredness: Does it consider the diverse needs of individuals?. 2002 , 24, 93-102	15
1516	E-language learning for the airline industry. 2002 , 14, 47-57	7
1515	Student assessment within the context of constructivist educational settings. 2002 , 28, 369-390	8
1514	Table of Contents. 2002 , 28, 1-139	

1513	2.1 Evolving methods of assessment. 2002 , 6 Suppl 3, 53-66	37
1512	Learning-teaching-assessment paradigms and the on-line classroom. 2002 , 2002, 5-18	9
1511	Reescribir el examen: transformando el apitafiolen una llamada al pie de pgina. 2003 , 15, 81-96	
1510	Implementing Flexible Learning Practices in Tourism Courses. 2003, 3, 47-63	3
1509	The impact of leadership style on student learning in a first-year accounting course. 2003, 11, 48-68	
1508	Teacher educators' teaching methods, assessments, and grading: A comparison of higher education faculty's instructional practices. 2004 , 40, 1-16	26
1507	Teacher Education Students' Epistemological Beliefs: Developing a Relational Model of Teaching. 2004 , 72, 1-17	50
1506	University-based archaeology teaching and learning and professionalism in Australia. 2004 , 36, 189-202	27
1505	The assignment that triggered change: assessment and the relational learning model for generic capabilities. 2004 , 29, 141-157	17
1504	First-year Teaching-Learning Environments in Economics. 2004 , 3, 9-38	24
_J-T		
1503	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004 , 30, 821-833	14
	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF	
1503	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004 , 30, 821-833 Strategies for enhancing the learning of ecological research methods and statistics by tertiary	
1503 1502	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004 , 30, 821-833 Strategies for enhancing the learning of ecological research methods and statistics by tertiary environmental science students. 2004 , 4, 1-14 Nationalistic Education in a Post-colonial Age: the Impact of Study Trips to China and the	14
1503 1502 1501	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004, 30, 821-833 Strategies for enhancing the learning of ecological research methods and statistics by tertiary environmental science students. 2004, 4, 1-14 Nationalistic Education in a Post-colonial Age: the Impact of Study Trips to China and the Development of Hong Kong Students' National Identity. 2004, 24, 205-224 Design, development, and implementation of electronic learning environments for collaborative	14
1503 1502 1501 1500	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004, 30, 821-833 Strategies for enhancing the learning of ecological research methods and statistics by tertiary environmental science students. 2004, 4, 1-14 Nationalistic Education in a Post-colonial Age: the Impact of Study Trips to China and the Development of Hong Kong Students' National Identity. 2004, 24, 205-224 Design, development, and implementation of electronic learning environments for collaborative learning. 2004, 52, 39-46	14 1 2 18
1503 1502 1501 1500	LEADING GROUPS OF OLDER PEOPLE: A DESCRIPTION AND EVALUATION OF THE EDUCATION OF PROFESSIONALS. 2004, 30, 821-833 Strategies for enhancing the learning of ecological research methods and statistics by tertiary environmental science students. 2004, 4, 1-14 Nationalistic Education in a Post-colonial Age: the Impact of Study Trips to China and the Development of Hong Kong Students' National Identity. 2004, 24, 205-224 Design, development, and implementation of electronic learning environments for collaborative learning. 2004, 52, 39-46 A five-dimensional framework for authentic assessment. 2004, 52, 67-86	14 1 2 18 255

1495	Students' expectations about the processing demandsof teacher-made tests. 2004, 30, 281-304	2
1494	Using a conceptual framework and the opinions of portfolio experts to develop a teaching portfolio prototype. 2004 , 30, 305-321	18
1493	Motivation, cognitive processing and achievement in higher education. 2004 , 14, 549-568	84
1492	Working with toddlers in child care: Personal epistemologies and practice. 2004 , 12, 55-70	28
1491	What is the Constructivism in Constructive Alignment?. 2005 , 6, 1-14	14
1490	Learning outcomes: making learning and teaching explicit. 2005 , 22, 156-9	3
1489	Aligning biochemistry to the interests of biology students using haloperoxidase to illustrate reactions of environmental and biomedical importance*. 2005 , 33, 293-301	5
1488	The development of students I ways of thinking and practising in three final-year biology courses. Higher Education, 2005 , 49, 255-289	120
1487	Charting a global future for education in physiology. 2005 , 29, 189-93	29
1486	Crossing a Multicultural Divide: Teaching Business Strategy to Students From Culturally Mixed Backgrounds. 2005 , 9, 316-336	24
1485	Knowledge in the Marketplace: The Global Commodification of Teaching and Learning in Higher Education. 2005 , 37-51	37
1484	A study of accounting students' motives, expectations and preparedness for higher education. 2005 , 29, 111-124	109
1483	Challenges of engineering education and curriculum development in the context of the Bologna process. 2005 , 30, 447-458	48
1482	Quality issues in judging portfolios: implications for organizing teaching portfolio assessment procedures. 2005 , 30, 595-610	36
1481	Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases. 2006 , 95, 123-138	823
1480	Authentic assessment, student and teacher perceptions: the practical value of the five-dimensional framework. 2006 , 58, 337-357	39
1479	A conceptual framework for integrating peer assessment in teacher education. 2006 , 32, 6-22	45
1478	The wheel of competency assessment: Presenting quality criteria for competency assessment programs. 2006 , 32, 153-170	89

1477	A quantitative and qualitative study of changes in the use of learning outcomes and distractions by students and tutors during a biology poster assessment. 2006 , 32, 262-287	7
1476	RELATIONS BETWEEN STUDENT PERCEPTIONS OF ASSESSMENT AUTHENTICITY, STUDY APPROACHES AND LEARNING OUTCOME. 2006 , 32, 381-400	39
1475	Anatomy teaching: ghosts of the past, present and future. 2006 , 40, 243-53	265
1474	Ontwerp en evaluatie van een docentportfolio. 2006 , 30, 189-193	
1473	The use of deep and surface learning strategies among students learning English as a foreign language in an Internet environment. 2006 , 76, 851-66	33
1472	The Design of Competency-Based Performance Assessment in E-Learning. 2006 , 9, 45-66	22
1471	Enhancing problem-solving expertise by means of an authentic, collaborative, computer supported and problem-based course. 2006 , 21, 71-90	21
1470	Optimising a curriculum for clinical haematology and biochemistry in sports medicine: a Delphi approach. 2006 , 40, 139-44	5
1469	Students' Approaches to Learning. 2007 , 22, 183-214	60
1468	'Constructive alignment' and learning technologies: some implications for the quality of teaching and learning in higher education. 2007 ,	
1467	StudentsItonceptions of knowledge, the role of the teacher and learner as important factors in a didactic school reform. 2007 , 33, 29-40	7
1466	A Longitudinal Study of the Impact of University Teaching on Hospitality Students' Approaches to Learning. 2007 , 19, 6-13	1
1465	Training graduate primary care mental health workers for collaborative practice: part 1. 2007, 2, 12-22	1
1464	Engaging Critical Thinking: Lessons from the RDA Tutorials and Projects. 2007 , 37, 375-382	4
1463	Innovation in Teaching Undergraduate Psychology at the University of the Witwatersrand: Coping with Diversity. 2007 , 37, 345-347	
1462	Students' Perceptions of Efficacy and Preference for Two Lecture Formats. 2007 , 37, 361-367	4
1461	Teaching Research and Statistics at Undergraduate Level: The RDA Tutorial Programme. 2007, 37, 368-374	7
1460	Reflections on Teaching Undergraduate Psychology to Part-Time Adult Students. 2007 , 37, 383-388	2

(2008-2007)

1459	Evaluating training for collaborative practice for graduate primary care mental health workers. 2007 , 2, 19-29	6
1458	EXPLORING ALTERNATIVE WAYS OF ASSESSING PRIOR KNOWLEDGE, ITS COMPONENTS AND THEIR RELATION TO STUDENT ACHIEVEMENT: A MATHEMATICS BASED CASE STUDY. 2007 , 33, 320-337	44
1457	Critical and Ethical Thinking in Sport Management: Philosophical Rationales and Examples of Methods. 2007 , 10, 133-158	27
1456	Approaches to Learning by Students in the Biological Sciences: Implications for teaching. 2007 , 29, 19-43	50
1455	A comparative study of student attitude, learning and teaching practices in Pakistan and Britain. 2007 , 33, 267-283	1
1454	Assessing the Quality of Essays Using the SOLO Taxonomy: Effects of Field and Classroom-based Experiences by Allevel Geography Students. 2007, 16, 21-43	8
1453	Computer science and IT teachers' conceptions of successful and unsuccessful teaching: A phenomenographic study. 2007 , 17, 275-299	12
1452	Revolution, evolution or a Trojan horse? Piloting assessment for learning in some Scottish primary schools. 2007 , 33, 605-627	39
1451	Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks. 2007 , 2, 114-129	148
1450	From strategic planning to meaningful learning: diverse perspectives on the development of web-based teaching and learning in higher education. 2007 , 38, 312-324	66
1449	High-quality learning: harder to achieve than we think?. 2007, 41, 638-44	60
1448	A preliminary study of empathy, emotional intelligence and examination performance in MBChB students. 2007 , 41, 684-9	118
1447	Relationship between assessment results and approaches to learning and studying in Year Two medical students. 2007 , 41, 754-62	61
1446	Clinical competency exercises: some student perceptions. 2007 , 11, 184-91	27
1445	Students[Adaptation of Study Strategies When Preparing for Classroom Tests. 2007, 19, 401-428	50
1444	Resource use and academic performance among first year psychology students. <i>Higher Education</i> , 2007 , 53, 1-27	40
1443	Establishing a Competence Profile for the Role of Student-centred Teachers in Higher Education in Belgium. 2008 , 49, 531-554	18
1442	Students[experiences with contrasting learning environments: The added value of students[] perceptions. 2008 , 11, 83-109	27

1441	StudentsDapproaches to learning and assessment preferences in a portfolio-based learning environment. 2008 , 36, 359-374	51
1440	Assessment Practices: Empowering Mathematics and Science Teachers in Rural Secondary Schools to Enhance Student Learning. 2008 , 6, 417-436	7
1439	Students likes and dislikes regarding student-activating and lecture-based educational settings: Consequences for students perceptions of the learning environment, student learning and performance. 2008 , 23, 295-317	34
1438	Prfen in der Kinder- und Jugendmedizin. 2008, 156, 467-472	4
1437	Lehre in der Kinder- und Jugendmedizin. 2008 , 156, 434-435	1
1436	E-Learning in der medizinischen Ausbildung. 2008 , 156, 458-463	2
1435	Diverse assessment methods in group work settings. 2008 , 3, e40-e46	5
1434	Epistemological beliefs in child care: implications for vocational education. 2008 , 78, 457-71	8
1433	De taxonomie van Anderson en Krathwohl (2001) is een bruikbaar instrument om opleidingsdoelstellingen te analyseren en classificeren. 2008 , 27, 14-21	
1432	The development of a primary dental care outreach course. 2008 , 12, 8-16	14
1431	Do students[perceptions matter? A study of the effect of students[perceptions on academic performance. 2008 , 48, 209-231	37
1430	Measuring the quality of e-learning. 2008 , 39, 1037-1056	22
1429	Use of a structured interview to assess portfolio-based learning. 2008 , 42, 894-900	20
1428	Establishing a method to support academic and professional competence throughout an undergraduate radiography programme. 2008 , 14, 255-264	11
1427	Assessment at the boundaries: Service learning as case study. 2008 , 34, 525-540	9
1426	Theoretical frameworks and models of learning: tools for developing conceptions of teaching and learning. 2008 , 13, 41-49	15
1425	The effect of practical experience on perceptions of assessment authenticity, study approach, and learning outcomes. 2008 , 18, 172-186	58
1424	Exchanging Second Language Messages Online: Developing an Intercultural Communicative Competence?. 2008 , 41, 660-673	13

1423	Impact of oral assessment on physiotherapy students' learning in practice. 2008 , 24, 29-42	5
1422	Learning Styles of Chinese and Dutch Students Compared within the Context of Dutch Higher Education in Life Sciences. 2008 , 14, 265-278	17
1421	Building effectiveness in teaching through targeted evaluation and response: connecting evaluation to teaching improvement in higher education. 2008 , 33, 517-533	49
1420	Metacognition in the Learning of Mathematics in the Senior Phase: Some Implications for the Curriculum. 2008 , 14, 205-235	4
1419	Integrating authentic assessment with competence-based learning in vocational education: the Protocol Portfolio Scoring. 2008 , 60, 159-172	12
1418	The Effects of Hands-On Experience On Students' Preferences for Assessment Methods. 2008 , 59, 69-88	20
1417	Child care students[practical conceptions of learning1 1. Funded by the ARC for 2006[2008. View all notes. 2008, 30, 119-128	6
1416	Pedagogical Transformation and Knowledge-Building for the Chinese Learner. 2008, 21, 235-251	21
1415	Design-focused evaluation. 2008 , 33, 631-645	11
1414	A New Age of Constructivism: Mode Neutral□2008, 5, 310-322	2
1413	Investigating Task Understanding in Online Repositories Equipped with Topic Map Indexes: Implications for Improving Self-Regulatory Processes in Graduate Learners. 2008 , 5, 22	5
1412	Authentic assessment in a sport management degree granting programme: design elements for a sport and law course. 2008 , 4, 165	1
1411	Topic maps as indexing tools in e-learning: bridging theoretical and practical gaps between information retrieval and educational psychology. 2008 , 2, 221	5
1410	Initial reliability of the Standardized Orthopedic Assessment Tool (SOAT). 2008, 43, 483-8	9
1409	Educating IT Project Managers through Project-Based Learning: A Working-Life Perspective. 2009 , 24,	10
1408	Interactive models for teaching digital signal processing. 2009,	О
1407	Using cooperative writing and oral presentations as peer teaching - evaluating the effectiveness of elements of inductive teaching and social constructivism on student outcomes. 2009 ,	3
1406	The Four-Domain Development Diagram: A Guide for Holistic Design of Effective Learning Experiences for the Twenty-first Century Engineer. 2009 , 98, 67-81	32

1405 Diversity, double-talk and (mis)alignment: pedagogic moves for epistemological access. 2009 , 27	7,77-92 4
1404 Intersections: The utility of an Assessment for Learning discourse for Design educators. 2009 , 8,	. 123-134 5
1403 Setting learning objectives. 2009 , 70, 406-9	11
Assessment and Evaluation of GIScience Curriculum using the Geographic Information Science at Technology Body of Knowledge. 2009 , 33, S46-S69	nd ₂₃
1401 Evaluation of the redesign of an undergraduate cell biology course. 2009 , 8, 72-8	12
The importance of vocational and social aspects of approaches to learning for medical students. 2009 , 14, 629-44	. 16
Maintaining competence□a grounded theory typology of approaches to teaching in higher education. <i>Higher Education</i> , 2009 , 57, 769-785	3 14
The first year university experience: using personal epistemology to understand effective learning and teaching in higher education. <i>Higher Education</i> , 2009 , 58, 599-618	ng 3 46
1397 Catalytic assessment: understanding how MCQs and EVS can foster deep learning. 2009 , 40, 285	5-293 73
1396 Graduate attributes of the 4-year Australian undergraduate psychology program. 2009 , 44, 253-	262 21
Making interdisciplinary subjects relevant to students: an interdisciplinary approach. 2009 , 14, 59	97-606 13
Making the instructional curriculum as an interactive, contextualized process: case studies of sev ESOL teachers. 2009 , 13, 337-365	ven 15
Motives, expectations, preparedness and academic performance: a study of students of account at a spanish university. 2009 , 12, 279-299	cing 12
Key concepts in postgraduate certificates in higher education teaching and learning in Australas and the United Kingdom. 2009 , 14, 19-31	iia 78
1391 Curriculum reform in Finnish pharmacy education. 2009 , 73, 151	26
1390 From little things big things grow: scaling-up assessment of experiential learning. 2009 , 26, 329-	-344 10
1389 Early Childhood Prospective Teacher Pedagogical Belief Shifts Over Time. 2009 , 30, 310-327	24
1388 Curriculum and course design. 2009 , 70, 714-7	7

(2010-2009)

WHy should I do This?IMAking the information systems curriculum relevant to strategic learners. 2009 , 8, 14-23	1
1386 The changing body of students. 2010 , 28, 812-830	20
1385 Elements Influencing Study Success. 2010 , 43, 9-20	
1384 Should we care about global intercultural collaboration?. 2010 , 1, 4-7	1
1383 A new framework for designing programmes of assessment. 2010 , 15, 379-93	89
Enabling meaningful learning through Web-based instruction with occupational therapy students. 2010 , 58, 191-210	16
1381 Effect of 5E Teaching Model on Student Teachers Understanding of Weightlessness. 2010 , 19, 470-488	3 11
THE DESIGN AND VALIDATION OF EQUIP: AN INSTRUMENT TO ASSESS INQUIRY-BASED INSTRUCTION. 2010 , 8, 299-321	59
1379 Honouring Diversity through Constructivist Group-Building. 2010 , 7, 210-218	4
1378 Musculoskeletal education: a curriculum evaluation at one university. 2010 , 10, 93	12
The structure of observed learning outcome (SOLO) taxonomy: a model to promote dental students' learning. 2010 , 14, 145-50	9
1376 Shaping a culture: oral histories of academic development in Australian universities. 2010 , 29, 307-318	24
Are we teaching our students what they need to know about ageing? Results from the UK National Survey of Undergraduate Teaching in Ageing and Geriatric Medicine. 2010 , 39, 385-8	33
1374 Benchmarking Introductory Accounting Curricula: Experience from Australia. 2010 , 19, 179-201	18
1373 Coping with abstraction in object orientation with a special focus on application errors. 2010 ,	
1372 Perspectives on developing and assessing professional values in computing. 2010 , 41, 174-194	8
1371 Assuring and maintaining quality in clinical education. 2010 , 71, 224-8	1

1369	Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators. 2010 , 52, 20-47	267
1368	Virtual patient simulation for learning and assessment: Superior results in comparison with regular course exams. 2010 , 32, 845-50	54
1367	Holistic approach to learning and teaching introductory object-oriented programming. 2010 , 20, 103-127	26
1366	Unravelling peer assessment: Methodological, functional, and conceptual developments. 2010 , 20, 265-269	118
1365	Alternative assessment in higher education: An experience in descriptive statistics. 2010 , 36, 62-68	11
1364	Student engagement in very large classes: the teachers perspective. 2010 , 35, 761-775	73
1363	Elements and symptoms of an ineffective higher education system: evidence from a Greek university. 2010 , 34, 431-450	2
1362	Conveying Conceptions of Quality through Instruction. 2010,	4
1361	Understanding the effectiveness of cognitive and social constructivism, elements of inductive practice, and student learning styles on selected learning outcomes in materials engineering. 2010 ,	6
1360	Collaborative peer lyric writing during music therapy training: a tool for facilitating students' reflections about clinical practicum experiences. 2011 , 20, 62-89	14
1359	Goals of peer assessment and their associated quality concepts. 2011 , 36, 719-735	39
1358	Work in progress I The iCollaborate MSE project. 2011 ,	1
1357	Teaching conceptions and approaches to teaching of medical school faculty: the difference between how medical school teachers think about teaching and how they say that they do teach. 2011 , 33, e382-7	10
1356	An Integrated Model for E-assessment of Learning Experiences Enriched with Complex Learning Resources. 2011 ,	1
1355	Cooperative Problem-Based Learning (CPBL): A practical PBL model for engineering courses. 2011 ,	11
1354	Introducing a problem-based learning program: 12 tips for success. 2011 , 33, 808-13	28
1353	To risk or not to risk it: student (non-)engagement with seen examination questions. 2011 , 36, 263-279	3
1352	Pedagogical basis of DAS formalism in engineering education. 2011 , 36, 75-85	1

1351	Soil Science teaching principles. 2011 , 167-168, 9-14	44
1350	Cultivating the disposition to understand in 21st century university education. 2011 , 21, 303-310	54
1349	An interdisciplinary and interactive online tool to manage the continuous development of learning objectives in a curriculum. 2011 , 105, 116-23	3
1348	Impact of assessments on learning and quality of life during anaesthesia training in Australia and New Zealand. 2011 , 39, 35-9	3
1347	Uncovering Relationships between Task Understanding and Monitoring Proficiencies in Postsecondary Learners: Comparing Work Task and Learner as Statistical Units of Analyses. 2011 , 2011, 1-11	4
1346	Assessment of competency in radiography students 🗈 new approach. 2011 , 58, 32-37	6
1345	The Standard of Quality for HEIs in Vietnam: a step in the right direction?. 2011 , 19, 130-140	16
1344	Development of a Procurement Management Framework in Ghana: A New Paradigm for Interdisciplinary Postgraduate Education. 2011 , 25, 289-305	3
1343	Une formation pdagogique peut-elle modifier les conceptions de jeunes enseignants universitaires sur l\(\text{l} \) pprentissage et l\(\text{l} \) nseignement?. 2011 , 37, 327-354	2
1342	Curriculum structure, content, learning and assessment in European undergraduate dental education - update 2010. 2011 , 15, 133-41	72
1341	Assessment of (Computer-Supported) Collaborative Learning. 2011, 4, 59-73	72
1340	Comparison of studentsperceptions of their teachinglearning environments in three professional academic disciplines: A valuable tool for quality enhancement. 2011 , 14, 155-169	28
1339	New graduates' conceptions of and approaches to veterinary professional practice, and relationships to achievement during an undergraduate internship programme. 2011 , 16, 167-82	5
1338	Assessment talk in Design: the multiple purposes of assessment in HE. 2011 , 16, 41-52	18
1337	IT-facilitated student assessment: Outcome-based student grades. 2011 ,	1
1336	Undergraduate prosthetics and orthotics programme objectives:a baseline for international comparison and curricular development. 2011 , 35, 445-50	10
1335	Sports and exercise medicine in undergraduate medical curricula in developing countries: a long path ahead. 2011 , 16,	5
1334	Simulation training for hyperacute stroke unit nurses. 2011 , 20, 1352-6	6

