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Relations between teachers' approaches to teaching  
and students' approaches to learning

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424	Enhancing meaningful learning and self-efficacy through collaboration between dental hygienist and physiotherapist students - a scholarship project. <b>2012</b> , 10, 270-6	7
423	Deep as a Learning Approach in Inspiring Creative and Innovative Minds among Postgraduate Students in Research University. <b>2012</b> , 40, 152-156	3
422	Assessing students' experiences of teaching/learning environments and approaches to learning: Validation of a questionnaire in different countries and varying contexts. <b>2013</b> , 16, 201-215	52

421	A phenomenographic approach to research in medical education. <b>2013</b> , 47, 261-70	72
420	The relationship between approaches to teaching and approaches to studying: a two-level structural equation model for biology achievement in high school. <b>2013</b> , 8, 47-77	26
419	The national portfolio of learning for postgraduate family medicine training in South Africa: experiences of registrars and supervisors in clinical practice. <b>2013</b> , 13, 149	12
418	Student-centred teaching methods: Can they optimise students' approaches to learning in professional higher education?. <b>2013</b> , 39, 14-22	53
417	A typology of approaches to peer tutoring. Unraveling peer tutors' behavioural strategies. <b>2013</b> , 28, 703-723	17
416	Signature concepts of key researchers in higher education teaching and learning. <b>2013</b> , 18, 1-12	15
415	University chemistry students' learning approaches and willingness to change major. <b>2013</b> , 14, 496-506	7
414	How can pre-service primary teachers' perspectives contribute to a pedagogy that problematises the 'practical' in teacher education?. <b>2013</b> , 32, 251-267	7
413	Commencing nursing students' perceptions and anxiety of bioscience. <b>2013</b> , 33, 1399-405	42
412	Assessing students' development in learning approaches according to initial learning profiles: A person-oriented perspective. <b>2013</b> , 39, 33-40	31
411	Approaches to studying across the adult life span: Evidence from distance education. <b>2013</b> , 26, 74-80	38
410	Textbook Questions in Context-Based and Traditional Chemistry Curricula Analysed from a Content Perspective and a Learning Activities Perspective. <b>2013</b> , 35, 2954-2978	13
409	The Approaches to Studying of Portuguese Students of Introductory Accounting. <b>2013</b> , 22, 193-210	15
408	Preferences for Team Learning and Lecture-Based Learning Among First-Year Undergraduate Accounting Students. <b>2013</b> , 55, 400	19
407	The impact of task difficulty and performance scores on student engagement and progression. <b>2013</b> , 55, 291-303	9
406	Teaching Participation in Occupations to First Year Occupational Therapy Students: An Action Research Study. <b>2013</b> , 76, 101-107	6
405	An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. <b>2013</b> , 38, 477-491	74
404	Teacher and Student-Focused Approaches: Influence of Learning Approach and Self-Efficacy in a Psychology Postgraduate Sample. <b>2013</b> , 12, 12-19	5

403	Relational analysis of college chemistry-major students' conceptions of and approaches to learning chemistry. <b>2013</b> , 14, 555-565	15
402	Missing: evidence of a scholarly approach to teaching and learning with technology in higher education. <b>2013</b> , 18, 327-337	61
401	Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. <b>2013</b> , 44, 536-543	42
400	The influence of teachers' teaching approaches on students' learning approaches: the student perspective. <b>2013</b> , 55, 1-15	18
399	Career practitioners' conceptions of social media in career services. <b>2013</b> , 41, 302-317	23
398	How regulatory teaching impacts university students' perceptions of the teaching-learning process: The role of teacher training. <b>2013</b> , 36, 375-385	5
397	Relational agency and teacher development: a CHAT analysis of a collaborative professional inquiry project with biology teachers. <b>2013</b> , 36, 218-232	15
396	PCK and reflection in computer science teacher education. <b>2013</b> ,	44
395	A traditional versus a constructivist conception of assessment. <b>2013</b> , 2, 29-38	
394	Attitudes towards Academic Learning and Learning Satisfaction in Adult Students. <b>2014</b> , 142, 227-234	6
393	Innovation and Practice, Teaching and learning. <b>2014</b> ,	
392	Equipping family physician trainees as teachers: a qualitative evaluation of a twelve-week module on teaching and learning. <b>2014</b> , 14, 228	7
391	Five teacher profiles in student-centred curricula based on their conceptions of learning and teaching. <b>2014</b> , 14, 220	18
390	Learning to teach in higher education: how to link theory and practice. <b>2014</b> , 19, 772-786	8
389	Using pictorial mnemonics in the learning of tax: a cognitive load perspective. <b>2014</b> , 33, 565-579	2
388	Financial literacy among Turkish college students: the role of formal education, learning approaches, and parental teaching. <b>2014</b> , 115, 351-71	14
387	Analysis of the Relations among the Components of Technological Pedagogical and Content Knowledge (Tpack): A Structural Equation Model. <b>2014</b> , 51, 1-22	26
386	The Role of Relational Coordination in Final Teacher Satisfaction in e-learning. <b>2014</b> , 16, 365-375	9