1333	Narrative Accounts of Research for Teaching the Processes of Science. 2011 , 73, 8-14	1
1332	Transition from clinical manager to university lecturer: a self-reflective case study. 2011 , 30, 779-790	8
1331	Assessment practices at Spanish universities: from a learning to a competencies approach. 2011 , 24, 167-181	6
1330	Reflections on the Efficacy of a Constructivist Approach to Teaching and Learning in a First-Year Bachelor of Environmental Management Topic. 2011 , 35, 499-512	4
1329	Embedding Research in a Field-based Module through Peer Review and Assessment for Learning. 2011 , 35, 529-549	13
1328	Universitetsundervisning фroblem, empiri, teori [University teaching фroblems, findings, theory]. 2012 , 17, 87-92	3
1327	©Don't Get it®A Critical Reflection on Conceptual and Practical Challenges in Teaching Qualitative Methods. 2012 , 11, 39-45	4
1326	Toward Learner-Centered Teaching: An Inductive Approach. 2012 , 75, 392-403	37
1325	Work in progress: Update 2012 on the iCollaborate MSE project. 2012 ,	O
1324	Major influences on the teaching and assessment of graduate attributes. 2012 , 31, 493-510	54
1324 1323	Major influences on the teaching and assessment of graduate attributes. 2012 , 31, 493-510 . 2012 ,	1
1323	. 2012,	
1323	. 2012, Knowledge and Technologies in Innovative Information Systems. 2012, Aligning the Hidden Curriculum of Management Education With PRME: An Inquiry-Based	1
1323 1322 1321	. 2012, Knowledge and Technologies in Innovative Information Systems. 2012, Aligning the Hidden Curriculum of Management Education With PRME: An Inquiry-Based Framework. 2012, 36, 364-388 IdonEreally see where theyEe going with itElcommunicating purpose and rationale to first-year	1 61
1323 1322 1321	. 2012, Knowledge and Technologies in Innovative Information Systems. 2012, Aligning the Hidden Curriculum of Management Education With PRME: An Inquiry-Based Framework. 2012, 36, 364-388 IldonEreally see where they be going with it Ilcommunicating purpose and rationale to first-year students. 2012, 36, 81-94 Explaining students' appraisal of lectures and student-activating teaching: perceived context and	1 61 14
1323 1322 1321 1320	. 2012, Knowledge and Technologies in Innovative Information Systems. 2012, Aligning the Hidden Curriculum of Management Education With PRME: An Inquiry-Based Framework. 2012, 36, 364-388 IldonBreally see where they Be going with it Icommunicating purpose and rationale to first-year students. 2012, 36, 81-94 Explaining students' appraisal of lectures and student-activating teaching: perceived context and student characteristics. 2012, 20, 391-422	1 61 14 7

1315	Health literacy as a learning outcome in schools. 2012 , 112, 133-152	124
1314	Student perceptions of the progress test in two settings and the implications for test deployment. 2012 , 17, 573-83	21
1313	Refreshment by the case: Use of multimedia in case study assessment. 2012 , 10, 186-200	3
1312	A study of the development of critical thinking skills using an innovative web 2.0 tool. 2012 , 32, 752-6	11
1311	Health inclusive education. 2012 , 16, 1033-1046	12
1310	Towards a sustainable assessment strategy for digital forensic education and training. 2012,	1
1309	Disruptive cartography in academic development. 2012 , 17, 243-258	
1308	The impact of high stakes testing: the Australian story. 2012 , 19, 65-79	96
1307	Toward constructive alignment with portfolio assessment for introductory programming. 2012,	12
1306	A procedural approach to assessing undergraduate students' project. 2012 ,	
1305	The Company Approach to Software Engineering Project Courses. 2012 , 55, 445-452	28
1304	Deliberative curriculum inquiry for integration in an MD curriculum: Dalhousie University's curriculum renewal process. 2012 , 34, e785-93	3
1303	Building bridges between theory and practice in medical education using a design-based research approach: AMEE Guide No. 60. 2012 , 34, 1-10	78
1302	Towards an integrated assessment model for complex learning ressources: Findings from an expert validation. 2012 ,	1
1301	. 2012 , 55, 566-572	9
1300	The explication of quality standards in self-evaluation. 2012 , 19, 357-378	3
1299	International entrepreneurship education. 2012 , 54, 639-656	25
1298	The Effects of the Use of Activity-Based Costing Software in the Learning Process: An Empirical Analysis. 2012 , 21, 407-429	6

1297	Students as learners through the eyes of their teachers in Rwandan higher education. 2012 , 31, 503-521	5
1296	Evaluating the quality of work-integrated learning curricula: a comprehensive framework. 2012 , 31, 247-262	97
1295	Assessing pre-service English language teacherslearning using e-portfolios: Benefits, challenges and competencies gained. 2012 , 58, 1007-1020	41
1294	Expert validation of fit-for-purpose guidelines for designing programmes of assessment. 2012 , 12, 20	33
1293	Using students[motivational and learning profiles in investigating their perceptions and achievement in case-based and lecture-based learning environments. 2012 , 38, 491-506	13
1292	Problem-based learning: Does accounting education need it?. 2012 , 30, 267-289	49
1291	Preliminary Study on the Impact of Industrial Talks and Visits towards the Outcome Based Education of Engineering Students. 2012 , 60, 271-276	3
1290	Sustainability Education for First Year Engineering Students using Cooperative Problem Based Learning. 2012 , 56, 52-58	7
1289	Creating a Constructively Aligned Learning Environment using Cooperative Problem Based Learning (CPBL) for a Typical Course. 2012 , 56, 747-757	7
1288	Reliability-Based Dynamic Programming for E-Learning User Profile Assessment. 2012 , 8, 13-21	1
1287	Using focus groups to engage veterinary students in course redesign and development. 2012 , 39, 30-8	6
1286	Introducing International Studies: Student Engagement in Large Classes. 2012 ,	
1285	Motivations, expectations and preparedness for higher education: A study of accounting students in Ireland, the UK, Spain and Greece. 2012 , 36, 134-144	36
1284	Can Free (and Open Source) Software and Data be Used to Underpin a Self-Paced Tutorial on Spatial Databases?. 2012 , 16, 435-454	2
1283	Contextually enriched competence model in the field of sustainable manufacturing for simulation style technology enhanced learning environments. 2013 , 24, 441-455	11
1282	Teaching and learning about dementia in UK medical schools: a national survey. 2013 , 13, 29	30
1281	. 2013 , 6, 25-37	17
1280	The use of scoring rubrics for formative assessment purposes revisited: A review. 2013 , 9, 129-144	266

(2013-2013)

Comparative effects of test-enhanced learning and self-explain 47, 674-82	enation on long-term retention. 2013 ,	
Preliminary Study to Determine the Current Status of Engine Public Universities. 2013 , 102, 577-586	ering Programmes at the Malaysian O	
The effects of different learning environments on students' rachievement. 2013 , 83, 484-501	motivation for learning and their 71	
1276 Where Humans Meet Machines. 2013 ,	1	
Changing students lassessment preferences: The case of an as veterinary gross anatomy course. 2013 , 39, 97-102	ssessment development center in a	
1274 Learning effectiveness of discussion-based crisis managemer	at exercises. 2013 , 5, 28-37	
Driving deeper learning by assessment: an adaptation of the medical imaging in gross anatomy. 2013 , 20, 784-9	Revised Bloom's Taxonomy for	
Example of good practice of a learning environment with a cl mechanical engineering bachelor course. 2013 , 38, 652-660	assroom response system in a 6	
[Professionalization of surgical education in the daily clinical Surgical Working Group for Teaching of the German Society of		
Spacecraft Engineering: Enhancing Student Engagement by C 1, 132-135	Connecting with the Real World. 2013 ,	
Proposed vertical integration of prior learning to support stu Engineering Design. 2013 , 8, e72-e85	dents undertaking Chemical 2	
Preparing physical education preservice teachers to design in constructivist pedagogical practices. 2013 , 33, 100-112	structionally aligned lessons through 25	
1267 Professional practice competencies in a Work-Integrated Lea	rning course. 2013 ,	
1266 Examining student progress in portfolio assessed introductor	ry programming. 2013 , 5	
1265 Towards an integrated model for developing sustainable asse	essment skills. 2013 , 38, 611-630 23	
1264 Carry-on effect in extreme apprenticeship. 2013 ,	5	
1263 Biomedical Research at Namibia First School of Medicine and	d Pharmacy. 2013 , 23, 135-140	
1262 Helping students track learning progress using burn down ch	arts. 2013 , 10	

1261	Developing assessment criteria for portfolio assessed introductory programming. 2013,	7
1260	What is Feedback? Connecting Student Perceptions to Assessment Practices. 2013,	3
1259	Motivating and preparing first-year students in computer and engineering science. 2013,	3
1258	Derivation for design of Virtual Learning Environment (VLE) framework for Malaysian schools. 2013	1
1257	The relationship between student learning process, study success and the nature of assessment: A qualitative study. 2013 , 39, 211-217	33
1256	Leading together, learning together: Music education and music therapy students perceptions of a shared practicum. 2013 , 35, 67-82	6
1255	Assessing students development in learning approaches according to initial learning profiles: A person-oriented perspective. 2013 , 39, 33-40	31
1254	Learning for change: an educational contribution to sustainability science. 2013 , 8, 103-119	153
1253	Development of Task Understanding and Monitoring in Information Retrieval Environments: Demystifying Metacognitive and Self-Regulatory Mechanisms in Graduate Learners Using Topic Maps Indexing Technologies to Improve Essay-Writing Skills. 2013 , 277-291	2
1252	[Competency-based medical education: National Catalogue of Learning Objectives in surgery]. 2013 , 84, 277-85	15
1251	Accountancy capstone: Enhancing integration and professional identity. 2013 , 31, 363-382	10
1250	Creating high challenge/high support academic environments through constructive alignment: student outcomes. 2013 , 18, 192-204	37
1249	Die neue Weiterbildungsordnung fil die Gefühirurgie im Kompetenzmodell. 2013 , 18, 405-414	1
1248	Integrating service-learning and humanitarian logistics education. 2013 , 3, 161-186	18
1247	Students as Consumers: Commodifying or Democratising Learning?. 2013 , 2, 212-240	7
1246	A Real-World Business Approach to Teaching M.B.A. Managerial Accounting: Motivation, Design, and Implementation. 2013 , 28, 375-402	6
1245	Dancing with ambiguity design thinking in interdisciplinary engineering education. 2013,	5
1244	Professional Suitability of Students at the Point of Selection: What is it Realistic to Assess?. 2013 , 76, 200-202	1

1243	Issues with a course that emphasizes self-direction. 2013 ,	5
1242	Managing the sacred? Perspectives on teaching excellence and learning outcomes from an international postgraduate university. 2013 , 3, 24-39	5
1241	Making group assessment transparent: what wikis can contribute to collaborative projects. 2013 , 38, 198-210	30
1240	An exploration of BiggsItonstructive alignment in course design and its impact on students learning approaches. 2013 , 38, 477-491	74
1239	Enhancing professionalism through collaboration between teachers and administrators in University Pedagogy courses. 2013 , 3,	
1238	The Challenge of Assessing Creative Problem Solving in Client-Based Marketing Development Projects: A SOLO Taxonomy Approach. 2013 , 35, 231-244	10
1237	Extending Learning Beyond the Classroom: Graduate Student Experiences of Online Discussions in a Hybrid Course. 2013 , 61, 12-22	8
1236	Kindling fires: examining the potential for cumulative learning in a Journalism curriculum. 2013 , 18, 40-52	14
1235	Blueprinting. 2013 , 10, 413-6	2
1234	Implementation of constructive alignment approach in Department of Electronic Engineering, Faculty of Engineering, Universiti Malaysia Sarawak. 2013 ,	
1233	. 2013,	1
1232	Assessment of programming. 2013,	47
1231	Reflecting on interprofessional education in the design of space and place: lessons from Namibia. 2013 , 27 Suppl 2, 69-71	7
1230	Peer assessment in experiential learning Assessing tacit and explicit skills in agile software engineering capstone projects. 2013 ,	7
1229	The impact of students' working status on academic progress: assessing the implications of policy change in Greece. 2013 , 26, 539-569	2
1228	First-year students[appraisal of assessment tasks: implications for efficacy, engagement and performance. 2013 , 38, 389-406	26
1227	Communities of practice and ways to learning: charting the progress of biology undergraduates. 2013 , 38, 890-906	16
1226	Assessing students' entrepreneurial skills development in live projects. 2013 , 20, 225-241	55

1225	Approaches to learning for the ANZCA Final Examination and validation of the revised Study Process Questionnaire in specialist medical training. 2013 , 41, 631-40	10
1224	Assessment in Higher Education: A CHAT Perspective. 89-104	
1223	Comparison of Case-Based and Lecture-Based Learning in Dental Education Using the SOLO Taxonomy. 2014 , 78, 1521-1527	18
1222	The Effect of Feedback from Pupil to Teacher on Assessment for Leaning and Visible Learning: An Ethnographic Case Study in a Community School in England and the Outcome in a State High School in Queensland, Australia. 2014 , 2014, 1-14	1
1221	Adapting Cognitive Walkthrough to Support Game Based Learning Design. 2014 , 4, 23-34	4
1220	Developing, implementing and improving learning outcomes assessment in Qatar's public higher education. 2014 , 2014,	4
1219	The Determinants of and Tools for Accounting Studentss Learning in the Bachelor Thesis Seminar Course. 2014 ,	1
1218	The educational design of textbooks: a text for being interdisciplinary. 2014 , 33, 921-934	2
1217	Assessment in Higher Education: The Potential for a Community of Practice to Improve Inter-marker Reliability. 2014 , 23, 542-561	4
1216	Reflections on student resistance to a constructivist curriculum. 2014 , 18, 271-283	6
1215	Reflections from a tarnished mirror: an application of Alvesson and Skldberg's leflexive interpretation le a study of curriculum design in higher education. 2014 , 37, 227-241	3
1214	Four Feed-Forward Principles Enhance Students' Perception of Feedback as Meaningful. 2014,	2
1213	Learning theories and simulated patient methodology. 2014 , 31-38	1
1212	Engineering Students' Experiences in Studying Entrepreneurship. 2014 , 103, 573-598	38
1211	Understanding classroom assessment in dilemmatic spaces: case studies of Singaporean music teachers' conceptions of classroom assessment. 2014 , 16, 454-470	5
1210	What (more) can, and should, assessment do for learning? Observations from Buccessful learning contextIn Singapore. 2014 , 25, 593-619	17
1209	Towards meaningful simulation-based learning with medical students and junior physicians. 2014 , 36, 230-9	22
1208	Bridging gaps and jumping through hoops: First-year History students@expectations and perceptions of assessment and feedback in a research-intensive UK university. 2014 , 13, 359-376	15

1207 Exploring assessment practices at university. 2014,

1206	Using learning principles as a theoretical framework for instructional consultations. 2014 , 19, 281-292	2
1205	Constructing Effective Simulations of the European Union for Teaching: Realising the Potential. 2014 , 13, 53-60	33
1204	Problem-Based Learning Approach to a Course in Data Intensive Systems. 2014 ,	6
1203	The Teamwork Mini-Clinical Evaluation Exercise (T-MEX): a workplace-based assessment focusing on collaborative competencies in health care. 2014 , 89, 359-65	31
1202	Innovative Approaches in Teaching and Learning: An Introduction to Inquiry-Based Learning for the Arts, Humanities, and Social Sciences. 2014 , 3-25	6
1201	Factors influencing student learning in portfolio assessed introductory programming. 2014,	3
1200	Educating speech-language pathologists for the 21st century: course design considerations for a distance education Master of Speech Pathology program. 2014 , 66, 147-157	7
1199	Problem-based learning (PBL) and speech-language pathology: a tutorial. 2014 , 28, 5-23	14
1198	Subject-level quality assurance in computing: Experiences from three national perspectives. 2014 ,	O
1197	Student Views on Assessment Activities: Perspectives from their Experience on an Undergraduate Programme. 2014 , 23, 467-482	14
1196	Student-focused assessment criteria: thinking through best practice. 2014 , 38, 361-372	7
1195	Devising a competency-based continuing professional development programme to meet the needs of on-call consultant paediatricians. 2014 , 103, 320-30	6
1194	The Effects of Using Concept Mapping for Improving Advanced Level Biology Students' Lower- and Higher-Order Cognitive Skills. 2014 , 36, 839-864	25
1193	Squaring the circle: a new alternative to alternative-assessment. 2014 , 19, 565-577	18
1192	Policy enacted (Leachers' approaches to an outcome-based framework for course design. 2014 , 19, 735-746	16
1191	Audit to assess the quality of communication between operators and technicians in a fixed prosthodontic laboratory: educational and training implications. 2014 , 18, 7-14	4
1190	Quality assurance in assessment: An introduction to this special issue. 2014 , 43, 1-4	2

1189	IIThink That Sometimes Reading Is Overrated ITactical, Strategic, and Epistemological Reflections on Planning Education. 2014 , 34, 465-471	3
1188	Teaching medical humanities in the digital world: affordances of technology-enhanced learning. 2014 , 40, 125-30	3
1187	Doubting Learning Outcomes in Higher Education Contexts: from Performativity towards Emergence and Negotiation. 2014 , 33, 313-325	9
1186	Education to reduce potentially harmful medication use among residents of assisted living facilities: a randomized controlled trial. 2014 , 15, 892-8	64
1185	Teacher practice in secondary vocational education: Between teacher-regulated activities of student learning and student self-regulation. 2014 , 40, 1-9	17
1184	Massification in higher education: large classes and student learning. <i>Higher Education</i> , 2014 , 67, 711-719	93
1183	Evaluating faculty pedagogic practices to inform strategic academic professional development: a case of cases. <i>Higher Education</i> , 2014 , 67, 349-367	23
1182	Qualitative variation in constructive alignment in curriculum design. <i>Higher Education</i> , 2014 , 67, 141-154 ₃	29
1181	Teaching clinical reasoning by making thinking visible: an action research project with allied health clinical educators. 2014 , 14, 20	48
1180	Outcome based education enacted: teachers' tensions in balancing between student learning and bureaucracy. 2014 , 19, 629-43	7
1179	Private Tutorial Schools in Hong Kong: An Examination of the Perceptions of Public Examination Re-takers. 2014 , 23, 379-388	3
1178	Educational impact of an assessment of medical students' collaboration in health care teams. 2014 , 48, 146-56	13
1177	Interdisciplinary engineering education - Practice based case. 2014,	2
1176	Building Sustainability into Control Systems: Preliminary assessment of a new facilities-based and hands-on teaching approach. 2014 ,	
1175	Addressing health inequities: coronary heart disease training within learning disabilities services. 2014 , 42, 110-116	5
1174	WIL curriculum design and student learning: a structural model of their effects on student satisfaction. 2014 , 39, 1070-1084	30
1173	Addressing learner disorientation: give them a roadmap. 2014 , 36, 685-91	14
1172	Outcomes-based approach to quality assessment and curriculum improvement in higher education. 2014 , 22, 158-168	68

1171	Enhancing learning through formative assessment. 2014 , 51, 72-83	15
1170	Students[goal orientations and learning strategies in a powerful learning environment: A case study. 2014 , 43, 186-196	5
1169	Master in Teacher Training: A real implementation of Active Learning. 2014 , 31, 651-658	14
1168	Enhancing the AIS curriculum: Integration of a research-led, problem-based learning task. 2014 , 32, 185-199	9
1167	Teaching to avoid plagiarism: How to promote good source use, D. Pecorari, Open University Press, Berkshire, England (2013). 2014 , 24, 108-110	
1166	How to develop engineering students' problem solving skills using cooperative problem based learning (CPBL). 2014 , 2014, 30	5
1165	Innovative Approaches in Teaching and Learning: An Introduction to Inquiry-Based Learning for Faculty and Institutional Development. 2014 , 3-24	1
1164	Professionalism, Golf Coaching and a Master of Science Degree: A Commentary. 2014 , 9, 717-942	
1163	Student Workload and Assessment: Strategies to Manage Expectations and Inform Curriculum Development. 2014 , 23, 443-466	16
1162	The Future of Research in Next Generation Learning Spaces. 2014 , 319-339	1
1161	Using Technology to Introduce Frequent Assessments for Effective Learning: Registering Student Perceptions. 2015 , 197, 570-576	2
1160	An evaluation of Hospice New Zealand's interprofessional fundamentals of palliative care program at a single site. 2015 , 13, 725-32	4
1159	Using Blogs to Create a Constructivist Learning Environment. 2015 , 174, 617-621	13
1158	Conceptual Model of Online Pedagogical Information Security Laboratory: Toward an Ensemble Artifact. 2015 ,	1
1157	Constructively aligning the curriculum of a New Generation Bachelor of Environments degree from a social realism perspective. 2015 , 2, 1061264	2
1156	Entrustable professional activities. 2015 , 12, 223-5	8
1155	Innovative Approaches in Teaching and Learning: An Introduction to Inquiry-Based Learning for Multidisciplinary Programs. 2015 , 3-22	2
1154	Pin it!: Maximizing the Benefits of Video Usage in a Preservice Teacher Classroom Using Pinterest. 2015 , 257-277	

Inquiry-Based Learning in an Undergraduate Honours Program: Lessons from the Bachelor of 1153 Health Sciences Honours Program at McMaster University. 2015, 21-40 General education program in a new 4-year university curriculum in Hong Kong: findings based on 1152 2 multiple evaluation strategies. 2015, 14, iLead-a transformational leadership intervention to train healthcare managers' implementation 1151 32 leadership. 2016, 11, 108 1150 Assessment-driven course design foundational patterns. 2015, 11 Measuring rater judgments within learning assessments Part 2: A mixed approach to creating 1149 5 rubrics. 2015, 7, 662-668 1148 Concepts in K-9 Computer Science Education. 2015, 23 Lecturers Derceptions: The value of assessment rubrics for informing teaching practice and 6 1147 curriculum review and development. **2015**, 12, 415-428 1146 Developing clinical reasoning in the classroom - analysis of the 4C/ID-model. **2015**, 19, 74-80 19 1145 The Pedagogy and Pleasures of Teaching a 21st-Century Skill. 2015, 50, 420-439 4 Connectivism and the Use of Technology/Media in Collaborative Teaching and Learning. 2015, 8 1144 2015, 81-96 1143 Assessing Large-Project Courses. 2015, 15, 1-30 10 1142 Engaging Medical Students in the Basic Science Years with Clinical Teaching.. 2015, 2, Illuminative Evaluation as a Method Applied to Australian Government Policy Borrowing and 1141 5 Implementation in Higher Education. 2015, 15, 4-14 La evaluaciñ en el Aprendizaje Basado en Problemas (ABP): Resultados de una experiencia 2 didâtica en los estudios universitarios de Bellas Artes. 2015, 41, 87-105 Relever le dfi dintroduire aux sciences humaines et sociales en premile annè commune des 1139 3 tudes de sant. Mise en perspective de quelques pratiques pagogiques. 2015, 16, 23-34 1138 A Blended Learning Approach to the Teaching of Professional Practice in Architecture. 2015, 5, 166-178 Inculcating sustainability among first-year engineering students using cooperative problem-based 1137 3 learning. 2015, 67-95 The Greatest Learning Return on Your Pedagogical Investment: Alignment, Assessment or In-Class 1136 9 Instruction?. 2015, 10, e0137446

(2015-2015)

1135	biologists. 2015 , 6, 729	2
1134	Scaffolded Active Learning: Nine Pedagogical Principles for Building a Modern Veterinary Curriculum. 2015 , 42, 332-9	20
1133	Three-step approach for developing integrated work-ready assessment tools to foster students learning and satisfaction. 2015 , 10, 1347-1353	1
1132	Gestalt and figure-ground: reframing graduate attribute conversations between educational developers and academics. 2015 , 20, 4-17	6
1131	Higher education teachers[professional learning: Process and outcome. 2015, 46, 92-101	44
1130	Unpacking the learningWork nexus: priminglas lever for high-quality learning outcomes in work-integrated learning curricula. 2015 , 40, 22-42	47
1129	Facilitating international fieldwork: the receptive services of New Zealand geography community. 2015 , 39, 513-526	7
1128	From mountaintop to corporate ladder what new professionals really really want in a capstone experience!. 2015 , 20, 767-782	8
1127	Framework for integrating outcome-based assessment in online assessment: Research in progress. 2015 ,	
1126	Undergraduate prosthetics and orthotics teaching methods: A baseline for international comparison. 2015 , 39, 278-85	8
1125	A training, assessment and feedback package for the trainee shoulder sonographer. 2015 , 23, 29-41	2
1124	The Tyre-Child in the Early World. 2015 , 1-10	
1123	Measuring software engineering competencies. 2015,	
1122	The Active classroom: Students and Instructors Parallel Programming in Parallel. 2015,	О
1121	Innovative Approaches in Teaching and Learning: An Introduction to Inquiry-Based Learning for STEM Programs. 2015 , 3-19	3
1120	Using flipped classroom, peer discussion, and just-in-time teaching to increase learning in a programming course. 2015 ,	15
1119	Peer-based information literacy training: Insights from the NICE Evidence Search Student Champion Scheme. 2015 , 37, 338-345	8
1118	Blogging while on professional placement: explaining the diversity in student attitudes and engagement. 2015 , 24, 189-209	7

1117	Effect of continuous assessment on learning outcomes on two chemical engineering courses: case study. 2015 , 40, 671-682	8
1116	Developing the next generation of entrepreneurs: Giving students the opportunity to gain experience and thrive. 2015 , 13, 37-47	27
1115	Using the Knowledge, Process, Practice (KPP) model for driving the design and development of online postgraduate medical education. 2015 , 37, 53-8	12
1114	Simulation games in business and marketing education: How educators assess student learning from simulations. 2015 , 13, 57-74	35
1113	Criteria and standards of generic competences at bachelor degree level: A review study. 2015 , 14, 18-32	32
1112	What can Bocial practicel theory and Bocio-cultural theory contribute to our understanding of the processes of module design?. 2015 , 39, 758-775	3
1111	Validity of the learning portfolio: analysis of a portfolio proposal for the university. 2015 , 43, 1-17	4
1110	The student voice in higher education curriculum design: is there value in listening?. 2015 , 52, 663-674	52
1109	Online technology for teaching and learning-gains and losses. 2015 , 362,	1
1108	Curriculum planning in energy engineering education. 2015 , 106, 292-299	22
1107	Structuring peer assessment: Comparing the impact of the degree of structure on peer feedback content. 2015 , 52, 315-325	41
1106	Leadership development in UK medical training: pedagogical theory and practice. 2015 , 27, 4-11	10
1105	New Digital Technology in Education. 2015 ,	17
1104	Technology Integration and the Flipped Classroom. 2015 , 149-169	3
1103	Elipping Lehe Postgraduate Classroom: Supporting the Student Experience. 2015, 295-315	4
1102	Critical perspectives on methodology in pedagogic research. 2015 , 20, 442-454	9
1101	Formative assessment in Confucian heritage culture classrooms: activity theory analysis of tensions, contradictions and hybrid practices. 2015 , 40, 45-59	26
1100	Towards a set of design principles for developing oral presentation competence: A synthesis of research in higher education. 2015 , 14, 62-80	70

(2016-2015)

1099	The use of modern pedagogical techniques when introducing information technology students to entrepreneurship. 2015 , 20, 636-651	7
1098	New Teaching Methods in Sports Engineering; How to Speed-up Learning While Having Fun!. 2015 , 112, 568-572	1
1097	Introducing International Studies: Student Engagement in Large Classes. 2015 , 16, 156-172	4
1096	Implementation of Problem-Based Learning in Environmental Chemistry. 2015, 92, 2080-2086	32
1095	Why It Matters How We Frame Education In Education for Sustainable Development. 2015, 14, 137-148	8
1094	Epistemic chaosEthe recontextualisation of undergraduate curriculum design and pedagogic practice in a new university business school. 2015 , 36, 1236-1257	7
1093	The impact of programmatic assessment on student learning: what can the students tell us?. 2015 , 49, 453-6	7
1092	[From stand-alone solution to longitudinal communication curriculumdevelopment and implementation at the Faculty of Medicine in Heidelberg]. 2015 , 65, 191-8	7
1091	Whole Curriculum Mapping of Assessment: Cartographies of Assessment and Learning. 2015 , 34, 682-699	10
1090	A conceptual framework for educational design at modular level to promote transfer of learning. 2015 , 52, 499-509	20
1089	Practise what you preach: quality of education in education on quality. 2015 , 26, 1202-1212	15
1088	Dualisms in Higher Education: a Critique of Their Influence and Effect. 2015 , 69, 101-118	12
1087	From deconstructive misalignment to constructive alignment: Exploring student uses of mobile technologies in university classrooms. 2015 , 81, 202-210	34
1086	Mathematics and its value for engineering students: what are the implications for teaching?. 2015 , 46, 321-336	46
1085	What if pupils can assess their peers anonymously? A quasi-experimental study. 2015 , 81, 123-132	29
1084	The NOMA track module on nutrition, human rights and governance: Part 1. Perceptions held by Master's students. 2016 , 8, 152	
1083	EAP Curriculum Alignment and Social Acculturation: Student Perceptions. 2016, 33, 41	4
1082	Teaching About Climate Change in Medical Education: An Opportunity. 2016 , 5, 673	52

1081	Optimiser lüsage des cartes conceptuelles dans läpprentissage par problihes (APP) dans le cursus pr'Elinique : le point de vue des enseignants. 2016 , 17, 95-107	1
1080	[Competence-based catalogue of learning objectives for conducting medical consultations]. 2016 , 62, 5-19	10
1079	Teaching Professionalism: Using Role-Play Simulations to Generate Professionalism Learning Outcomes. 2016 , 43, 359-363	7
1078	Peer-instructed seminar attendance is associated with improved preparation, deeper learning and higher exam scores: a survey study. 2016 , 16, 200	6
1077	Developing and implementing a patient safety curriculum. 2016 , 13, 91-7	7
1076	Designing and developing a programme-focused assessment strategy: a case study. 2016 , 31, 176-187	6
1075	Why use learning outcomes in higher education? Exploring the grounds for academic resistance and reclaiming the value of unexpected learning. 2016 , 28, 205-223	62
1074	Entrustment Decision Making in Clinical Training. 2016 , 91, 191-8	253
1073	Implementing competency-based business curricula in higher education. 2016 , 91, 374-379	5
1072	A critical analysis of trends in student-centric engineering education and their implications for learning. 2016 ,	5
1071	The impact of conceptions of assessment on assessment literacy in a teacher education program. 2016 , 3, 1225380	21
1070	Are marketing students in control in problem-based learning?. 2016 , 3, 1222983	2
1069	University Educator Mindsets: How Might Adult Constructive-Developmental Theory Support Design of Adaptive Learning?. 2016 , 10, 247-255	4
1068	Mapping government reforms in quality against higher education theory: is the relationship symbiotic?. 2016 , 22, 197-212	3
1067	Quality as sense-making. 2016 , 22, 213-227	8
1066	Does digital video enhance student learning in field-based experiments and develop graduate attributes beyond the classroom?. 2016 , 40, 193-206	18
1065	The Emergence and Development of Work-Integrated Learning (WIL): Implications for Assessment, Quality and Quality Assurance in Higher Education. 2016 , 337-364	8
1064	Usability and affordances for inquiry-based learning in a blended learning environment. 2016 , 34, 433-449	3

(2016-2016)

A Propriety Game-Based Learning Game as Learning Tool to Learn Object-Oriented Program Paradigm. 2016 , 42-54	mming 3
CONALI Ontology. A Framework for Design and Evaluation of Constructively Aligned Cours Higher Education: Putting in Focus the Educational Goal Verbs. 2016 , 50, 765-772	es in 5
1061 An experience-based learning framework. 2016 , 17, 827-852	33
A balancing act: facilitating a University Education Induction Programme for (early career) academics. 2016 , 41, 1820-1834	4
Evaluation Process and Quality Management in a Blended-learning Bachelor's Programme. 228, 131-137	2016 , ₁
1058 Authentic Alignment new framework of entrepreneurship education. 2016, 58, 926-944	29
1057 Serious Games. 2016 ,	1
Shaping Perceptions of a Policy Instrument: The PoliticalAdministrative Formation of Learn Outcomes in Higher Education in Norway and England. 2016 , 29, 399-417	ing ₁₁
Assessing the Assessments: Development of a Tool To Evaluate Assessment Items in Chemical According to Learning Outcomes. 2016 , 225-244	istry 4
Conceptual Understanding: A Transitional Process from Novice to Expert User in Radio Fred and Microwave Course. 2016 , 175-184	juency
Teaching and learning data structure concepts via Visual Kinesthetic Pseudocode with the a constructively aligned app. 2016 , 24, 926-933	aid of a 2
The Effect of Students Perceptions and Learning Approaches on the Quality of Hospitality Financial Management Education. 2016 , 28, 169-177	4
Critical Success Factors in Teaching Strategic Sales Management: Evidence From Client-Base Classroom and Web-Based Formats. 2016 , 26, 171-185	ed 9
They [the lecturers] have to get through a certain amount in an hour-first year students prowing with service mathematics lectures. 2016 , 35, 144-158	oblems 11
1049 Using Backward Design to Align the Core Clerkships with the EPAs. 2016 , 26, 759-769	
Lesson Planner Tool for Supporting Teachers to Create Pedagogically Sound Learning Reso 2016,	urces.
The Problem of Constructive Misalignment in International Business Education: A Three-Sta Integrated Approach to Enhancing Teaching and Learning. 2016 , 27, 179-196	age 6
1046 Editorial. 2016 , 22, 181-182	

1045	Teaching clinical diagnostic reasoning and research-mindedness in obstetric and gynaecologic sonography online using Research Skills Development Framework. 2016 , 3, 154-159	2
1044	Assessing translation students acquisition of professional competences. 2016 , 5, 314-331	2
1043	Reflections on applying constructive alignment with formative feedback for teaching introductory programming and software architecture. 2016 ,	8
1042	Interprofessional Education and Practice Guide No. 6: Developing practice-based interprofessional learning using a short placement model. 2016 , 30, 433-40	15
1041	Plagiarism, International Students, and the Second-Language Writer. 2016 , 537-550	1
1040	The challenge of training for family medicine across different contexts: Insights from providing training in China. 2016 , 4, 47-50	2
1039	Aligning seminars with Bologna requirements: reciprocal peer tutoring, the solo taxonomy and deep learning. 2016 , 41, 1674-1691	6
1038	The Deteriorating Patient Smartphone App: Towards Serious Game Design. 2016 , 215-234	2
1037	Formative Assessment and Increased Student Involvement Increase Grades in an Upper Secondary School Biology Course. 2016 , 50, 185-195	3
1036	Twelve tips for successfully implementing logbooks in clinical training. 2016 , 38, 564-9	23
1035	Hormative good, summative bad? TA review of the dichotomy in assessment literature. 2016 , 40, 509-525	52
1034	Flipped Classroom Implementation: A Case Report of Two Higher Education Institutions in the United States and Australia. 2016 , 33, 24-37	35
1033	Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. 2016 , 75, 146-158	38
1032	Pedagogical Content Knowledge (PCK): Exploring its Usefulness for Science Lecturers in Higher Education. 2016 , 46, 141-161	27
1031	Literature review on the use of action research in higher education. 2017 , 25, 3-22	49
1030	Design Thinking pedagogy: the Educational Design Ladder. 2017 , 54, 374-385	68
1029	Learning to earn? The role of performance grades in higher education. 2017 , 42, 1750-1763	10
1028	The Swedish specialist examination in emergency medicine: form and function. 2017 , 24, 19-24	1

1027	Content validity of game-based assessment: case study of a serious game for ICT managers in training. 2017 , 26, 225-240	16
1026	Refining a strategic marketing course: Is a flipla good fita 2017, 25, 152-163	6
1025	Programmatic Assessment of Competence in Dietetics: A New Frontier. 2017 , 117, 175-179	13
1024	Language specialists views on the academic language and learning abilities of English as an additional language postgraduate coursework students: towards an adjunct tutorial model. 2017 , 36, 280-296	4
1023	Using action research to enhance learning on end-use energy demand: lessons from reflective practice. 2017 , 23, 812-831	8
1022	Comparison of dental students' performances and perceptions in preclinical and clinical pharmacology in an Irish Dental School. 2017 , 21, e19-e28	1
1021	University teachers[berspectives on the role of the Laplace transform in engineering education. 2017 , 42, 413-428	2
1020	Developing students' clinical reasoning skills: correlates of perceived relevance of two teaching and learning approaches. 2017 , 21, 52-57	3
1019	User Perceptions of Using an Open Learner Model Visualisation Tool for Facilitating Self-regulated Learning. 2017 ,	7
1018	Higher Education Learning Outcomes and their Ambiguous Relationship to Disciplines and Professions. 2017 , 52, 56-67	15
1017	Standards-Based Assessment for an Era of Increasing Transparency. 2017 , 19-31	11
1016	StudentsItonceptions of learning in the context of an accounting degree. 2017 , 26, 213-241	4
1015	For free: continuity and change by team teaching. 2017 , 22, 62-77	11
1014	Developing Teaching Best Practice B edagogy, Preferences, and Professional Development. 2017 , 49, 59-64	3
1013	Electronic assessment of clinical reasoning in clerkships: A mixed-methods comparison of long-menu key-feature problems with context-rich single best answer questions. 2017 , 39, 476-485	15
1012	How Is Science Being Taught? Measuring Evidence-Based Teaching Practices across Undergraduate Science Departments. 2017 , 16,	13
1011	Assessment of anatomical knowledge: Approaches taken by higher education institutions. 2017 , 30, 290-299	16
1010	Technology Integration for Student-Centered Learning: A Model for Teacher Professional Development Programs. 2017 , 55-74	3

1009	Mandatory coursework assignments can be, and should be, eliminated!. 2017 , 42, 1408-1421	2
1008	Performance grading and motivational functioning and fear in physical education: A self-determination theory perspective. 2017 , 55, 202-211	29
1007	Chinese business students hanges in beliefs and strategy use in a constructively aligned PBL course. 2017 , 22, 785-804	11
1006	Learning outcomes for communication skills across the health professions: a systematic literature review and qualitative synthesis. 2017 , 7, e014570	27
1005	The Art of Electrosurgery: Trainees and Experts. 2017, 24, 373-378	18
1004	B ringing Life to Learning□A Study of Active Learning in Hospitality Education. 2017 , 26, 127-136	5
1003	. 2017 , 10, 342-354	2
1002	No silver brick: Opportunities and limitations of teaching Scrum with Lego workshops. 2017 , 131, 230-247	19
1001	Applied problems and use of technology in an aligned way in basic courses in probability and statistics for engineering students way to enhance understanding and increase motivation. 2017 , 36, 108-122	2
1000	Scaffolding assignments: Analysis of AssignMentor as a tool to support first year students academic writing skills. 2017 , 14, 86-97	
999	Faculty development in healthcare simulation. 2017 , 105-111	
998	The Big Five, Learning Goals, Exam Preparedness, and Preference for Flipped Classroom Teaching: Evidence from a Large Psychology Undergraduate Cohort. 2017 , 16, 36-46	4
997	Redressing the balance: Inverted hierarchies in the tourism classroom. 2017 , 21, 144-153	2
996	Implementing Peer Learning in Clinical Education: A Framework to Address Challenges In the "Real World". 2017 , 29, 162-172	26
995	Constructive alignment in economics teaching: a reflection on effective implementation. 2017 , 22, 336-348	6
994	Assessment quality in tertiary education: An integrative literature review. 2017 , 55, 94-116	20
993	A meta-analysis of the effect of Peer Instruction on learning gain: Identification of informational and cultural moderators. 2017 , 86, 66-77	25
992	Advancing the skill set of SCM graduates (an active learning approach. 2017 , 37, 1683-1699	11

991	Authentically enhancing the learning and development environment. 2017, 22, 39-53	2
990	II not a natural mathematician Inquiry-based learning, constructive alignment and introductory quantitative social science. 2017, 35, 260-279	9
989	Learning commercial computerised accounting programmes. 2017 , 30, 312-332	O
988	Medical students' vs. family physicians' assessment of practical and logical values of pathophysiology multiple-choice questions. 2017 , 41, 62-68	2
987	Does stimulating various coping strategies alleviate loneliness? Results from an online friendship enrichment program. 2017 , 34, 793-811	21
986	Learning factories for future oriented research and education in manufacturing. 2017 , 66, 803-826	158
985	Helping them to help themselves? An evaluation of student-led tutorials in a higher education setting. 2017 , 1-18	1
984	Algorithmic thinking, cooperativity, creativity, critical thinking, and problem solving: exploring the relationship between computational thinking skills and academic performance. 2017 , 4, 355-369	50
983	Digital technology in the tertiary dance technique studio: expanding student engagement through collaborative and co-creative experiences. 2017 , 18, 174-189	8
982	Specifying a curriculum for biopolitical critical literacy in science teacher education: exploring roles for science fiction. 2017 , 12, 769-794	6
981	The use of wikis in a science inquiry-based project in a primary school. 2017 , 65, 533-553	12
980	Integrating assessment for learning in the teacher education programme at the University of Oslo. 2017 , 24, 164-184	10
979	Challenges of adopting constructive alignment in action learning education. 2017, 14, 18-28	3
978	Calling for a re-evaluation of the data required to credibly demonstrate a dental student is safe and ready to practice. 2017 , 21, 130-135	9
977	How to facilitate freshmen learning and support their transition to a university study environment. 2017 , 42, 668-683	3
976	A physical education teacher journey: from district coordinator to facilitator. 2017 , 22, 301-315	5
975	StudentsIreflective essays as insights into student centred-pedagogies within the undergraduate research methods curriculum. 2017 , 22, 109-125	22
974	Assessment quality and practices in secondary PE in the Netherlands. 2017 , 22, 473-489	32