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384	Perspectives on teaching and regulation of learning: a comparison of secondary and university teachers. <b>2014</b> , 19, 799-811	8
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382	Qualitative variation in approaches to university teaching and learning in large first-year classes. <i>Higher Education</i> , <b>2014</b> , 67, 783-795	3 67
381	Qualitative variation in constructive alignment in curriculum design. <i>Higher Education</i> , <b>2014</b> , 67, 141-154	3 29
380	Differences between students and teachers' perceptions of education: profiles to describe congruence and friction. <b>2014</b> , 42, 11-30	40
379	Mapping beliefs about teaching to patterns of instruction within science, technology, engineering, and mathematics. <b>2014</b> , 19, 758-771	9
378	A teacher's perspective on student centred learning: Towards the development of best practice in an undergraduate tourism course. <b>2014</b> , 14, 6-14	17
377	The impact of integrated environmental studies programs: are students motivated to act pro-environmentally?. <b>2014</b> , 20, 372-386	28
376	Teachers' self-concept and valuing of learning: relations with teaching approaches and beliefs about students. <b>2014</b> , 42, 305-320	23
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370	Are two teachers better than one?. <b>2014</b> , 22, 165-185	2
369	Creating cultures of excellence: Strategies and outcomes. <b>2014</b> , 1, 934084	7
368	A preliminary study of teachers' perception of core competencies for undergraduate students. <b>2015</b> , 21, 11-16	1



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366	The relationship between student success in introductory university chemistry and approaches to learning outside of the classroom. <b>2015</b> , 52, 790-815		19
365	University teachers' conceptions of "changemaker" <b>2015</b> , 57, 588-600		12
364	Creating the consummate professional: Historical and contemporary perspectives (based on the BEVA John Hickman Memorial Lecture 2014). <b>2015</b> , 27, 489-495		1
363	Integrating high performance computing into a Tanzanian IT engineering curriculum. <b>2015</b> ,		3
362	The conceptions of learning science for science-mathematics groups and literature-mathematics groups in Turkey. <b>2015</b> , 33, 182-196		11
361	Embedding social innovation and social impact across the disciplines. <b>2015</b> , 5, 242-257		16
360	Factors contributing to changes in a deep approach to learning in different learning environments. <b>2015</b> , 18, 315-333		24
359	Influence of type of assessment and stress on the learning outcome. <b>2015</b> , 8, 125-144		4
358	An investigation of assessment and feedback practices in fully asynchronous online undergraduate mathematics courses. <b>2015</b> , 46, 1197-1221		16
357	Assessing indicators of motivation for learning in a TQM class. <b>2015</b> , 27, 412-434		2
356	Improving learning outcome using Six Sigma methodology. <b>2015</b> , 8, 18-36		7
355	Teaching to encourage deep learning in paramedic science students: a case study. <b>2015</b> , 7, 560-567		
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353	Student and faculty perceptions of service quality: the moderating role of the institutional aspects. <i>Higher Education</i> , <b>2015</b> , 70, 567-584	3	15
352	Let's not forget: Learning analytics are about learning. <b>2015</b> , 59, 64-71		325
351	A conceptual framework for analysing the impact of influences on student engagement and learning. <b>2015</b> , 21, 66-79		7
350	Towards student-centred conceptions of teaching: the case of four Ethiopian universities. <b>2015</b> , 20, 493-505		7