973	An Approach to Improving Student Retention in a Programming Course that Is Constructively Aligned Around Automatic Online Assessment. 2017 , 25-33	1
972	Europe and MENA Cooperation Advances in Information and Communication Technologies. 2017,	7
971	Supporting better formative feedback in task-oriented portfolio assessment. 2017,	2
970	[The Medical Examination - Between Desire and Reality - Analysis of Consensus Between the Second Part of the Medical Licensing Exam (IMPP) and the National Catalogue of Expertise-based Learning Goals in Surgery (NKLC)]. 2017 , 142, 614-621	2
969	Student Buy-In Toward Formative Assessments: The Influence of Student Factors and Importance for Course Success. 2017 , 18,	19
968	Teaching Conceptual Modeling in Online Courses: Coping with the Need for Individual Feedback to Modeling Exercises. 2017 ,	2
967	Using automatic machine assessment to teach computer programming. 2017 , 27, 197-214	1
966	The iLab Concept: Making Teaching Better, at Scale. 2017 , 55, 178-185	2
965	The Flipped Classroom - From Theory to Practice in Health Professional Education. 2017, 81, 118	71
964	From Plagiarism-Plagued to Plagiarism-Proof: Using Anonymized Case Assignments in Intermediate Accounting. 2017 , 16, 247-268	4
963	Model Driven Software Engineering in Education: A Multi-Case Study on Perception of Tools and UML. 2017 ,	4
962	Team workflow and peer review in a virtual learning environment. 2017,	2
961	Case studies as pedagogy for reading development within a vocational education context. 2017 , 35, 155-167	
960	A propriety game based learning mobile game to learn object-oriented programming ©dyssey of Phoenix. 2017 ,	3
959	. 2017,	1
958	Impact of Performance Level and Group Composition on Student Learning during Collaborative Exams. 2017 ,	4
957	Outcome-based education in Hong Kong sub-degree institutions. 2017 , 4, 280	
956	Teaching and learning business ethics in a multicultural group. 2017 , 8, 83	2

955	Student Responses to an ICT-Based E-Assessment Application for the Teaching Practicum/ Teaching Practice MODULE. 2017 , 13, 15-26	1
954	Competence-Based Pharmacy Education in the University of Helsinki. 2017 , 5,	14
953	Curriculum Redesign in Veterinary Medicine: Part II. 2017 , 44, 563-569	2
952	In Search of Alignment: A Review of Impact Studies in Entrepreneurship Education. 2017 , 2017, 1-15	19
951	Does Progress Testing Violate the Principles of Constructive Alignment?. 2017 , 27, 825-829	1
950	Monitoring progression of clinical reasoning skills during health sciences education using the case method - a qualitative observational study. 2017 , 17, 158	5
949	Effects of additional team-based learning on students' clinical reasoning skills: a pilot study. 2017 , 10, 282	11
948	Peer assessment augmented with digital badges: A first experience report. 2017 ,	2
947	Why are we here? Student perspectives on the goal of STEM higher education. 2017,	6
946	Paradoxes of Entrepreneurial Thinking: Why Entrepreneurship Can Hardly Be Taught. 2017,	1
945	Implementation of Project Oriented Problem Based Learning in the Analog Electronics Course. 2017,	1
945		
	Assessment of Brazilian pharmacy students perception of their level of preparedness for	1
944	Assessment of Brazilian pharmacy students perception of their level of preparedness for pharmaceutical practice. 2017, 11, 517-525 Metacognitive Development in Engineering Students Through Cooperative Problem Based	1
944	Assessment of Brazilian pharmacy students perception of their level of preparedness for pharmaceutical practice. 2017, 11, 517-525 Metacognitive Development in Engineering Students Through Cooperative Problem Based Learning (CPBL). 2017,	2
944 943 942	Assessment of Brazilian pharmacy students perception of their level of preparedness for pharmaceutical practice. 2017, 11, 517-525 Metacognitive Development in Engineering Students Through Cooperative Problem Based Learning (CPBL). 2017, ¿Cfino emplear las rbricas para implementar una verdadera evaluacia formativa?. 2017, 28, 1321-1334	2 8
944 943 942 941	Assessment of Brazilian pharmacy students perception of their level of preparedness for pharmaceutical practice. 2017, 11, 517-525 Metacognitive Development in Engineering Students Through Cooperative Problem Based Learning (CPBL). 2017, [Cfino emplear las rbricas para implementar una verdadera evaluacifi formativa?. 2017, 28, 1321-1334 Educational Alignment: Learning Deaching Approaches as Influencing Factors. 2017, 58,	2

937	Assessment in a global context: An international perspective on dental education. 2018, 22 Suppl 1, 21-27	16
936	The value of psychosocial group activity in nursing education: A qualitative analysis. 2018, 64, 65-70	1
935	Investigating the impact of blended learning on academic performance in a first semester college physics course. 2018 , 5, 67-94	7
934	A review of the characteristics of intermediate assessment and their relationship with student grades. 2018 , 43, 908-929	11
933	Building a Competency-Based Curriculum in Social Work Education. 2018, 38, 1-17	4
932	Investigating the effects of peer instruction on preservice mathematics teachers the chievements in statistics and probability. 2018 , 23, 2323-2340	3
931	Two decades of digital pedagogies in the performing arts: a comparative survey of theatre, performance, and dance. 2018 , 14, 52-69	10
930	If Memory Serves. 2018,	3
929	Development and application of assessment standards to advanced written assignments. 2018 , 27, 121-159	4
928	Exploration of Digital Competency Requirements within the Fashion Supply Chain with an Anticipation of Industry 4.0. 2018 , 11, 333-342	15
927	Universities, knowledge and pedagogical configurations: Glimpsing the complex university. 2018 , 50, 5-17	5
926	Focusing on learning through constructive alignment with task-oriented portfolio assessment. 2018 , 43, 569-584	9
925	When the type of assessment counteracts teaching for understanding. 2018, 4, 161-179	7
924	Development of a competency mapping tool for undergraduate professional degree programmes, using mechanical engineering as a case study. 2018 , 43, 126-143	4
923	Do university students, alumni, educators and employers link assessment and graduate employability?. 2018 , 37, 301-315	13
922	Engaging with assessment: Increasing student engagement through continuous assessment. 2018 , 19, 23-34	36
921	The effectiveness of a new classification system in higher education as a new e-learning tool. 2018 , 52, 573-582	3
920	Practical Tips for Integrating Clinical Relevance into Foundational Science Courses. 2018 , 82, 6603	10

919	Troubleshooting the Flipped Classroom in Medical Education: Common Challenges and Lessons Learned. 2018 , 28, 235-241	2
918	Teaching Experience: How to Make and Use PowerPoint-Based Interactive Simulations for Undergraduate IR Teaching. 2018 , 14, 42-62	3
917	An entrepreneurial learning approach to assessment of internships. 2018 , 60, 909-922	9
916	An assessment innovation as flywheel for changing teaching and learning. 2018, 70, 212-231	12
915	Benchmarking for research-related competencies - a curricular mapping approach at medical faculties in Germany. 2018 , 40, 164-173	12
914	Enhancing Science Learning Through the Introduction of Effective Group Work in Hong Kong Secondary Classrooms. 2018 , 16, 1291-1314	12
913	What I next? Experiences of a formal course for academic developers. 2018, 37, 390-403	4
912	Can assessment be a barrier to successful professional development?. 2018 , 23, 11-16	4
911	¿Hacia una nueva dinfinica de clase? Antisis comparativo de las preferencias de aprendizaje del alumnado universitario en titulaciones bilingês. 2018 , 31, 41-56	1
910	. 2018,	Ο
910	. 2018, Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018, 5, 1507175	0
	Developing a rubric for assessing pre-service English teacher struggles with instructional planning.	
909	Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018 , 5, 1507175	1
909	Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018, 5, 1507175 Learning Outcome Outcomes: An Evaluation of Quality. 2018,	1
909 908 907	Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018, 5, 1507175 Learning Outcome Outcomes: An Evaluation of Quality. 2018, Cooperative Problem Based Learning: How does it foster metacognitive skills?. 2018, [Teaching about chronic pain in psychosomatics courses - an overview of the situation in Germany	1 1
909 908 907 906	Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018, 5, 1507175 Learning Outcome Outcomes: An Evaluation of Quality. 2018, Cooperative Problem Based Learning: How does it foster metacognitive skills?. 2018, [Teaching about chronic pain in psychosomatics courses - an overview of the situation in Germany and the TBingen Model]. 2018, 64, 198-210	1 1
909 908 907 906	Developing a rubric for assessing pre-service English teacher struggles with instructional planning. 2018, 5, 1507175 Learning Outcome Outcomes: An Evaluation of Quality. 2018, Cooperative Problem Based Learning: How does it foster metacognitive skills?. 2018, [Teaching about chronic pain in psychosomatics courses - an overview of the situation in Germany and the Tbingen Model]. 2018, 64, 198-210 A Proposal for Integrating Gamification into Task-Oriented Portfolio Assessment. 2018, Improving Student Success Rate in Open Distance Learning Settings through the Principle of	1 1 0

901	A Propriety Multiplatform Game-Based Learning Game to Learn Object-Oriented Programming. 2018 ,	2
900	Are we there yet? Sense of place and the student experience on roadside and situated geology field trips. 2018 , 14, 651-667	14
899	Automatically Linking Digital Signal Processing Assessment Questions to Key Engineering Learning Outcomes. 2018 ,	1
898	Towards a Competency-based Vision for Construction Safety Education. 2018 , 143, 012051	1
897	Improving Teaching through Triadic Course Alignment. 2018 , 19,	3
896	Perceived strain of undergraduate medical students during a simulated first day of residency. 2018 , 18, 322	6
895	Introductory programming: a systematic literature review. 2018,	81
894	Nursing Students' in Mental Health Nursing Shown by the Debriefing Phase in Low-Fidelity Simulation. 2018 , 39, 773-778	
893	Benchmarking higher education programs through alignment analysis based on the revised Bloom taxonomy. 2018 , 25, 2828-2849	5
892	Making the invisible, visible: challenging the knowledge structures inherent in International Relations Theory in order to create knowledge plural curricula. 2018 , 60,	2
891	Training of clinical reasoning with a Serious Game versus small-group problem-based learning: A prospective study. 2018 , 13, e0203851	16
890	The effect of perceptions of the teaching-learning environment on the variation in approaches to learning Between-student differences and within-student variation. 2018 , 68, 96-107	12
889	The impact of opt-in gamification on students' grades in a software design course. 2018,	2
888	Constructive Alignment in the Field of Educational Psychology: Development and Application of a Questionnaire for Assessing Constructive Alignment. 2018 , 17, 293-307	6
887	ParallelAR: An Augmented Reality App and Instructional Approach for Learning Parallel Programming Scheduling Concepts. 2018 ,	2
886	Students and lecturers perceptions of the effect of open-book examinations on teaching and assessment at departments of accountancy at South African universities. 2018 , 32,	
885	Melding Traditional and Progressive Andragogy in Marketing Education, Using the Hermeneutic Competency Development Strategy. 2018 , 26, 140-156	O
884	Guidelines for software testing education objectives from industry practices with a constructive alignment approach. 2018 ,	1

883	Students[perceptions of peer assessment effectiveness: an explorative study. 2018, 27, 259-285	13
882	Facilitating Co-Creation Experience in the Classroom with Lego Serious Play. 2018 , 26, 121-131	9
881	Competency-Based Pharmacy Education: An Educational Paradigm for the Pharmacy Profession to Meet Society's Healthcare Needs. 2018 , 169-188	1
880	Innovations and Challenges in CLIL Materials Design. 2018 , 57, 222-231	16
879	Providing a baseline in software process improvement education with lego scrum simulations. 2018	O
878	Shaping Higher Education with Students. 2018,	O
877	An Exploratory Study of the Learning of Transferable Skills in a Research-Oriented Intensive Course in Atmospheric Sciences. 2018 , 10, 1385	4
876	Innovative Education and Active Teaching with the Leidenfrost Nanochemistry. 2018, 95, 1966-1974	7
875	Involving External Stakeholders in Project Courses. 2018 , 18, 1-32	6
874	Bridging Theory and Practice in Programming Lectures With Active Classroom Programmer. 2018 , 61, 177-186	9
873	Transforming classroom questioning using emerging technology. 2018 , 27, 389-394	7
872	Modelling the notions and dimensions of MOOCs. 2018, 13, 100-114	1
871	Continence care education: views of students and registered nurses. 2018 , 27, 852-859	2
870	Discovering and developing conceptual understanding of teaching and learning in entrepreneurship lecturers. 2018 , 60, 696-718	7
869	The Future of the Lecture in Neurology Education. 2018, 38, 418-427	14
868	Virtual reality and situated experiential education: A conceptualization and exploratory trial. 2018 , 34, 843-852	37
867	A competency-based approach toward curricular guidelines for information technology education. 2018 ,	3
866	Defining competence-oriented learning objectives and evaluating respective learning outcomes for theses statements. 2018 ,	0

865	Teaching agile principles and software engineering concepts through real-life projects. 2018,	2
864	A Framework for Decision-Making Within Strength and Conditioning Coaching. 2019 , 41, 14-26	21
863	Boosting competence-orientation in undergraduate medical education - A web-based tool linking curricular mapping and visual analytics. 2019 , 41, 422-432	9
862	Learning outcomes between learner centredness and institutionalisation of qualification frameworks. 2019 , 17, 172-188	1
861	To BlikBook or not to BlikBook: Exploring student engagement of an online discussion platform. 2019 , 56, 295-306	5
860	Agendas, influences, and capability: Perspectives on practice in design and technology education. 2019 , 29, 143-159	9
859	Students[perceptions of assessment quality related to their learning approaches and learning outcomes. 2019 , 63, 72-82	17
858	Applying the nutrition education DESIGN procedure to the development of the In Defence of Food Curriculum. 2019 , 78, 824-838	2
857	Attitude, but not self-evaluated knowledge, correlates with academic performance in physiology in Thai medical students. 2019 , 43, 324-331	2
856	An explorative vs. traditional practical course: how to inspire scientific thinking in medical students. 2019 , 43, 350-354	o
855	Assessment of communication skills. 2019 , 102, 2110-2113	10
854	Unlocking Curriculum Design: Experiences in Constructing a Dynamic IR Undergraduate Curriculum in South Africa. 2019 , 20, 287-299	1
853	Design-based education, sustainable teaching, and learning. 2019 , 6, 1647919	5
852	Technology-Enhanced Learning and Teaching Methodologies through Audiovisual Media. 2019 , 9, 196	19
851	An Extended Constructive Alignment Model in Teaching Electromagnetism to Engineering Undergraduates. 2019 , 9, 199	1
850	Introduction. 2019 , 1-5	
849	Styles of reasoning according to the taxonomy structure of observed learning outcome of John Biggs in the students of geometry of the specialty of mathematics. 2019 , 1329, 012005	
848	Integrating Systems Thinking into Teaching Emerging Technologies. 2019 , 96, 2805-2813	4

847	Visual and non-literal representations as academic literacy modalities. 2019 , 37, 105-118	2
846	A pilot-scale laboratory experience for an inductive learning of hydrodynamics in a sieve-tray tower. 2019 , 29, 42-55	1
845	Design and Design Thinking in STEM Education. 2019 , 2, 93-104	30
844	From laboratory education to laboratory edu-action: evaluation of a redesigned lab course for prospective technology teachers and resulting demands for cyber-physical Elemotification [12019,	O
843	Why don't students recognize creative learning opportunities in a biomedical science program?. 2019 , 47, 656-668	3
842	On the Development of Laboratory Projects in Modern Engineering Education. 2019,	1
841	Using blended learning to redesign a groundwater management lecture series: benefits and outcome. 2019 , 24, 177-184	2
840	Design, analysis, tools, and apprenticeship (DATA) Lab. 2019 , 40, 065701	1
839	Learning from novice expert interaction in teachers continuing professional development. 2019, 1-18	7
838	Paper or Online?. 2019,	5
837	Using immersive and modelling environments to build scientific capacity in primary preservice teacher education. 2019 , 6, 451-481	
836	Tiphys: An Open Networked Platform for Higher Education on Industry 4.0. 2019 , 79, 706-711	8
835	Designing Early Testing Course Curricula with Activities Matching the V-Model Phases. 2019,	
834	The structure of the epistemological development in teaching learning questionnaire. 2019 , 6, 1655211	
833	Assessing prior knowledge types as predictors of academic achievement in the introductory phase of biology and physics study programmes using logistic regression. 2019 , 6,	10
832	Assessment in the context of problem-based learning. 2019 , 24, 903-914	11
831	Ways of thinking in informatics. 2019 , 62, 58-64	7
830	Digital Turn in Schools R esearch, Policy, Practice. 2019 ,	

829	Using seminars as a teaching method in undergraduate nurse education. 2019 , 28, 374-376	3
828	Designing a MOOC A New Channel for Teacher Professional Development?. 2019 , 91-101	
827	Teaching Large Classes. 2019 , 2, 66-80	3
826	Experiences from placing Stack Overflow at the core of an intermediate programming course. 2019 , 27, 698-707	
825	Kognitive und soziale Kompetenz im Arztberuf. 2019 ,	1
824	Exploring an integrated curriculum in pharmacy: Students' perspectives on the experienced curriculum and pedagogies supporting integrative learning. 2019 , 11, 450-460	5
823	Transforming Consumer Behavior: Introducing Self-Inquiry-Based and Self-Experience-Based Learning for Building Personal Competencies for Sustainable Consumption. 2019 , 11, 2550	20
822	Learning by doing: enhancing hydrology lectures with individual fieldwork projects. 2019 , 43, 155-180	7
821	Constructive Alignment Beyond Content: Assessing Professional Skills in Student Group Interactions and Written Work. 2019 , 203-222	10
820	Improving the Assessment of Transferable Skills in Chemistry Through Evaluation of Current Practice. 2019 , 255-274	2
819	Advances in Manufacturing II. 2019 ,	
818	Contextualizable Learning Analytics Design. 2019 ,	19
817	Improving professionalism in first year computer science students. 2019,	
816	Implementing constructive alignment in higher education (tross-institutional perspectives from Australia. 2019 , 38, 833-848	13
815	Looking at role-play simulations of political decision-making in higher education through a contextual lens: A state-of-the-art. 2019 , 27, 126-139	11
814	Designing a Unit Assessment Using Constructive Alignment. 2019 , 2, 30-51	O
813	Supporting Motivation in Collaborative Learning: Challenges in the Face of an Uncertain Future. 2019 , 187-203	7
812	Perceptions of assessment demands in economics. 2019 , 62, 80-90	O

811	CaMeLOT: An educational framework for conceptual data modelling. 2019 , 110, 92-107	9
810	Social Justice and Social Work Education. 2019 , 187-206	
809	Constructing professionalism in teacher education. Analytical tools from a comparative study. 2019 , 10, 208-225	4
808	Discriminating Features of Narrative Evaluations of Communication Skills During an OSCE. 2019 , 31, 298-306	1
807	Outcome-based education in accounting. 2019 , 36, 16-37	8
806	Research on the Application of Experiential Teaching in the Course of History of Industrial Design in Higher Vocational Education. 2019 ,	
805	Evaluation of the potential impact of fully-immersive virtual reality on production engineering curricula. 2019 ,	2
804	[National Learning Objectives Catalogue in Surgery - General Part Defining Competences of Medical School Graduates in Surgery]. 2019 , 144, 573-579	2
803	Curriculum Mapping as a Tool for Review of the Professional Veterinary Medicine Curriculum at University College Dublin-Strategic and Organizational Considerations. 2019 , 46, 278-288	1
802	Understanding Open Pedagogy for Designing a Constructivist Learning in Indian MOOCs. 2019,	2
801	. 2019,	
800	A framework for implementing and sustaining a curricular innovation in a higher education midwifery programme. 2019 , 11, 96	O
799	References. 2019 , 78-82	
798	Designing Powerful Learning Environments in Education for Sustainable Development: A Conceptual Framework. 2019 , 11, 5994	34
797	An ontological framework to support the creation and use of phenomenograpical knowledge. 2019	1
796	Learning by Teaching: Professional Skills and New Technologies for University Education. 2019 , 57, 74-80	12
795	High-impact teaching practices in higher education: a best evidence review. 2019 , 1-18	5
794	Assessment for problem-based learning. 2019 , 9, 77-82	Ο

793	Relations between students[perceptions of the teaching-learning environment and teachers[] approaches to teaching: a qualitative study. 2019 , 43, 1456-1475	4
792	Negotiating Gender and Sexual Diversity in English Language Teaching: 1 riticalEDriented Educational Materials Designed by Pre-Service English Teachers at a South African University. 2019 , 125-149	2
791	How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. <i>Higher Education</i> , 2019 , 78, 407-422	52
790	The Increasing Importance of Curriculum Design and Its Implications for Management Educators. 2019 , 43, 271-280	10
789	Considering the Yin and Yang of Teaching and Learning: a Resource for the Novice Educator. 2019 , 29, 299-306	
788	Implementing a competency-based midwifery programme in Lesotho: A gap analysis. 2019, 34, 72-78	5
787	Assessment of economic threshold concepts in higher education. 2019 , 30, 100152	2
786	Assessing the Alignment of Pharmacotherapeutics Course Outcomes With Topic Outcomes. 2019 , 83, 6545	1
7 ⁸ 5	Educator challenges in the development and delivery of constructivist active and experiential entrepreneurship classrooms in Chinese vocational higher education. 2019 , 26, 209-227	8
784	Self- and Peer-Evaluation of Individual Project Work: An Innovative Course Assessment Method to Increase Student Motivation. 2019 , 5-41	
783	Informed learning design: teaching and learning through engagement with information. 2019 , 38, 579-593	8
782	Effects and Consequences of Being an OSCE Examiner in Surgery-A Qualitative Study. 2019 , 76, 433-439	2
781	Beginner Teachers Lonceptions of a successful lesson in English secondary schools: structure and implications. 2019 , 77, 10-18	1
7 80	The impact of a flipped classroom approach on student learning experience. 2019 , 128, 269-283	120
779	Student perspective on outcomes and process - Recommendations for implementing competency-based medical education. 2019 , 41, 161-166	6
778	Making Sense and Use of Assessments. 2019 , 63, 759-770	1
777	Facilitating epistemic fluency through design thinking: a strategy for the broader application of studio pedagogy within higher education. 2019 , 24, 81-97	20
776	Implications of student-generated screencasts on final examination performance. 2019 , 59, 1415-1446	4

(2020-2020)

775	societal impact?. 2020 , 45, 22-37	43
774	Adapting to constructivist approaches to entrepreneurship education in the Chinese classroom. 2020 , 45, 1694-1710	14
773	Instructional design quality in medical Massive Open Online Courses for integration into campus education. 2020 , 42, 156-163	19
772	Theoretical considerations on programmatic assessment. 2020 , 42, 213-220	16
771	The Effect of Passive and Active Education Methods Applied in Repetition Activities on the Retention of Anatomical Knowledge. 2020 , 13, 458-466	2
770	Neuroanatomy Learning: Augmented Reality vs. Cross-Sections. 2020 , 13, 353-365	28
769	Interdisciplinary and experiential learning in urban development management education. 2020, 30, 919-936	4
768	Mapping session learning objectives to exam questions: How to do it and how to apply the results. 2020 , 42, 66-72	O
767	The Effect of Stereoscopic Augmented Reality Visualization on Learning Anatomy and the Modifying Effect of Visual-Spatial Abilities: A Double-Center Randomized Controlled Trial. 2020 , 13, 558-567	35
766	Reflective Writing as a Window on Medical Students' Professional Identity Development in a Longitudinal Integrated Clerkship. 2020 , 32, 117-125	8
765	The PhD lls it out of alignment?. 2020 , 39, 821-833	12
764	The great neoliberal hijack of collaboration: a critical history of group-based learning in tertiary education. 2020 , 39, 792-805	2
763	Assessment for tactical learning in games: A systematic review. 2020 , 26, 827-847	8
762	Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. 2020 , 27, 987-1004	21
761	A systematic review of online examinations: A pedagogical innovation for scalable authentication and integrity. 2020 , 159, 104024	40
760	What Works in the Architecture Studio? Five Strategies for Optimising Student Learning. 2020 , 39, 550-564	7
759	A Pragmatic Master List of Action Verbs for Bloom's Taxonomy. 2020 , 5,	9
758	Developing theory from practice: A case study in civil engineering airport design problem-based learning. 2020 , 29, 1112	1

757	Introducing block mode to first-year university students: a natural experiment on satisfaction and performance. 2020 , 1-24	6
756	Personalised Learning for the Student-Consumer. 2020 , 5,	O
755	Ascertaining auditors[Intentions to use blockchain technology: evidence from the Big 4 accountancy firms in Italy. 2020 , ahead-of-print,	11
754	A digital pedagogy pivot: re-thinking higher education practice from an HRD perspective. 2020 , 23, 452-467	21
753	What makes quality satisfied OER? Insights from Universitas Terbuka for Indonesia 4.0. 2020 , 17, 285-301	O
75 ²	Growth Strategy of a Rural Business School: Sustainable Implementation of Online Studies. 2020 , 12, 5270	1
751	Bridging the Gap between Secondary and Higher STEM Education Lihe Case of STEM@school. 2020 , 28, S135-S157	5
75°	Work in Progress: Curriculum review for rocket scientists. 2020 ,	
749	Collaborative learning: Elements encouraging and hindering deep approach to learning and use of elaboration strategies. 2020 , 42, 1261-1269	4
748	Value creation programmes: lessons from an early-stage implementation. 2020 , 3, 287-310	2
747	Enhancing Student Engagement Using a Blended Learning Approach. 2020 , 12, 51-68	7
746	An integrated blended learning approach for physical education teacher education programmes: teacher educators and pre-service teachers experiences. 2020 , 1-16	11
745	Ensuring Quality of a Large-Scale Online Assessment for Nursing Students in the 21st Century. 2020 , 11, 49-65	
744	Teaching collaborative dexterity in higher education: threshold concepts for educators. 2020, 1-15	2
743	Caged (educational) birds: a hybrid metaphorical enquiry. 2020 , 25, 297-309	2
742	The relationship between learners (academic goal motives and L2 (second language) Willingness to communicate in English language classes: A look at academic goal motives (brientations. 2020, 7, 1824307)	O
741	Beyond descriptions and good practices: empirical effects on students learning outcomes of active learning environments in political science curricula. 2020 , 19, 327-335	1
740	Teachers Ibnline teaching expectations and experiences during the Covid19-pandemic in the Netherlands. 2020 , 43, 623-638	72

(2020-2020)

739	Training Undergraduate Teaching Assistants to Facilitate and Assess Process Skills in Large Enrollment Courses. 2020 , 97, 3521-3529	1
738	Multiple-Choice Questions in Small Animal Medicine: An Analysis of Cognitive Level and Structural Reliability, and the Impact of these Characteristics on Student Performance. 2020 , 47, 497-505	
737	A Student Primer on How to Thrive in Engineering Education during and beyond COVID-19. 2020 , 10, 236	18
736	. 2020,	
735	Transiciones y conjeturas en el dise ô de pr¤ticas educativas abiertas para el desarrollo de competencias transversales en una universidad a distancia. 2020 , 34, 322-336	
734	Built to win? Exploring the role of competitive environments on students dreativity in design for additive manufacturing tasks. 2020 , 31, 574-604	4
733	Improving Writing Skills Among Information Systems Students: Guidelines for Incorporating Communication Components in Higher Education. 2020 ,	
732	Computer-aided curriculum analysis and design: existing challenges and open research directions. 2020 ,	O
731	The Effective Use of Information Technology and Interactive Activities to Improve Learner Engagement. 2020 , 10, 349	1
730	Assessment policies and academic progress: differences in performance and selection for progress. 2020 , 1-17	1
729	Death of an outcome Leonsequences of stigmergy in our examinations. 2020 , 1512, 012028	
728	Audiovisual Media Communications in Adult Education: The case of Cyprus and Greece of Adults as Adult Learners. 2020 , 10, 967-994	9
727	Building an Online Learning Module for Satellite Remote Sensing Applications in Hydrologic Science. 2020 , 12, 3009	2
726	Student generation and peer review of examination questions in the dental curriculum: Enhancing student engagement and learning. 2020 , 24, 548-558	1
725	Rubrics to assess critical thinking and information processing in undergraduate STEM courses. 2020 , 7,	23
724	An entrepreneurship education taxonomy based on authenticity. 2020 , 45, 711-728	10
723	Myths about students in higher education: separating fact from folklore. 2020 , 46, 534-548	4
722	Unfolding collaborative learning assessment literacy: a reflection on current assessment methods in higher education. 2020 , 45, 1222-1240	20

721	Mindfulness for undergraduate health and social care professional students: Findings from a qualitative scoping review using the 3P model. 2020 , 54, 796-810	7
720	Medication knowledge among dental students in Australia-a cross-sectional study. 2020 , 84, 799-804	О
719	Added value of a virtual approach to simulation-based learning in a manufacturing learning factory. 2020 , 88, 36-41	7
718	Framework of an Active Learning Python Curriculum for First Year Mechanical Engineering Students. 2020 ,	O
717	Assessment practices in undergraduate clinical medicine training: What do we do and how we can improve?. 2020 , 12, e1-e7	1
716	Framing the constructive alignment of design within technology subjects in general education. 2020 , 31, 867	2
715	Lernen im Prozess der Arbeit: Entwicklung, Umsetzung und Evaluation einer Weiterbildung zur manuellen Montage unter Einsatz von Autorensystemen. 2020 , 74, 100-116	1
714	Layers of Consistency in Study Programme Planning and Realization. 2020 , 79-96	1
713	High and low functioning team-based pre-licensure interprofessional learning: an observational evaluation. 2021 , 35, 538-545	1
712	The computer-based assessment of domain-specific problem-solving competence three-step scoring procedure. 2020 , 7, 1719571	8
711	Visual Organizers and Scaffolding the Student Learning Experience in Higher Education. 2020 , 48, 518-538	
710	Qualifications development for an unknown future. 2020 , 52, 413-427	O
709	A Busy Professor's Guide to Sanely Flipping Your Classroom: Bringing active learning to your teaching practice. 2020 , 62, 31-42	2
708	Competency-based education in pharmacy: A review of its development, applications, and challenges. 2020 , 26, 1114-1123	15
707	. 2020 , 63, 144-154	3
706	Emerging Technologies for Education. 2020,	1
705	[Medical training in palliative care at the Hannover Medical School: development of the interdisciplinary and cross-sectoral education in the cross-sectional subject Q13 (WEISE-Q13)]. 2020 , 34, 140-147	O
704	Are we preparing for collaboration, advocacy and leadership? Targeted multi-site analysis of collaborative intrinsic roles implementation in medical undergraduate curricula. 2020 , 20, 35	

703	Active Learning in Psychiatry Education: Current Practices and Future Perspectives. 2020, 11, 211	6
702	Collaborative Active Learning Activities Promote Deep Learning in a Chemistry-Biochemistry Course. 2020 , 30, 801-810	5
701	Reconceptualizing the role of the future entrepreneurship educator: an exploration of the content challenge. 2020 , 32, 657-676	9
700	Designing a curriculum in light of constructive alignment: A case study analysis. 2021 , 96, 60-68	O
699	Developing Inclusive Pedagogies in HE through an Understanding of the Learner-Consumer: Promiscuity, Hybridisation, and Innovation. 2021 , 3, 102-119	2
698	Entrepreneurial Learning at the Boundary: How to Learn From a Local Cheese Maker. 2021 , 4, 527-548	1
697	A four-dimensional conceptual framework for student assessment literacy in holistic competency development. 2021 , 46, 451-466	10
696	Twelve tips for teaching the International Classification of Functioning, Disability and Health with a view to enhancing a biopsychosocial approach to care. 2021 , 43, 293-299	1
695	Faculty wide curriculum reform: the integrated engineering programme. 2021, 46, 48-66	9
694	Key competencies in sustainability in higher education E oward an agreed-upon reference framework. 2021 , 16, 13-29	96
693	Performance assessment: Consensus statement and recommendations from the 2020 Ottawa Conference. 2021 , 43, 58-67	9
692	Leadership-in-teams, ready, willing and able: perspectives of international accounting students. 2021 , 29, 161-182	O
691	From fixing the work to improving the learner: An initial evaluation of a professional learning intervention using a new student-centred feedback model. 2021 , 68, 100943	7
690	Educational scalability in MOOCs: Analysing instructional designs to find best practices. 2021 , 161, 104054	14
689	Conjunctive standards in OSCEs: The why and the how of number of stations passed criteria. 2021 , 43, 448-455	1
688	Next-generation field courses: Integrating Open Science and online learning. 2021 , 11, 3577-3587	2
687	Teamwork in the accounting curriculum: stakeholder expectations, accounting students value proposition, and instructors value	7
686	3 or 4 things I know about the audiovisual essay, or the pedagogical perils of constructive alignment. 2021 , 22, 61-72	1

685	Benchmarking Australian enabling programmes: assuring quality, comparability and transparency. 2021 , 46, 572-585	3
684	Reclaiming constructive alignment. 2021 , 11, 119-136	11
683	A Pilot Study of a Physical Therapy Cadaveric Anatomy Course: Assessing the Impact of Examination Format on the Learning Environment. 2021 , 14, 352-360	O
682	Current practice of assessing students dustainability competencies: a review of tools. 2021, 16, 117-135	42
681	Can we assess teaching quality on the basis of student outcomes? A stochastic frontier application. 2021 , 46, 1325-1339	2
680	Evidence for conceptual change in approaches to teaching. 2021 , 26, 742-758	4
679	How do we integrate skills and content in classics? An inquiry into students use of sources. 2021 , 20, 66-86	1
678	Using a rubric to grasp intercultural competence development in vocational education. 2021 , 73, 47-70	7
677	Design of a CAVE Immersive Visualization System for Teaching and Learning: A Case Study of Air Cargo Logistics. 2021 , 35-48	
676	Making Entrepreneurship Education Available to All: Design Principles for Educational Programs Stimulating an Entrepreneurial Mindset. 251512742098851	6
675	Research into Learning and Teaching in Universities. 2021 , 1-21	
674	Ensuring Quality of a Large-Scale Online Assessment for Nursing Students in the 21st Century. 2021 , 26-39	
673	Curriculum and Online Course Development Framework. 2021 , 223-251	
672	Professional Development for Sustaining the P ivot[]The impact of the Learning Design and Course Creation Workshop on Six Belarusian HEIs. 2021 , 2021,	O
671	Integration fachwissenschaftlicher und fachdidaktischer Komponenten in der Lehramtsausbildung Mathematik Grundschule am Beispiel einer Veranstaltung zur Leitidee Daten, Hüfigkeit und Wahrscheinlichkeit[12021, 227-249	
670	Team Academy: Ein radikaler Entrepreneurship-Education-Ansatz hat Premiere in Deutschland. 2021 , 213-230	
669	Presenting in Front of a Virtual Audience: A Synthesis of Research in Higher Education.	
668	Interaktives Lehren und Lernen im virtuellen Klassenzimmer. 2021 , 229-245	1

667 Teaching Large Classes. **2021**, 784-799

666	Development, Implementation, and Initial Participant Feedback of an Online Anatomy and Radiology Contouring Bootcamp in Radiation Oncology. 2021 , 8, 23821205211037756	O
665	An online educational model in andrology for student training in the art of scientific writing in the COVID-19 pandemic. 2021 , 53, e13961	3
664	Student perspectives on how different elements of constructive alignment support active learning. 146978	742╣98916
663	Making Class Time Count. 2021 , 193-217	
662	Designing health professional education curricula using systems thinking perspectives. 2021 , 21, 20	1
661	Design of a Pharmacy Curriculum on Patient Centered Communication Skills. 2021 , 9,	6
660	An Interactional and Aligned Educational Design Framework to Support Teachers' Pedagogical Reasoning. 2021 , 516-533	
659	Construct validation of an innovative observational child assessment system: Teaching Strategies GOLD birth through third grade edition. 2021 , 56, 41-51	
658	Digital learning designs in physiotherapy education: a systematic review and meta-analysis. 2021 , 21, 48	13
657	An Action Research Inquiry: facilitating early childhood studies undergraduate researcher development through Group Supervision. 1-18	1
656	A Quality Checklist for Responsible Conduct of Research (RCR) Education: A proposal to complement the Predictive Modeling Tool. 2021 , 1-19	1
655	Assessment tools in pre-licensure interprofessional education: A systematic review, quality appraisal and narrative synthesis. 2021 , 55, 795-807	4
654	Aligning a CAD course constructively: telling-to-peer and writing-to-peer activities for efficient use of CAD in design curricula. 1	O
653	The American Chemical Society General Chemistry Performance Expectations Project: From Task Force to Distributed Process for Implementing Multidimensional Learning. 2021 , 98, 1112-1123	3
652	[Planetary health-transformative education regarding the climate and sustainability crises for health professionals]. 2021 , 64, 378-383	1
651	Beliefs and engagement in an institution-wide pedagogic shift. 1-21	5
650	Variability of Higher Education StudentsLearning Styles Depending on Gender, Course, Degree and Institutional Context. 2021 , 13, 1659	3

649	Immersive 3D Educational Contents: A Technical Note for Dental Educators. 2021 , 9,		O
648	COVIDReady2 Study Protocol: Cross-sectional Survey of Medical Student Volunteering and Education During the COVID-19 Pandemic in the United Kingdom.		
647	Interprofessional Clinical Education in Dentistry. 2021 , 10, 108-111		
646	Soil skills challenge: A problem-based field competition towards active learning for BSc. Geoscience students. 2021 , 385, 114903		O
645	Laxamen collaboratif: tude de cas en contexte universitaire finlandais. 2021, 37,		
644	Reimagining physiology education with interactive content developed in H5P. 2021 , 45, 71-76		6
643	Structured work-based learning in undergraduate clinical radiology immersion experience. 2021 , 21, 167		1
642	Curricular fit perspective on motivation in higher education. Higher Education, 1	3	5
641	Mapping and analysing reviews of research on teaching, 1980\(\)018, in Web of Science: An overview of a second-order research topography. 2021 , 9, 541-594		4
640	Twelve tips for surgeons to maximise medical student learning in the operating theatre. 2021 , 1-6		1
639	. 2021,		O
638	Experiential Learning in a Gamified Pharmacy Simulation: A Qualitative Exploration Guided by Semantic Analysis. 2021 , 9,		2
637	Voices from the periphery: Perceptions of Indonesian primary vs secondary pre-service teacher trainees about corpora and data-driven learning in the L2 English classroom. 2021 , 1, 100003		3
636	Written communication: the professional competency often neglected in auditing courses. 2021 , 30, 304-324		2
635	Media Studies, Audiovisual Media Communications, and Generations: The Case of Budding Journalists in Radio Courses in Greece. 2021 , 2, 155-192		6
634	Proposed definition of competencies for surgical neuro-oncology training. 2021, 153, 121-131		1
633	Ein Pldoyer zur Qualitessicherung schriftlicher Preungen im Psychologiestudium. 2021 , 72, 93-105		7
632	COVIDReady2 study protocol: cross-sectional survey of medical student volunteering and education during the COVID-19 pandemic in the United Kingdom. 2021 , 21, 211		6

631	Developing Student Teachers Reflexivity Toward Their Course Planning: Implementation of a Training Program Focused on Writing and Reflective Skills. 2021 , 11, 215824402110168	3
630	Work-in-Progress: Using Autonomous Training Resources for a More Inclusive Approach to the Teaching of Computer Networks. 2021 ,	
629	Transitioning to Web-Based Learning in Basic Life Support Training During the COVID-19 Pandemic to Battle the Fear of Out-of-Hospital Cardiac Arrest: Presentation of Novel Methods. 2021 , 23, e27108	1
628	Negative student emotions and educator skill in experiential education: a taxonomy of classroom activities. <i>Higher Education</i> , 1	2
627	[Applying active learning in pharmaceutical studies by the way of team-based learning]. 2021, 79, 324-333	Ο
626	Consistency in study programme planning and the complexity of curriculum logics. 1-16	
625	The Role and Value of Out-of-School Environments in Science Education for 21st Century Skills. 2021 , 6,	2
624	Enhancing the Learning of Database Access Programming using Continuous Integration and Aspect Oriented Programming. 2021 ,	
623	Objective structured clinical examination: a game changer for advanced wound care practice?. 2021 , 30, 338-347	
622	Potentials and problems of teaching design thinking as massive open online courses in the Chinese context. 2021 , 1, 1	Ο
621	Seamful learning and professional education. 1-17	6
620	Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. 2021 , 7, e07076	4
619	Simulation for technical skill acquisition in open vascular surgery. 2021 , 73, 1821-1827.e2	2
618	The Structure and Delivery of Police Use of Force Training: A German Case Study. 1	14
617	. 2021,	О
616	Creating a platform to enable collaborative learning in One Health: The Joint Initiative for Teaching and Learning on Global Health Challenges and One Health experience. 2021 , 12, 100245	3
615	Deterring cheating using a complex assessment design.	2
614	Curriculum change as transformational learning. 1-20	1

613	Lesson planning of the teachers and its effect on their performance in selected public elementary schools in the division of Pasig City: Basis for policy review. 2021 , 10,	
612	The concept-sharing approach: a teaching strategy to promote objective-oriented learning and academic performance in medical students. 2021 , 45, 369-375	
611	The impact of collaborative learning approaches on assessment outcomes in an accounting theory class. 1-38	1
610	Understanding Cognitive Load in Digital and Online Learning: a New Perspective on Extraneous Cognitive Load. 1	20
609	Adapting practice-based philosophy of science to teaching of science students. 2021, 11, 1	3
608	Developing standardized patient-based cases for communication training: lessons learned from training residents to communicate diagnostic uncertainty. 2021 , 6, 26	2
607	Experiences on Introducing a Team-Based Knowledge Summary to Student Veterinary Nurses/Veterinary Technicians. 2021 , e20200093	О
606	Conceptions of assessment in pre-service teachers[harratives of students[failure. 1-17	4
605	The Role of Personal Values in Learning Approaches and Student Achievements. 2021, 11,	2
604	Global versus task-specific postoperative feedback in surgical procedure learning. 2021 , 170, 81-87	1
603	Investigating student preparedness for holistic competency assessment: insights from the Hong Kong context. 1-16	2
602	Adopting Learning Analytics to Inform Postgraduate Curriculum Design: Recommendations and Research Agenda. 1	2
601	Teaching facts or teaching thinking? The potential of hooks@ngaged pedagogy@for teaching politics in a post-truth@moment. 1-18	1
600	Enhancing accounting and finance students wareness of transferable skills in an integrated blended learning environment. 1-25	1
599	A constructivism-based training course for hospitality and tourism instructors in Vietnam to improve their self-confidence in synchronous online teaching. 2021 , ahead-of-print,	
598	Role-Play Take 1 Action: An Experiential Activity for Marketing Students. 002205742110386	
597	Student Learning Approaches: Beyond Assessment Type to Feedback and Student Choice. 2021 , 11, 468	О
596	Enhancing computational thinking skills in informatics in secondary education: the case of South Korea. 2021 , 69, 2869	2