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345	Emerging conceptions of ICT-enhanced teaching: Australian TAFE context. <b>2015</b> , 43, 683-708	15
344	Does tagging improve the navigation of online recorded lectures by students?. <b>2015</b> , 46, 45-57	4
343	What affects the teaching style of German professors? Evidence from two nationwide surveys. <b>2015</b> , 18, 713-736	10
342	Beginning teachers's challenges in their pursuit of effective teaching practices. <b>2015</b> , 2, 991179	6
341	Engaging Multidisciplinary First Year Students to Learn Anatomy Via Stimulating Teaching and Active, Experiential Learning Approaches. <b>2015</b> , 25, 367-376	11
340	Impact of institute and person variables on teachers' conceptions of learning and teaching. <b>2015</b> , 37, 738-746	6
339	Chinese Students' Perceptions of the Teaching in an Australian Accounting Programme – An Exploratory Study. <b>2015</b> , 24, 318-340	17
338	Innovative learning and developments in motivation and achievement in upper primary school. <b>2015</b> , 35, 598-633	11
337	Teachers' Conceptions of Approaches to Teaching: A Chinese Perspective. <b>2015</b> , 24, 341-351	10
336	Signature concepts of key researchers in North American higher education teaching and learning. <i>Higher Education</i> , <b>2015</b> , 69, 243-255	3 7
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334	Validation and Application of the Survey of Teaching Beliefs and Practices for Undergraduates (STEP-U): Identifying Factors Associated with Valuing Important Workplace Skills among Biology Students. <b>2016</b> , 15,	5
333	Development of students' knowledge about didactics during their first year of the master's programme in didactics. <b>2016</b> , 17, 507-521	
332	Confirmatory factor analysis of the Study Process Questionnaire in an Australian osteopathy student population. <b>2016</b> , 20, 62-67	2

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330	Explaining discrepancies between teacher beliefs and teacher interventions in a problem-based learning environment: A mixed methods study. <b>2016</b> , 60, 12-23	19
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327	Authentic Alignment: A new framework of entrepreneurship education. <b>2016</b> , 58, 926-944	29
326	A Whole Brain learning approach to an undergraduate auditing initiative: An exploratory study. <b>2016</b> , 24, 527-544	2
325	Transnational tourism education and student approaches to learning: is there a mismatch?. <b>2016</b> , 16, 273-295	2
324	Intercultural teaching competence: a multi-disciplinary model for instructor reflection. <b>2016</b> , 27, 437-456	23
323	Teachers' conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. <b>2016</b> , 16, 244	8
322	The Audacity to Teach: An Examination of Reform Policy, School Leadership, and Their Relationships Mediated by Instructional Capacity. <b>2016</b> , 51, 108-137	2
321	In our voices: A collaborative reflection on teaching and being taught. <b>2016</b> , 15, 331-345	2
320	Engagement with a teaching career: How a group of Finnish university teachers experience teacher identity and professional growth. <b>2016</b> , 40, 65-82	19
319	You can't teach me: exploring academic resistance to teaching development. <b>2016</b> , 21, 299-311	22
318	The mathematics textbook at tertiary level as curriculum material: Exploring the teacher's decision-making process. <b>2016</b> , 47, 897-916	3
317	Why do they study there? Diary research into students' learning space choices in higher education. <b>2016</b> , 35, 142-157	27
316	A Framework for Assessing Statistical Knowledge for Teaching Based on the Identification of Conceptions of Variability Held by Teachers. <b>2016</b> , 315-325	
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314	Investigating website appearance and usability effects on student satisfaction with the website: a descriptive analysis in three countries. <b>2016</b> , 13, 223-238	3