595	Backward Design of Chemistry Laboratories: A Primer. 2021 , 98, 2829-2839	3
594	E-Assessment in E-Learning Degrees: Comparison vs. Face-to-Face Assessment through Perceived Stress and Academic Performance in a Longitudinal Study. 2021 , 11, 7664	1
593	Ottawa 2020 consensus statement for programmatic assessment - 1. Agreement on the principles. 2021 , 43, 1139-1148	6
592	Learning the neurobiology of pain: A scoping review of pain education from an instructional design perspective. 2021 ,	Ο
591	K to 12 curriculum reform in the Philippines: towards making students future ready. 1-15	2
590	The impact of the COVID-19 pandemic on the adoption of e-learning among academics in Saudi Arabia. 1-23	10
589	Team Formation on the Basis of Belbin Roles to Enhance Students Performance in Project Based Learning. 2021 , 38, 22-22	3
588	Towards student-centred feedback practices: evaluating the impact of a professional learning intervention in primary schools. 1-24	
587	Appropriation et plurilinguisme en formation de futurs enseignants du premier degr. 18-2,	
586	AN INTEGRATED MODEL OF DIGITAL MARKETING CURRICULUM DESIGN. 1-19	1
585	[On the effectiveness of digital teaching of practical skills in curricular ENT education]. 2021, 1	1
585 584	[On the effectiveness of digital teaching of practical skills in curricular ENT education]. 2021 , 1 Researches about Higher Education in Brazil. 2021 , 44, e34595	1
		1
584	Researches about Higher Education in Brazil. 2021, 44, e34595 Pedagogical Reform in an Introductory Chemistry Course and the Importance of Curricular	
584	Researches about Higher Education in Brazil. 2021, 44, e34595 Pedagogical Reform in an Introductory Chemistry Course and the Importance of Curricular Alignment. The effectiveness of collaborative teaching in an introductory online radiology session for master	0
584 583 582	Researches about Higher Education in Brazil. 2021, 44, e34595 Pedagogical Reform in an Introductory Chemistry Course and the Importance of Curricular Alignment. The effectiveness of collaborative teaching in an introductory online radiology session for master of nursing students. 2021, 105, 105033 Addressing the expectation performance gap of soft skills in management education: An	0
584 583 582 581	Researches about Higher Education in Brazil. 2021, 44, e34595 Pedagogical Reform in an Introductory Chemistry Course and the Importance of Curricular Alignment. The effectiveness of collaborative teaching in an introductory online radiology session for master of nursing students. 2021, 105, 105033 Addressing the expectation performance gap of soft skills in management education: An integrated skill-development approach for accounting students. 2021, 19, 100564	0

577	Development of Innovative Pedagogy Strategies and Decolonization of Curriculum in Higher Education Institutions in the COVID-19 Era. 2021 , 252-267	
576	An Educational Project Based on a Digital Library of Filmed Courses.	
575	Transitioning to Web-Based Learning in Basic Life Support Training During the COVID-19 Pandemic to Battle the Fear of Out-of-Hospital Cardiac Arrest: Presentation of Novel Methods (Preprint).	
574	Medical Education Teaching: A Review of Various Learning Style Tools and Its Characteristics. 2021 , 25, 19-23	O
573	The Future of Work and How It Impinges on Dearning as Becoming TEL and VET Pedagogy. 2021 , 49-62	
57 ²	Learning to think about language step by step: a pedagogical template for the development of cognitive and reflective thinking skills in L1 grammar education. 1-19	3
571	Designing Assessment and Feedback to Improve Student Learning and Student Success. 2021 , 217-249	
570	Researching the interdisciplinary curriculum: The need for Eranslation devices 2017, 43, 1068-1082	7
569	Process-oriented Teaching. 2000, 209-225	26
568	Evaluating the Over All Test: Looking for Multiple Validity Measures. 2003, 119-140	4
567	The Power of Assessment in Teacher Education. 2009 , 173-188	4
566	An International Perspective on Science Curriculum Development and Implementation. 2012 , 771-782	8
565	Design of Dialog-Based Intelligent Tutoring Systems to Simulate Human-to-Human Tutoring. 2013 , 233-269	3
564	Teaching Across Cultures. 2001 , 293-308	11
563	Developing Lifelong Learning Skills: Using a Traffic Light Report to Promote Competency Standards and Self-Assessment Among Pharmacy Undergraduates. 2019 , 209-240	3
562	The InTeGrate Materials Development Rubric: A Framework and Process for Developing Curricular Materials that Meet Ambitious Goals. 2019 , 25-43	2
561	Psychological Literacy and Learning for Life. 2020 , 1-29	3
560	Using Body Painting and Other Art-Based Approaches for the Teaching of Anatomy and for Public Engagement. 2020 , 185-197	1

559	English Medium Instruction: Disintegrating Language and Content?. 2020, 15-36	6
558	Qualitative Learning Outcome through Computer Assisted Instructions. 2013 , 567-578	3
557	Becoming a Teacher Educator: Legitimate Participation and the Reflexivity of Being Situated. 2014 , 47-62	10
556	Elements of Successful Adult Learning. 2015 , 3-10	1
555	Constructive Alignment: An Outcomes-Based Approach to Teaching Anatomy. 2015 , 31-38	12
554	Training Mindfulness Teachers: Principles, Practices and Challenges. 2016 , 121-140	1
553	Integrating Architecture and Crime Science: A Transdisciplinary Challenge. 2017, 91-107	1
552	Six Principles to Assess Modelling Abilities of Students Working in Groups. 2017 , 589-599	2
551	Encyclopedia of Mathematics Education. 2018 , 1-5	1
550	Mit Widersprähen umgehen lernen: Reflektiertes Entscheiden als hochschuldidaktische Kompetenz. 2012 , 63-81	7
549	Students[Misconceptions of Java Exceptions. 2012, 1-21	2
548	Developing a Building Information Modelling Educational Framework for the Tertiary Sector in New Zealand. 2013 , 606-618	6
547	Forschendes Lernen und Service Learning: Das humboldtsche Bildungsideal in modularisierten Studieng Bgen. 2018 , 119-143	2
546	There Is More to It Than Meets the Eye literaturwissenschaftliche Seminare jenseits von Referaten. 2019 , 221-238	1
545	Digitalization in Education: Challenges, Trends and Transformative Potential. 2020, 287-312	10
544	Assessment of Professional Competence. 2014 , 1237-1270	3
543	Enhancing Learning by Enhancing Teaching. 2015 , 53-62	1
542	Sustaining Change for PBL at the Course Level. 2017 , 13-32	2

541	Success in Higher Education. 2017 , 1-19	10
540	Student Approaches to Learning, Conceptions of Mathematics, and Successful Outcomes in Learning Mathematics. 2017 , 75-93	8
539	The Importance of E-Portfolios for Effective Student-Facing Learning Analytics. 2017, 35-49	5
538	Plagiarism, International Students and the Second-Language Writer. 2015 , 1-11	2
537	Assessing Learning. 2014 , 59-80	1
536	The challenges of using head mounted virtual reality in K-12 schools from a teacher perspective. 2020 , 25, 3383-3404	16
535	Integration of different assessment approaches: application to a project-based learning engineering course. 2020 , 31, 62-75	8
534	Studentische Bewertung und Prferenz von Hochschulprfungen mit Aufgaben im offenen und geschlossenen Antwortformat. 2018 , 32, 239-248	3
533	Rote Learning in Chinese Culture: Reflecting Active Confucian-Based Memory Strategies. 2011 , 21-42	13
532	Issues and Controversies Associated with the Use of New Technologies. 2012 , 91-104	3
531	The flourishing and dehumanization of students in higher education. 2017 , 16, 368-382	5
530	Building capacity for societally engaged climate science by transforming science training. 2020 , 15, 125008	5
529	Forum on Pedagogy: The Introductory Course in International Relations: Regional Variations. 2021 , 22, 125-159	1
528	Analysis of the most common concept inventories in physics: What are we assessing?. 2018, 14,	10
527	Students lise and perception of textbooks and online resources in introductory physics. 2020 , 16,	2
526	An Exploration into Facilitating Higher Levels of Learning in a Text-Based Internet Learning Environment Using Diverse Instructional Strategies. 10, 00-00	24
525	Justifying long-haul field courses: the role of cultural learning. 2012 , 26, 23-30	1
524	Complex Solutions for Complex Problems? Exploring the Role of Design Task Choice on Learning, Design for Additive Manufacturing Use, and Creativity. 2020 , 142,	13

523	Securing Bring-Your-Own-Device (BYOD) Programming Exams. 2020 ,	1
522	Trans-pacific project-based learning. 2019 ,	О
521	Social Robot for STEM Education. 2020 ,	7
520	Authentic individual assessment for team-based software engineering projects. 2020,	4
519	Effects of competitive learning tools on medical students: A case study. 2018 , 13, e0194096	13
518	Art school as a transformative locus for risk in an age of uncertainty. 2020 , 19, 107-118	6
517	The Experience of Laboratory Learning [How Do Chemistry Students Perceive Their Learning Environment?. 2014 , 11, 439-454	5
516	The Effectiveness of Webinars in Professional Skills and Engineering Ethics Education in Large Online Classes.	1
515	Improving management accounting education through the use of interventionist action research. 2017 , 31, 170-183	1
514	Future language teachers[þedagogical landscapes during their subject studies. 2015 , 10, 84-101	3
513	Health Professions' Digital Education: Review of Learning Theories in Randomized Controlled Trials by the Digital Health Education Collaboration. 2019 , 21, e12912	14
512	Interactive Clinical Avatar Use in Pharmacist Preregistration Training: Design and Review (Preprint).	2
511	Pathway to Reform: Developing Action Research Capacity in Accounting Education. 2017, 32, 51-79	11
510	Approaches to learning as predictors of academic achievement: Results from a large scale, multi-level analysis. 2017 , 7,	11
509	Teachers Perception of the Influence of the Teaching Context on Cognitive Achievements in General Technology Education. 2020 , 8, 1-15	1
508	Student-generated video creation for assessment: can it transform assessment within Higher Education?. 2018 , 5, 1-11	5
507	A reflexive evaluation of technology-enhanced learning. 2017 , 25,	15
506	Selbstbezogene Ziele im Zusammenhang mit dem Leisten und Lernen Hochschuldozierender. 2018 , 129-151	3

505	Integrating technologies into ButhenticDassessment design: an affordances approach. 21,	16
504	A Case for Integration. 342-356	2
503	Teaching for Epistemological Change. 2017 , 207-225	1
502	Graphical Research Tools for Acoustic Design Training. 2018 , 397-434	1
501	3D Collaborative Virtual Environment to Support Collaborative Design. 185-210	4
500	The Art of the Possible. 1-20	4
499	Surgical education and the theoretical concept of communities of practice. 2014 , 2, 49	2
498	Improving Higher Education Student Learning through a Table of Learning. 2013 , 04, 150-157	2
497	Online or Face-to-Face Microbiology Laboratory Sessions? First Year Higher Education Student Perspectives and Preferences. 2016 , 07, 1869-1880	8
496	Raising Awareness of the Constituents of Software Design IThe Case of Documentation. 2010 , 03, 495-502	3
495	Authentic learning. 2016 , 98-111	1
494	OpenFING: A Project based on a Digital Library of Recorded Courses. 2018 , 2018,	О
493	Evaluating the pedagogical quality of international summer courses in a university program. 2017 , 7,	2
492	Innovation dans lanseignement supfieur': des modles aux pratiques, quels principes retenir?. 2020 , 7, 10	1
491	A collaborative process for a program redesign for education in evidence-based health care. 2019 , 33, 40-48	1
490	LOsMonitor: A Machine Learning Tool for Analyzing and Monitoring Cognitive Levels of Assessment Questions. 2021 , 1-1	1
489	Design and Validation of the Tactical Assessment Instrument in Football (TAIS). 2021 , 1-18	О
488	What university teachers need to know - perceptions of course content in higher education pedagogical courses. 1-14	1

Developing transferable skills through embedding reflection in the science curriculum.. 2021, 13, 897-903 487 3 Children's palliative care education and training: developing an education standard framework and 486 audit. 2021, 21, 539 Aligning classroom assessment with engineering practice: A design-based research study of a 485 O two-stage exam with authentic assessment. 2022, 111, 185 Where the rubber of the RISP model meets the road: Contextualizing risk information seeking and 484 processing with an avalanche bulletin user typology. 2021, 66, 102626 Making leadership and management development measure up. 2003, 483 1 Rffences. 2007, 193-197 482 Investigating Student Engagement in Introductory Accounting: The Classroom Survey of Student 481 Engagement and Approaches to Studying Questionnaire. References. 259-277 480 How Do You Really Know?. 185-212 479 Five Steps Forward Developing Pedagogical Expertise During Teacher Education. 2011, 103-116 478 Global Management: Course Design for Constructive Alignment. 477 Internationalising the Computing Curricula: A Peircian Approach. 2011, 406-413 476 8 Web 2.0 in der Hochschullehre. 2011, 127-138 475 1 E-Learning for ICT Group Work in a Blended Learning Environment. 2011, 1, 50-60 474 European Union Law. 2012, 184-201 473 Introduction: Themes, Challenges and Overcoming Barriers. 2012, 1-16 472 Evidenzbasierte Medizin (EbM) und lebenslanges Lernen in der Kinder- und Jugendpsychiatrie: 471 Ausbildung, Weiterbildung, Fortbildung. 2012, 309-316 Architecting the CDIO Educational Framework Pursuant to Constructive Alignment Principles. 2012 , 2, 80-92

The Single Most Consequential Thing We Do in Universities. **2013**, 304-329

468	List of reference. 2013 , 283-292	
467	Quality Teaching in the Social Sciences. 2013 , 39-56	1
466	Revitalizing Plenary Finance Lectures. 2013 , 27, 78-92	1
465	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013,	3
464	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 169-177	
463	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013, 74-91	
462	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013, 149-168	
461	Integrating technologies into Buthenticlassessment design: an affordances approach. 2013 , 21,	
460	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 38-55	
459	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013, 3-18	
458	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 19-37	
457	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 109-129	
456	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 130-148	
455	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013, 178-186	
454	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 92-106	
453	History, Geography and Civics: Teaching and Learning in the Primary Years. 2013 , 56-73	
452	Making Videos to Engineer Students During the Norwegian Higher Education Reform. 2014 , 267-275	

451 Helping academic staff to integrate professional skills. **2013**, 183-192 O porteflio de dochcia como estratgia formativa de docentes do ensino superior en Portugal: 450 Um estudo de caso. 2013, 11, 173 Blended Learning Support for Undergraduate Students Research and Writing Skills Development. 449 2014, 341-368 Entrepreneurship Approach to Higher Education Policy Aspects. 2014, 148-187 448

447	A Flipped Classroom Design for Preservice Teacher Training in Assessment. 2014 , 71-90	3
446	Assessment: Feedback from Our Pasts, Feedforward for Our Futures. 2015 , 121-142	1
445	Plagiarism, International Students and the Second-Language Writer. 2015, 1-11	1
444	Adapting Cognitive Walkthrough to Support Game Based Learning Design. 2015 , 852-864	
443	Curriculum Design Quality Assurance of Distance Education in Saudi Electronic University. 2015 , 145-174	
442	Defining and Developing a Framework for the Peer Observation of Teaching. 2015 , 13-34	
441	A Case for Integration. 2015 , 1865-1880	
440	«framffe et velformulert resonnement» - Krav til sprßffing og fremstilling i BA nordisk sprß og litteratur. 2015 , 38, 229-246	1
439	Medstudentvurdering i´matematikk og fysikk. 2015 , 38, 327-335	2
438	Wie klinen wir Lehrqualit messen?. 2016 , 73-90	
437	Research. 2016 , 25-33	
436	La formation d'Enseignants universitaires nouvellement recruts : quelles retombès ?. 2015 , 31,	4
435	Navigating Our Threshold Concepts to Enable Students to Overcome Theirs. 2016 , 285-297	
434	Reframing Large Classes through Fostering the Citizen Scholar. 2016 , 119-136	

433	Teaching for Sustainability at University: Constructively Aligned Study Course Design. 2016 , 259-268	
432	Repositioning Academic/Faculty Development of University Teachers. 2016, 117-134	
431	The PATHWAY to Inquiry-Based Teaching Œuropean Perspective to Shift Science Classroom Realities. 2016 , 181-191	
430	Teacher Perspectives on Whole-Task Information Literacy Instruction. 2016 , 678-687	2
429	Speilvendte klasserom kan bidra til bedre akademiske prestasjoner i hŷere ƙonomisk utdanning. 2016 , 9, 47-60	О
428	Et forsk p⊞ntegrere praksis i hŷere konomisk utdanning. 2016 , 30, 29-41	O
427	Coherencia interna del Grado en Administraciñ y direcciñ de Empresas: Resultados de Aprendizaje como herramienta de gobernanza. 2016 , 14, 321	
426	Focus sur les expertises d'articles soumis, portant sur des dispositifs de formation mdiatise. 2016 ,	
425	En studie av studentenes vurdering av längsmli Tromsŷarianten av examen philosophicum. 2016 , 50, 109-120	
424	Embedding ePortfolios in a Postgraduate Medical Sonography Program. 2017 , 135-154	
423	Program Curriculum Alignment: Designing for Success. 2017 , 287-300	
422	Evaluation of Lesson Plan Authoring Tools Based on an Educational Design Representation Model for Lesson Plans. 2017 , 173-189	
421	Developing and validating instrument of alignment understanding with school assessment practice. 2016 , 3, 16-22	
420	Promoting a Community of Practice Through Collaborative Curriculum Reform in a University Business School. 2017 , 199-217	
419	Student Perceptions of Value and the Impact on Curriculum Design. 2017, 1-33	
418	Introduction. 2017 , 3-21	
417	Reflective Learning and the Growth of Intellect and Identity. 2017, 26-43	1
416	Online Construction Management Education. 2017 , 132-156	

415	The Importance of Evidence-Based Enhancement of the Quality of Learning and Teaching in Research-Intensive Universities. 2017 , 187-213	1
414	Integrative Disciplinary Concepts. 2017 , 93-107	O
413	The Scholarship of Integration and Digital Storytelling as B ildung[In Higher Education. 2017 , 279-294	
412	From Teaching to Learning: Key Concepts and Foundational Principles. 2017 , 13-37	
411	Conclusion: A New Culture of Module Design?. 2017 , 207-221	
410	Zwischen standardisierten Lehrzielen und individuellen Lernvoraussetzungen. Mßlichkeiten adaptiver, technologie-gestfzter Lernsysteme. 28, 1-6	1
409	Kvalitetssystemer til stryk: En´empirisk, konstruktivstudie. 2017 , 40, 38-53	
408	Contestation of the ends of higher education and the disciplinary voice. 2017 , 196-208	
407	Et farvel til tankpasserpflagogik - dialog og deltagelse som grundlag for lfing - Goodbye to the Pedagogics of Filling-Station Attendants - Dialogue and Participation as a Basis for Learning. 2017 , 31, 114-130	
406	Metacognitive Development in Engineering Students Through Cooperative Problem Based Learning (CPBL). 2018 , 107-120	O
405	A comparison of the reliability of the Solo- and revised Bloom's Taxonomy-based classifications in the analysis of the cognitive levels of assessment questions. 2017 , 7, 637-662	3
404	Progression i hgre utbildning. 2017 , 7,	3
403	Assessment of Clinical Reasoning Using the CBCR Test. 2018 , 85-94	1
402	Assessment Strategies in Simulation Games. 2018 , 109-118	1
401	A Flipped Classroom Approach for Teaching a Master Course on Artificial Intelligence. 2018, 246-276	1
400	Autonomous Recovery from Programming Errors Made by Primary School Children. 2018 , 17-29	1
399	References. 2018 , 361-375	
398	Case Study. 2018 , 45-68	

397	3 The Study. 2018 , 49-61	
396	Action Research Driving a Scaffolded Soil Science Curriculum. 2018 , 193-214	
395	Kompetenzen, Lernziele und Lehrveranstaltungsplanung. 2018 , 19-35	
394	Scoring Methods of Writing Portfolio Assessment. 2018 , 89-107	
393	A qualitative evaluation of alignment between intended and emergent components in a graduate program through instructors. 114-123	
392	eLearning: neue Technologien zur Reanimationsschulung. 2018 , 163-172	
391	Personalising Learning: The Teacher Education Context. 2018 , 87-112	
390	Developing academic integration. 2018 , 113-138	
389	Vietnamese EFL teacher training at universities. 2018 , 172-184	O
388	Parcours autour de la notion dapprentissage collaboratif´: didactique des langues et numfique. 2018 , 34,	2
387	Hvorfor antall arbeidskrav bŷ reduseres. 2018 , 41, 347-360	О
386	Teaching and Fostering Reflection in Software Engineering Project Courses. 2019 , 231-262	O
385	Aligning Curriculum, Instruction, and Classroom Assessment in a University English Language Program. 2019 , 82-100	
384	Delivering Cybersecurity Education Effectively. 2019 , 135-157	2
383	Heuristiken fil die Hochschullehre zur Filderung forschenden Lernens. 2019 , 149-177	2
382	The Use of ICT in Researcher Development. 2019 , 209-233	
381	Designing an Academic Skills Bridging Course for University Freshmen. 2019 , 9, 836-842	

380 Code ABC Hackathons: Teachers as Tinkerers. **2019**, 157-169

379	Advancing Simulation Pedagogy and Research. 2019 , 197-211	
378	Problemorientierte Lernprozesse in der Studieneingangsphase. 2019 , 311-324	0
377	The Use of PebblePad ePortfolio as a Tool for Teaching First-Year Engineering Design Practice. 2019 , 289-310	0
376	New Course Design to Reply Uncertainty. 2019 , 143-161	
375	Die Ziele forschenden Lernens: Eine empirische Analyse im Rahmen der QPL-Begleitforschung. 2019 , 17-58	4
374	Ëetmen Adaylarññ Ëenme Yakla∏ Ëhlar-ve Îshe ve Deërlendirme Tercihleri Arasñdaki °li∏ Binin °ncelenmesi. 135-150	1
373	Use of PebblePad to Develop Scaffolded Critical Reflection in Scientific Practice. 2019, 311-337	
372	METHODOLOGY OF FLIPPED LEARNING TECHNOLOGY APPLICATION IN THE PROCESS OF TRAINING OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS. 2019 , 153-160	
371	Tülingsdomarnas bät praxis-bedänning av yrkeskunnande i en yrkestüling. 93-120	
370	Rethinking Environmental Education. 2019 , 88-129	
369	Internationalising the Postgraduate Curriculum: A Ten Year Case Study. 2019 , 155-171	
368	An Ontological Framework for the Analysis of Constructively Aligned Educational Units. 2019 , 185-193	
367	Verknöfungen, Zielkonflikte und Synergien der Nachhaltigkeitsziele födie Lehre fruchtbar machen. Didaktische Konzeption und Umsetzung einer gemeinsamen Vorlesungsreihe der deutschen UNESCO-Lehrstöle. 2019 , 537-556	
366	La BD´: un support «ʿfacilitant´» en classe de SES ?. 2019 ,	
365	LENGAGEMENT COGNITIF EN CONTEXTE POSTSECONDAIRE : TRADUCTION, ADAPTATION ET VALIDATION DUNE CHELLE DE MESURE. 2018 , 53,	
364	Kvalitetsarbeid i studieprogrammene: fagene som kontekst for studentaktivisering og kunnskapsintegrasjon. 2019 , 42, 111-117	
363	Umsetzungsbeispiele. 2020 , 47-166	
362	Assessing oral presentations. 2019 , 88-100	

361	Enhancing Collaborative Learning Through Pedagogical Alignment. 2020, 227-234	1
360	Instructional Practices for Addressing Computer Science Standards: Using Computer Kits in Preservice Teacher Education. 2019 , 11, 18-24	
359	My Metamorphoses as an International Relations Teacher. 2020 , 171-184	
358	Embedding OERs for the development of information literacy in the foreign language classroom. 2019 , 49-63	
357	Development of a Remote Tube Bending Lab to Illustrate Springback and Determine Process Limits. 2020 , 95-106	
356	Realist Approach: How to Evaluate Complex Interventions and Educational Programs Based on Scientific Methodology. 2019 , 42, 167-173	
355	Knowledge and Intellectual Capital Management in Higher Education. 2020 , 67-78	
354	Blogging in an Autonomous, Constructivist and Blended Learning Environment: A Case Study of Turkish EFL Pre-service Teachers. 2020 , 145-174	1
353	Surgical Education: Context and Trends. 2020 , 1-19	
352	Economics in a Crisis: A Cautious Approach to Being Relevant.	
		Ο
351	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020 , 26, 4-29	0
35 ¹	The value of using classroom observations as part of a multi-methodological approach to evaluate	0
	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020 , 26, 4-29	
350	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020 , 26, 4-29 A design model for the development of non-traditional educational activities. 2020 ,	1
350 349	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020, 26, 4-29 A design model for the development of non-traditional educational activities. 2020, Enriching programming student feedback with audio comments. 2020, Altāc-Sāf-Eencilerinin Matematik Eenme Yaklall Ehlar-ve Alg-tad-klar-Tetmen Yap-E-	1
350 349 348	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020, 26, 4-29 A design model for the development of non-traditional educational activities. 2020, Enriching programming student feedback with audio comments. 2020, Altāc-Sāf-Bencilerinin Matematik Benme Yaklall Balar-Ve Alg-Bad-Klar-Betmen Yap-C-Duygusal Destellile Matematik Balar-Arasāndaki *lill Ri. 358-371 Instructional Interventions for Computational Thinking: Examining the Link Between	0
350 349 348 347	The value of using classroom observations as part of a multi-methodological approach to evaluate student engagement in vocational agricultural education. 2020, 26, 4-29 A design model for the development of non-traditional educational activities. 2020, Enriching programming student feedback with audio comments. 2020, Altāc-Sāf-Eencilerinin Matematik Eenme Yakla Finlar-ve Alg-fad-klar-Fetmen Yapē-Duygusal Destellile Matematik Ball Br-far-Arasādaki *lill Ri. 358-371 Instructional Interventions for Computational Thinking: Examining the Link Between Computational Thinking and Academic Performance. 2021, 2, 100056	0

(2020-2020)

343	Designing and Delivering Flipped Courses: From Instructor and Student Perceptions of Basic Medical Sciences. 2020 , 551-566	
342	Improving Technical Communication with a Cue Awareness Intervention using Poster Presentations. 2020 ,	1
341	Der Qualit E sanspruch an Hochschullehre. 2020 , 187-211	
340	Sustainable Design Education [An Evaluation of an International Student Design Workshop in Hanoi, Vietnam. 2020 , 11, 20-32	O
339	The underlying action-oriented and task-based approach of the CEFR and its implementation in language testing and assessment at university. 2020 , 10, 301-316	1
338	AB pedaggica hbrida em programa internacional finlands de formaB de professores. 6, e152820	
337	Pushing the boundaries: experience-based learning in early phases of graduate sustainability curricula. 2021 , 22, 237-253	4
336	Opportunity for change: Undergraduate training in family medicine. 2020 , 62, e1-e3	2
335	Inklusion und Digitalisierung: Rechtliche Vorgaben und Potenziale ffl Hochschulen. 2021 , 267-281	
334	Methode: Klebezettel면 Design Thinking und die digitale Transformation der Hochschulen. Ein Beitrag zur Behebung des doppelten Technologiedefizits der Hochschuldidaktik. 2021 , 599-616	
333	Delivering Cybersecurity Education Effectively. 2022 , 455-476	
332	Designing Tools and Activities for Educational Robotics in Online Learning. 2022 , 202-222	
331	Constructive Alignment: An Outcomes-Based Approach to Teaching Anatomy. 2020 , 23-30	
330	Back to the Education Future E vidence-based Student-Centred Approaches to Online Curriculum Design and Delivery. 2020 , 119-128	2
329	Valuer l'Bral quand on est enseignant ou chercheur : points de discussion et prises de d'Eision dans la coconception d'Une grille critfiè. 2020 , 43, 1	O
328	Engaging Students' Learning in the Built Environment Through Active Learning. 2020 , 1-25	O
327	The Atlas Workshops of Agdz, Morocco: A Model Region for a ScientificArtistic Dialogue. 2020 , 253-278	
326	Kdopak by se p□ Bkladu bl?. 2020,	

325	Student Perceptions of Value and the Impact on Curriculum Design. 2020, 1064-1089	
324	Student Responses to an ICT-Based E-Assessment Application for the Teaching Practicum/ Teaching Practice MODULE. 2020 , 1134-1147	
323	Elements of Successful Adult Learning. 2020 , 1-9	O
322	Ber Hochschuldidaktik aus der Sicht einer allgemeinen Wissenschaftsdidaktik. 2020 , 99-121	
321	What Do We Trust?. 2020 , 83-102	
320	Integrating MOOCs in Higher Education. 2020 , 265-290	
319	Flipped Learning With Peer Reviews in the Introductory CS Course. 2020, 35-58	1
318	Der Ursprung von Constructive Alignment. John Biggsfund Catherine Tangs Teaching for Quality Learning at University und seine Wirkung. 2020 , 245-254	
317	Crowdfunding Education: Objectives, Content, Pedagogy, and Assessment. 2020 , 475-497	1
316	Lehren und Lernen in der Hochschule. 2020 , 139-163	
315	Course and Subject Design Facilitating Indigenous Cultural Competence. 2020 , 155-168	
314	ePortfolio Introduction: Designing a Support Process. 2020 , 209-220	1
313	Moving to Block Teaching during the COVID-19 Pandemic. 2020 , 7, 482-495	5
312	Crise COVID-19: Valuer ^distance en contexte contraint. Rappels conceptuels et solutions alternatives. 2020 , 21, 175-185	1
311	Facilitating learning progress in a first control course via Matlab apps. 2020 , 53, 17356-17361	1
310	Semantic Competency Directory for Constructive Alignment in Digital Learning Designs and Systems. 2020 , 83-88	
309	Applying Just Manageable Differences as a Guiding Principle for Course Transformations. 2020 , 107-132	
308	Forschendes Lernen und kompetenzorientiertes Pr f en in den Geisteswissenschaften 🛭 Erfahrungen und Herausforderungen im Einzelmodul und im Curriculum. 2020 , 225-242	

307	(Why) Are We Falling Behind and (Why) Does It Matter?. 2020 , 43-63	
306	Teachers Experiences of their Subject Matter and of Research. 2020 , 63-83	
305	Data Science Curriculum. 2020 , 75-108	O
304	Die Vorlesung Ihur schlecht, wenn schlecht vorgelesen: Warum eine gut gemachte Vorlesung einen Platz im Methodenrepertoire verdient. 2020 , 113-136	
303	Principles in Practice. 2020 , 322-346	
302	¿Cino se puede usar el celular como pretexto para enseâr la Tabla Periflica?. 2020 , 31, 49	1
301	Embedding employability in year abroad preparation. 2020 , 111-119	
300	Kompetenz aus erwachsenenbildnerischer Perspektive und ihre Bedeutung fl Lernprozesse im Kontext der Weiterbildung. 2020 , 68-80	2
299	Ense â r quînica en un mundo complejo 2020 , 31, 91	1
298	Educator's Learning Alignment Instrument (ELAI). 2021 , 35, 28-37	
297	Integrating philosophy of science in civil engineering: an integrative course design strategy. 2021 , 11, 1	
296	E-Learning for ICT Group Work in a Blended Learning Environment. 1079-1090	
295	Measuring and Facilitating Highly Effective Inquiry-Based Teaching and Learning in Science Classrooms. 290-306	
294	Blended Learning Support for Undergraduate Students' Research and Writing Skills Development. 537-564	
293	A Flipped Classroom Design for Preservice Teacher Training in Assessment. 610-629	
292	Entrepreneurship Approach to Higher Education Policy Aspects. 1460-1498	2
	Zital epitemedi simp / ipprodesi eo i nigital zooedalon i olieg / ispecessi i 100 i 190	
291	Positioning Preservice Teacher Formative Assessment in the Literature. 1-46	1

289 Ethics Assessed: An Interdisciplinary Effort to Develop Standards for Automated Learning Assessment in IT Courses. **2020**,

288	Der Inno-Lehre. 2020 , 66, 258-268	1
287	Outcome-based (Engineering) Education (OBE): International Accreditation Practices.	1
286	Interactive Clinical Avatar Use in Pharmacist Preregistration Training: Design and Review. 2020 , 22, e17146	O
285	On Programming Competence and its Classification. 2020 ,	О
284	The Value of Aligning Your Course for Curricular Improvement. 2020 ,	
283	ACADEMIC INTEGRITY TEACHER TRAINING: PREVENTIVE PEDAGOGICAL PRACTICES ON THE COURSE LEVEL.	2
282	Project Based Learning or the Rethinking of an Engineering Subject: Measuring Motivation. 2020,	5
281	Self & Peer to Peer Assessment: Evaluating Oral Presentations in a Final Year Engineering Subject. 2020 ,	О
280	Chapitre 7. Curriculum et internationalisation de lanseignement supfieur. 2020, 155-183	
279	Aligning the Design of Educational Robotics Tools With Classroom Activities. 2022, 1-21	O
278	A Soft Skills Experiment in an Industrial Engineering and Management Academic Course. 2022 , 20-49	
277	Formation interdisciplinaire ^la pdagogie dans lenseignement supfieur : de lexpfience individuelle ^la dynamique collective pour impulser une transformation pdagogique. 2021 , 37,	1
276	Exploring language teachers[lesson planning for corpus-based language teaching: a focus on developing TPACK for corpora and DDL. 1-29	6
275	Mapping climate change and health into the medical curriculum: co-development of a planetary health Dorgan system map For graduate medical education.	
274	Development and Evaluation of an e-Learning Module for Low- and Middle-Income Countries on the Safe Handling of Chemotherapy Drugs. 2021 , 1	1
273	Pharmacology for physician associate programmes: a collaborative, flexible and responsive approach to curriculum design. 2021 , 8, e580-e584	1
272	Educational Robotics and Tangible Devices for Promoting Computational Thinking. 2021 , 8, 713416	О

271	Learning and innovation in informal settings: The case of automobile workshops in Lagos metropolitan area. 1-16	
270	Performance Analysis of Biology Education under the Implementation of Lower Secondary School Biology-Competence-Based Curriculum: Policy Implications. 2021 , 18, e2259	1
269	Handling national controversy on the education frontline: perceptions of Hong Kong teachers on the pedagogies for National Education. 1-19	
268	IlHave a Lot of Ilm Doing ItIMomentsIlmproving the Success of Non-Traditional Students Through the Southern Cross Model.	1
267	Rubrics: A Start. 2021 , 1-16	
266	Increasing Student Self-Reliance and Engagement in Model-Checking Courses. 2021, 60-74	1
265	Using Case Studies to Improve the Critical Thinking Skills of Undergraduate Conservation Biology Students. 2021 , 5,	0
264	Blue Mining. 2022 , 229-243	
263	Supervisors untrained postgraduate rubric use for formative and summative purposes. 1-14	
262	Multicultural Initial Teacher Training in Greece. 2022 , 90-112	Ο
261	Developing Critical Awareness Among Postgraduate Management Students: Pedagogy and Constraints.	
260	Rffences bibliographiques. 2015 , 207-244	
259	First Year Computing Study Behavior: Effects of Educational Design. 2020 ,	1
258	Experiences of Assessment in Introductory Programming From the Perspective of NonComputer Science Majors. 2020 ,	O
257	Teaching Assistants Experiences of Tutoring and Assessing in Computer Science Education. 2020,	0
256	The Pedagogical Model Adopted by La Trobe University Library@onstructive Alignment and Information Literacy. 2021 , 37-54	
255	Introduction R evisiting Old Mantras: Transforming the Educative Role of the Library in the Curriculum. 2021 , 1-12	
254	Design Patterns for Curriculum Renewal and Course reDesign. 2021 ,	

253 Compethcias dos docentes no ensino superior. **2021**, 26, 658-677

252	Development of an Extended Constructive Alignment Model for Redesigning Courses to Fit Disrupted Contexts. 2021 ,	
251	The Digital Transformation of Higher Education Teaching: Four Pedagogical Prescriptions to Move Active Learning Pedagogy Forward. 2022 , 6,	2
250	A Practical Review of Mastery Learning 2022 , 8906	О
249	Gender differences in the first course in accounting: An achievement goal approach. 2022, 101081	
248	Teaching about curriculum and assessment through inquiry and problem-based learning methodologies: an initial teacher education cross-institutional study. 1-18	
247	Appropriate Use of Assessment for Learning Practices to Enhance Teaching and Learning. 2022, 185-202	
246	Inclusive Teaching and Learning. 2022 , 283-308	
245	Exploring students[and lecturers[views on collaboration and cooperation in computer science courses - a qualitative analysis. 1-24	O
244	An outcome-oriented pattern-based model to support teaching as a design science. 2022 , 50, 111	1
243	Beyond instructional practices: Characterizing learning environments that support students in explaining chemical phenomena.	1
242	Students Perceptions of Online Laboratory Reporting in Electronics Engineering: Analysis on Merits and Demerits. 2022 , 431-438	1
241	Institutional pressures and responses to the introduction of integrated reporting into accounting curricula: the case of Sri Lankan universities. 1-31	1
240	Leveraging the Analytical Chemistry Primary Literature for Authentic, Integrated Content Knowledge and Process Skill Development.	O
239	Teaching with Cadavers Outside of the Dissection Room Using Cadaveric Videos 2022 , 1356, 281-297	0
238	«Ɓasculement vers le virtuel». 2022 , N° 69, 163-177	
237	Einflßse auf die didaktische Zieldefinition der eigenen Lehre: Ein Vergleich von Universit und Fachhochschule. 2022 , 269-282	
236	Shaping Children Knowledge and Response to Bushfire Through Use of an Immersive Virtual Learning Environment. 073563312110545	O

235	Constructive alignment in foreign language curricula: an exploration of teaching and assessment practices in Dutch secondary education. 1-15		2
234	Enhancing the quality of open and distance learning in China through the identification and development of learning design skills and competencies. 2021 , 16, 61-78		2
233	Building Connections for Doctoral Students Through Asynchronous Learning. 2022, 173-194		
232	Principles in Practice. 2022 , 796-820		
231	More Than a YouTube Channel: Engaging Students in an Online Classroom. 2022 , 39-58		2
230	Einsatztraining systematisch planen und reflektieren. 2022 , 577-590		
229	Problem-Based Learning and Case-Based Learning. 2022 , 1-20		
228	Literature Review. 2022 , 11-40		
227	Case-Based Learning. 2022 , 99-113		2
226	The Digitalization of Engineering Curricula: Defining the Categories that Preserve Constructive Alignment. 2022 , 333-346		1
225	Digitale Hochschullehre. 2022 , 1-11		
224	Learning Object-Oriented Programming Concepts Through Visual Analogies. 2022, 1-1		
223	Exploring Educational Designs by Schematic Models: Visualizing Educational Value and Critical Issues of Recognition and Socio-Material Frames. 2022 , 14, 14-28		
222	INTERNATIONALIZING METHODOLOGY OF SCIENCE[]		
221	Training filden Einsatz: Der Umfang des Einsatztrainings. 2022 , 21-37		
220	Rethinking authentic assessment: work, well-being, and society Higher Education, 2022, 1-17	3	1
219	Student video production within health professions education: A scoping review 2022, 27, 2040349		
218	Interdisciplinary and Transferable Concepts in Bioinformatics Education: Observations and Approaches From a UK MSc Course. 2022 , 7,		

217	Evaluating professional development for blended learning in higher education: a synthesis of qualitative evidence 2022 , 1-30	O
216	Effect of Artificial Intelligence Tutoring vs Expert Instruction on Learning Simulated Surgical Skills Among Medical Students: A Randomized Clinical Trial 2022 , 5, e2149008	5
215	Pedagogy of Planning Studios for Multidisciplinary, Research-Oriented, Personalized, and Intensive Learning. 0739456X2210825	
214	The planning and reflection of police use of force training: a German case study. 1	4
213	The XJTLU Entrepreneurial Campus: A New Paradigm of UniversityIndustry Partnerships. 2022 , 42, 137-151	
212	The European Examination in Core Cardiology in Focus: Evaluation and Recommendations Using Educational Theory 2022 , 11, 2055266	
211	Two Oral Exam Formats for Literary Analysis in the Tertiary English as a Foreign Language Seminar. 2022 , 7, 76	О
210	National assessment of foreign languages in Sweden: A multifaceted and collaborative venture. 0265532222	10,750
209	A meta-analysis of peer-assisted learning on examination performance in clinical knowledge and skills education 2022 , 22, 147	0
208	The Influence of Higher Education on Student Learning and Agency for Sustainability Transition. 2022 , 14, 3098	1
207	A Qualitative Study of Experienced Course Coordinators Perspectives on Assessment in Introductory Programming Courses for Non-CS Majors.	
206	Assessing design principles for climate services training courses: educational design principles assessment of six C3S Blended Training courses within the Copernicus Climate Change Service.	
205	Effective use of peer teaching and self-reflection for the pedagogical training of graduate teaching assistants in engineering. 1-16	1
204	Remote physiology practical: Viable alternative to in-person practical in health sciences education?. 2022 , 7, 27-36	1
203	Bridging the fields of entrepreneurship and education: The role of philosophical perspectives in fostering opportunity identification. 2022 , 20, 100632	2
202	Feeling political. 2021 , 10, 249-263	2
201	How do students experience inclusive assessment? A critical review of contemporary literature. 1-18	5
2 00	Near-Peer Teaching in Human Anatomy from a Tutors' Perspective: An Eighteen-Year-Old Experience at the University of Bologna 2021 , 19,	1

199	Psychological Literacy and Learning for Life. 2022 , 1-29	1
198	Indirekte Effekte von Abrufbungen Intuitiv und doch hüfig unterschEzt. 2022 , 50, 75-98	
197	Entrepreneurship Competence Model for Supporting Learners Development at All Educational Levels. 2022 , 12, 2	1
196	Categorising interfaith learning objectives: a scoping review. 1-18	2
195	Relevance and Equity: Should Stoichiometry be the Foundation of Introductory Chemistry Courses?.	1
194	Learning-outcomes-based assessments at universities of applied sciences in the Netherlands: perceptions of business lecturers. 1-16	
193	Table_1.XLSX. 2020 ,	
192	Research into Learning and Teaching in Universities. 2022, 13-33	O
191	OUP accepted manuscript.	
190	Enhancing learning by Open Learner Model (OLM) driven data design. 2022 , 3, 100069	1
189	An Experience Report on Transitioning to Blended Learning and Portfolio-assessment: a Cross-campus Course in Programming. 2022 ,	
188	On the link between Education and Industry 4.0: a framework for a data-driven education design. 2022 ,	
187	Assessment of command structuring in Scratch programming using the SOLO taxonomy. 2022,	
186	Do biology syllabi provide opportunities for secondary school students to engage with critical thinking skills?. 1-16	
185	Learning environment and course experience vs adaptability, motivation, and creativity: Their contribution to learning effectiveness. 2022 , 1-24	
184	An Experimental Study on the Effectiveness of StudentsLearning in Scientific Courses through Constructive Alignment Case Study from an MIS Course. 2022 , 12, 338	O
183	Responding to Elder Abuse in GERiAtric care (REAGERA) educational intervention for healthcare providers: a non-randomised stepped wedge trial 2022 , 12, e060314	O
182	Promoting pro-environmental behavior through citizen science? A case study with Chilean schoolchildren on marine plastic pollution. 2022 , 105035	1

Improving Communication of Public Health Bachelor's Degree Programs Through Visual Curriculum 181 Mapping. 2022, 10, Going small, going carefully, with a friend: Helping faculty adopt lesson-level constructive 180 alignment through non-evaluative peer observation. 146978742210929 konzeptueller Bezge zwischen fachwissenschaftlicher und fachdidaktischer Lehre im gymnasialen 179 Lehramtsstudium. 2022, 49-72 Defining and assessing understandings of evidence with the assessment rubric for physics inquiry: 178 Towards integration of argumentation and inquiry. 2022, 18, Sustainable and Responsible Design Education: Tensions in Transitions. 2022, 14, 6397 177 Practical Tips for Setting Up and Running OSCEs. 176 Development of a redesign process based on reverse engineering and patent circumvention. 175 The case method evaluated in terms of higher education research: A pilot study. 2022, 20, 100660 174 Sustainable management education and an empirical five-pillar model of sustainability. 2022, 20, 100658 173 4 A Formative Assessment Design Suitable for Online Learning Environments and its Impact on 172 Students Learning. **2022**, 13, 385-396 A How-To Guide for Making Online Pre-laboratory Lightboard Videos. 77-91 171 Students Perceptions on Teaching Design of Power Electronics Using Student-Response Systems: 170 Thematic Content Analysis of Interviews. 2022, 10, 64059-64071 Extending Student-Active Learning into Effective Practice in Global Development-Related Health 169 Promotion. 2022, 151-166 Innovative Pedagogies in a Health Promotion Specialisation: Knowledge, Practice and Research. 168 2022, 239-257 Food Sector Entrepreneurship: Designing an Inclusive Module Adaptable to Both Online and 167 Blended Learning Environments in Higher Education. 2022, 91-102 166 Impact of Transparency in Learning and Teaching on the Performance of Students in Nigeria. 2022, 254-273 Enhancing academic student engagement in vocational agricultural education: why course design 165 matters. 1-23 On the Design of Constructively Aligned Educational Unit. 2022, 12, 438 164

Aligning multiple choice assessments with active learning instruction: More accurate and equitable 163 ways to measure student learning. 1-20 Valuable unintended learning outcomes when practicum for student teachers in kindergartens is 162 carried out online. Block-Based Object-Oriented Programming. 2022, 1-15 161 An overview of digital game-based learning development and evaluation models. 2022, 160 Waluer des comptences : de lihtention des enseignants1 au veu des tudiants. Le cas dun 159 atelier dimprovisation. 2022, Supporting Teachers in Improving Formative Decision-Making: Design Principles for Formative 158 Assessment Plans. 7, Development, Implementation, and Evaluation of an e-Learning in Integrative Oncology for O 157 Physicians and Students Involving Experts and Learners: Experiences and Recommendations. Who engaged in the team-based assessment? Leveraging EdTech for a self and intra-team 156 peer-assessment solution to free-riding. 2022, 19, Personality Development in Higher Education in the Era of Industry 4.0: Comparing Educational 155 Practices and Philosophies in Industry 1.0 and Industry 4.0. 2022, 35-50 Incorporating Focus to Enhance Staff-student Interactions in Formative Feedback. 2022, 154 Experience Report on a Student-Organized AI Course. 2022, 153 Surveying Disadvantaged Children Traffic Safety Education in a Comparison between Paper and 152 Electronic Methods: A Case Example for the Expanded Use of Educational Technology. 036119812211064 Supporting the well-being of new university teachers through teacher professional development. 151 1 Not all Bloom and gloom: assessing constructive alignment, higher order cognitive skills, and their influence on students[perceived learning within the practical components of an undergraduate biology course. 1-21 Gamified Learning in Higher Education. 2022, 497-520 149 The feasibility and effectiveness of a novel online mental health literacy course in supporting 148 university student mental health: a pilot study. 2022, 22, Connecting curricula and competence through student learning journeys. 2022, 18, 560-575 147 Ethics teaching should be Bonstructively aligned with exams. o1882 146

145 Utilizing Exam Tagging to Measure Student Application of Biomedical Sciences to Clinical Sciences.

144	Teaching binary logistic regression modeling in an introductory business analytics course.	
143	Aligning objectives with assessment in online courses: Integrating learning analytics and measurement theory. 2022 , 190, 104603	0
142	Embedding environmental sustainability within oral health professional curricula ${f R}$ ecommendations for teaching and assessment of learning outcomes.	1
141	Investigating passive strategies in a cold climate Iteaching EDDA in architectural education. 2022 , 1078, 012059	0
140	Virtual reality and augmented reality in radiation oncology education IA review and expert commentary. 2022 , 24, 25-31	O
139	Transformation verstehen lernen: Nachhaltigkeitsbildung und Data Literacy Education in der Studieneingangsphase. 2022 , 53-65	1
138	Analyzing Initial Design Theory Components for Developing Information Security Laboratories. 2022 ,	O
137	Constructive Alignment by Portfolio Exams for an Advanced Control Master Module. 2022 , 55, 194-199	0
136	Embedding assessment in learning experiences: enacting the principles of instructional alignment in physical education teacher education. 1-18	1
135	Disruptive Factors in Implementing Outcome-Based Education Curriculum at Tertiary Business Education: A Focus on Institutional Readiness. 2022 , 72-85	0
134	Bridging statistics and life sciences undergraduate education. 1-13	O
133	The changing landscape of dental education - Glasgow Dental School. 2022, 233, 427-429	O
132	Integration of ultrasonography training into undergraduate medical education: catch up with professional needs. 2022 , 13,	O
131	Broadening the Definition of R esearch SkillsIto Enhance StudentsICompetence across Undergraduate and Master Programs. 2022 , 12, 642	0
130	Influence of using simulated or real patients on undergraduate medical students acquiring competencies in medical conversations in surgery: A´prospective, controlled study. 9,	O
129	Fail, flip, fix, and feed lRethinking flipped learning: A review of meta-analyses and a subsequent meta-analysis. 7,	О
128	A multidimensional and analytical perspective on Open Educational Practices in the 21st century. 7,	O

127	Environnement de travail en volution : quel potentiel d pprentissage et de dveloppement pour les enseignants-chercheurs?. 2022 , 38,	0
126	How future proof is design education? A systematic review.	0
125	Turning students into Industry 4.0 entrepreneurs: design and evaluation of a tailored study program.	O
124	Programmatic assessment design choices in nine programs in higher education. 7,	О
123	Success factors in developing metacognitive skills among engineering students. 2022,	O
122	Systematically promoting job-specific digital competencies in the health professions: A teaching concept / Berufsspezifische digitale Kompetenzen in den Gesundheitsfachberufen systematisch ffdern: Ein Lehrkonzept. 2022 , 9, 89-103	O
121	Transferring classroom experiences to practical career needs. 2022 , 2022, 21-28	0
120	Equipping graduates with future-ready capabilities: an application of learning theories to higher education. 1-20	1
119	Entrepreneurship programs and their underlying pedagogy in secondary education in the Netherlands.	О
118	A Technology-Supported Guidance Model to Support the Development of Critical Thinking among Undergraduate Nursing Students in Clinical Practice: A Concurrent, Exploratory, Flexible, Multi-Method Feasibility Study (Preprint).	O
117	Disrupting Privilege as Power and Control: Re-Imagining Business and the Appreciation of Indigenous Stewardship in Management Education Curricula. 105256292211276	О
116	Gathering Feedback. 2022 , 162-167	O
115	Strategic directions in the what and how of learning and teaching innovation fifty-year synopsis.	О
114	Emerging Technologies in Kil 2 Education: A Future HCI Research Agenda.	0
113	Understanding Curriculum Design. 2022 , 17-29	0
112	Revisiting a CAD course in the midst of the global pandemic with an activity-centered framework. 2022 , 15,	O
111	Revisiting a CAD course in the midst of the global pandemic with an activity-centered framework. 2022 , 15,	0
110	Screen-based digital learning methods in radiation oncology and medical education. 2022 , 24, 86-93	O

109	Deep Learning in Higher Education: A Service-Dominant Logic Perspective. 2022 , 131-149	0
108	On embedding a traditional mechanical engineering course in a constructivist learning environment. 2022 ,	o
107	Implementation and Evaluation of a Clinical Decision Support eLearning Course. 2022,	0
106	What are we Missing for Effective Remote Laboratories?. 2022 ,	o
105	Microcontroller-based Titration for Remote Lab. 2022,	0
104	A Critical Reflection and Feedback on Peer Teaching in the Era of Online Teaching. 2022 , 237-257	o
103	Teaching Tissue Repair Through an Inquiry-Based Learning Bioadhesives Module.	0
102	Promoting food literacy in primary school classrooms through the HealthLit4Kids Program in Australia. 2022 , 37,	О
101	Curriculum 5.0 for the Twenty-First Century Higher Education: A Way to Move Forward. 2023, 1-15	0
100	Assessing students interprofessional competence using a Swedish version of the Interprofessional Collaborator Assessment Rubric. 1-8	О
99	Omvendt undervisning som talesjanger i veilederutdanningen. 2022 , 7, 1-16	0
98	Assessing Second Language Speaking Proficiency. 2023 , 9,	o
97	Study on Using Machine Learning-Driven Classification for Analysis of the Disparities between Categorized Learning Outcomes. 2022 , 11, 3652	0
96	The future of internships and workplace-based learning. 2023 , 462-468	o
95	Students and staff co-creating curriculum in higher education. 2023 , 235-244	0
94	Language education. 2023 , 216-223	o
93	Educational inequality due to lack of validity: A methodological critique of the Dutch school system. 2023 , 117, 102097	0
92	Embedding sustainable development goals (SDGs) in an undergraduate business capstone subject using an experiential learning approach: A qualitative analysis. 2023 , 21, 100749	O

91	Reading Online during Lockdown: Insights from History and Heritage. 2022, 461-478	O
90	Chapter 5. Students Reasoning in Chemistry Arguments and Designing Resources Using Constructive Alignment. 2022 , 74-89	O
89	Chapter 19. The Central Importance of Assessing Doing Sciencelto Research and Instruction. 2022 , 320-337	0
88	Collaborative Active Learning (CAL) Approach in Finance: A Case of Business Strategy Pitch Presentation. 2022 , 131-153	Ο
87	Providing Continuous Learning and Professional Development Through a Toolkit Design. 2022, 97-109	0
86	Engineering Design for Community Impact: Investigating Constructive Alignment in an Innovative Service-Learning Course. 2022 ,	O
85	Integrating Introductory Courses for First Year Engineering Students: Systematic Strategy Using a Complex Problem. 2022 ,	0
84	Reviewing Constructivist Theories to Help Foster Creativity in Programming Education. 2022,	Ο
83	A Technology-Supported Guidance Model to Increase Flexibility, Quality, and Efficiency in Nursing Education Clinical Practice: Design and Development of the TOPP-N App (Preprint).	0
82	On having the right size laboratories. 030641902211423	O
81	The Challenge of an Interactive Audiovisual-Supported Lesson Plan: Information and Communications Technologies (ICTs) in Adult Education. 2022 , 12, 836	1
80	How to teach life sciences students about dual-use research view from the field.	Ο
79	GeroCast: Using podcasting to deliver living cases in gerontology education. 001789692211453	0
78	Potential of Volunteering in Formal and Informal Medical Education Theory-Driven Cross-Sectional Study with Example of the COVID-19 Pandemic. 2022 , 19, 16955	Ο
77	Assessment Work in an Academic Professional Development Center. 2023 , 97-108	Ο
76	Student Learning: A Framework for Designing Study Programs to Stimulate Deep Learning. 2023 , 171-183	Ο
75	Problem-Based Learning and Case-Based Learning. 2023 , 1235-1253	Ο
74	Providing metabolomics education and training: pedagogy and considerations. 2022 , 18,	O

73	Enhancing Students Enhancing Students Educators \square	Ο
72	Using Competency Maps for Embedding and Assessing Sustainability in Engineering Degrees. 2022 , 1, 58-81	Ο
71	The effect of constructive alignment on academic writing using a virtual flipped classroom: Student learning and higher thinking. 1-14	Ο
70	Psychological Literacy and Learning for Life. 2023 , 881-909	Ο
69	From Lecture Halls to Zoom Links: How Can Educational Theory Help Us to Deliver Effective and Engaging Teaching in an Online Environment?. 2023 , 79-94	0
68	Combining teaching methods and developing students Lentrepreneurial skills and entrepreneurial intention: The case of students in the Faculty of Economics and Management of Tunis. 095042222211464	O
67	Comparing the psychometric properties of two primary school Computational Thinking (CT) assessments for grades 3 and 4: The Beginners' CT test (BCTt) and the competent CT test (cCTt). 13,	Ο
66	Open Dialogue: Peer Response: Learning strategies in the constructive alignment of tertiary teaching. 2019 , 43, 20-22	Ο
65	Levels of Immersive Teaching and Learning: Influences of Challenges in the Everyday Classroom. 2022 , 107-122	1
64	Developing assessment capable students and teachers. 2022 , 46, 16-20	Ο
63	Pivoting in a pandemic: Promoting socially critical learning in virtual delivery of a large introductory social psychology module. 2022 , 28, 5-14	Ο
62	Transitions and the development of expertise: Update 2021. 2022 , 1, 20-33	O
61	Fachdidaktik des Sozialmanagements: Fundierung und Weiterentwicklung hochschuldidaktischen Handelns Maik Arnold. 2022 , 95-121	Ο
60	New Learning Provisions and Pedagogies. 2023 , 121-146	Ο
59	The Learning Design & Designers Creation Workshop: Impact of a Professional Development Model for Training Designers and Creators of Online and Distance Learning.	Ο
58	Best practices for electrochemical characterization of supercapacitors. 2023,	O
57	A Technology-Supported Guidance Model to Support the Development of Critical Thinking among Undergraduate Nursing Students in Clinical Practice: A Concurrent, Exploratory, Flexible, Multi-Method Feasibility Study (Preprint).	0
56	A Technology-Supported Guidance Model to Increase Flexibility, Quality, and Efficiency in Nursing Education Clinical Practice in Norway: Development of the TOPP-N App Prototype (Preprint).	О

55	Curriculum and assessment in popular music education. 2022 , 6, 349-366	1
54	La rBrica en la evaluaciB de la competencia didEtica del ingl\$ en el Grado de Maestro. 2022 , 20, 145-164	O
53	Simulation-based summative assessment in healthcare: an overview of key principles for practice. 2022 , 7,	0
52	Supervisors Perspectives on Online Interprofessional Supervision: Results from a Mixed-Methods Longitudinal Cross-Sectional Study. 2023 , 13, 34	1
51	Vom Lernziel zur Prflung: Constructive Alignment in der Aus- und Weiterbildung. 2023, 102, 55-65	0
50	Pre-tertiary subject choice as predictors of undergraduate attainment and academic preparedness in Psychology. 2021 , 27, 9-25	O
49	Transformation from Blended to Online Learning: A Four-Year Longitudinal Cross-Sectional Interprofessional Study. 2023 , 13, 116	0
48	A Socio-Cultural and Activity Theory Analysis of Pre-service Teachers Empowerment to Conduct Action Research. 2023 , 89-98	0
47	Teaching, learning and assessment methods for sustainability education on the landBea interface. 2023 , 4,	0
46	Robust, defensible, and fair: The AMEE guide to selection into medical school: AMEE Guide No. 153. 1-14	O
45	Development and Evaluation of an Experiential Career Planning Assignment to Train Students to Assess Organizational Fit.	0
44	Team Academy: A Radical Entrepreneurship Education Approach has its Premiere in Germany. 2023 , 197-213	0
43	Aligning SDOH Pillars to Learning Outcomes and Assessments. 2023 , 197-210	0
42	Designing Learning Design Pedagogy: Proactively Integrating Work-Integrated Learning to Meet Expectations. 2023 , 125-142	O
41	Blended learning in undergraduate dental education: a global pilot study. 2023, 28,	0
40	Does Previous Experience with Online Platforms Matter? A Survey about Online Learning across Study Programs. 2023 , 13, 181	O
39	Approach to learning for assessment in economics. 2023 , 78, 571-584	0
38	A research perspective on student learning and university teaching. 2022 , 1, 3-19	Ο

37	Research on the cultivation measures of the view of love and marriage of female college students under ICTIBased on SPSS factor analysis and Delphi method. 2022 ,	О
36	A Critical Analysis on the Transfer of Learning Technologies in Higher Education Curriculum Design. 2022 ,	O
35	Instructor perspectives on the use of tag-organised assessment to facilitate formative assessment strategies in STEM courses. 1-24	0
34	Supporting the transition from student nurse to perioperative staff nurse. 2023 , 5, 100143	O
33	Behavioural outcomes of interprofessional education within clinical settings for health professional students: A systematic literature review. 1-14	0
32	Efficacy of the 4F Feedback Model: A Game-Based Assessment in University Education. 2023 , 14, 99	O
31	Aligning the learning experience in a project-based course. 2022,	0
30	Student Learning Creativity Based on Social Life. 2023 , 934-943	O
29	National Planetary Health learning objectives for Germany: A steppingstone for medical education to promote transformative change. 10,	0
28	Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. 14,	O
27	Analysis of the Consistency of Prerequisites and Learning Outcomes of Educational Programme Courses by Using the Ontological Approach. 2023 , 13, 2661	O
26	Problematizing constructive alignment in higher education in gulf cooperation council countries. 1-19	O
25	Using a consensus meeting to enhance fracture care education in low income countries. 2023, 23,	0
24	Reuse of OER, a Process Model Approach. 2023 , 117-137	O
23	Concept mapping: An aid to teaching and learning: AMEE Guide No. 157. 2023 , 45, 455-463	0
22	Learning Creativity Through Student Social Life Experiences in Indonesian Higher Education. 2023 , 562-570	O
21	Towards a framework for designing and evaluating online assessments in business education. 1-15	0
20	Cultural barriers and facilitators for transformative nursing curriculum transformation. 2023, 18, 100550	О

19	Be(coming) an Ambassador of Transformative Change from the Inside Out. 2023, 75-93	О
18	Development and evaluation of a blended learning training programme for pharmacy technicians continuing education. ejhpharm-2022-003679	o
17	Online case-based educational meetings can increase knowledge, skills, and widen access to surgical training: The nationwide Virtual Trauma & Traum	0
16	Understanding learning processes and how to support them on a theoretical level: about little progress, about currently prioritized but insufficient remedies, and about a wish list. 2023 , 51, 39-62	o
15	How teacher educators use response systems han interview study. 1-13	O
14	Effectiveness of H5P in improving student learning outcomes in an online tertiary education setting.	o
13	A Philosophical Discussion of the Support of Self-Regulated Learning in Medical Education: The Treasure Hunt Approach Versus the (Dutch) D ropping (Approach. 1-7)	0
12	Perception of Collaborative Student-Led Tutorials with Laboratory Experiments in e-Learning. 2023 , 110-122	o
11	Developing Leadership Among Dental Residents: An Exploratory Study. 2023,	0
10	COVID-19 Resulted in Classrooms Without Walls: What can Pedagogical and Content Knowledge (PCK) Offer?.	o
9	Situating Higher-Order, Critical, and Critical-Analytic Thinking in Problem- and Project-Based Learning Environments: A Systematic Review. 2023 , 35,	0
8	Conceptualizing the effects of digital transformation during Covid-19 on teachersDeliefs and practice. 1-16	o
7	Evaluation of a newly developed flipped-classroom course on interprofessional practice in health care for medical students. 2023 , 28,	0
6	Perspectives on opportunities and challenges in a predominantly flipped classroom-based pharmacy curriculum: A qualitative study. 2023 ,	o
5	Learning enhancement of control engineering: a competition-based case. 2023, 1-1	0
4	Changes in French family medicine residents[perspectives about patient partners[participation in teaching: A qualitative study in co-facilitated practice exchange groups. 1-8	O
3	Issues and Strategies in Inquiry-Based Learning Evaluation. 2023 , 11, 422-440	0
2	Studying in an innovative teachinglearning environment: design-based education at a university of applied sciences.	О

The paediatric physiotherapy curricula landscape: A survey of United Kingdom entry-level programs.

О