313	Learning analytics should not promote one size fits all: The effects of instructional conditions in predicting academic success. <b>2016</b> , 28, 68-84		260
312	Student-centred learning environments: an investigation into student teachers' instructional preferences and approaches to learning. <b>2016</b> , 19, 43-62		46
311	Tutors' assessment practices and students' situated learning in higher education: chalk and cheese. <b>2017</b> , 42, 289-303		9
310	Graphic Comprehension and Interpretation Skills of Preservice Teachers with Different Learning Approaches in a Technology-Aided Learning Environment. <b>2017</b> , 15, 1-17		4
309	Approaches to ICT-enhanced teaching in technical and vocational education: a phenomenographic perspective. <i>Higher Education</i> , <b>2017</b> , 73, 691-707	3	15
308	Achieving quality in e-Learning through relational coordination. <b>2017</b> , 42, 1655-1670		17
307	Shifting the load: Improving bioscience performance in undergraduate nurses through student focused learning. <b>2017</b> , 24, 37-43		8
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304	Learning analytics to unveil learning strategies in a flipped classroom. <b>2017</b> , 33, 74-85		128
303	The impact of a student's study time journal as a lesson and learning study. <b>2017</b> , 6, 97-115		1
302	Chinese tertiary teachers' goal orientations for teaching and teaching approaches: the mediation of teacher engagement. <b>2017</b> , 22, 766-784		15
301	Comparative analysis of Physics master degree curricula across national and institutional settings: manifestations of student-centred learning and implications for degree comparability. <b>2017</b> , 28, 349-366		3
300	A psychometric evaluation of the anatomy learning experiences questionnaire and correlations with learning outcomes. <b>2017</b> , 10, 514-527		2
299	Perspectives on teaching: Conceptions of teaching and epistemological beliefs of university academics and students in different domains. <b>2017</b> , 18, 63-76		18
298	A review and evaluation of the internal structure and consistency of the Approaches to Teaching Inventory. <b>2017</b> , 39, 918-936		13
297	From model to methodology: developing an interdisciplinary methodology for exploring the learning-teaching nexus. <b>2017</b> , 40, 270-287		3
296	Think of the future: Managing educational change from students' perspectives of an undergraduate sustainable business programme. <b>2017</b> , 15, 192-204		8

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293	Do organisational commitments matter in teaching approaches among academics in elite universities in Beijing?. <b>2017</b> , 37, 778-791	3
292	Associations Between Self-Esteem, General Self-Efficacy, and Approaches to Studying in Occupational Therapy Students: A Cross-Sectional Study. <b>2017</b> , 33, 326-341	18
291	Relationships among Civil Engineering Students [Approaches to Learning, Perceptions of the Teaching [Learning Environment, and Study Success. <b>2017</b> , 143, 04017010	2
290	Approaches to studying predict academic performance in undergraduate occupational therapy students: a cross-cultural study. <b>2017</b> , 17, 76	27
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288	Effects of instructional conditions and experience on the adoption of a learning tool. <b>2017</b> , 67, 207-220	30
287	Students [reflective essays as insights into student centred-pedagogies within the undergraduate research methods curriculum. <b>2017</b> , 22, 109-125	22
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272	The Culture of Learning Continuum: promoting internal values in higher education. <b>2018</b> , 43, 416-436		8
271	Exploring Taiwanese and Turkish high school students' conceptions of learning biology. <b>2018</b> , 52, 18-30		2
270	Measuring learning: discrepancies between conceptions of and approaches to learning. <b>2018</b> , 44, 81-98		4
269	E-learning in Chinese higher education: the view from inside. <i>Higher Education</i> , <b>2018</b> , 75, 1031-1045	3	13
268	Learning about assessment: the impact of two courses for higher education staff. <b>2018</b> , 23, 86-97		6
267	The effectiveness of a new classification system in higher education as a new e-learning tool. <b>2018</b> , 52, 573-582		3
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265	The impact of a university teaching development programme on student approaches to studying and learning experience: evidence from Chile. <b>2018</b> , 43, 697-709		5
264	Academic boredom, approaches to learning and the final-year degree outcomes of undergraduate students. <b>2018</b> , 42, 1055-1077		10
263	Variation in clinical placement supervisors' conceptions of and approaches to supervision in a veterinary internship programme. <b>2018</b> , 37, 418-432		
262	Enfoques de enseñanza y enfoques de aprendizaje: perspectivas teóricas promisorias para el desarrollo de investigaciones en educación en ciencias. <b>2018</b> , 24, 993-1012		6
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259	Engineering teachers' approaches to design and deliver inclusive teaching in flexible learning spaces. <b>2018</b> ,	1
258	Can CPD enhance student-centred teaching and encourage explicit instruction of International Baccalaureate Approaches to Learning skills? A qualitative formative assessment and summative evaluation of an IB school's in-house CPD programme. <b>2018</b> , 17, 262-285	2
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253	Phenomenography as a Foundation for Mixed Models Research. <b>2018</b> , 62, 887-899	18
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251	Strengthening dialogic peer feedback aiming for deep learning in SPOCs. <b>2018</b> , 125, 86-100	35
250	Measuring Parents' Perceptions of Programming Education in P-12 Schools: Scale Development and Validation. <b>2019</b> , 57, 1260-1280	9
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248	University teachers' learning paths during technological innovation in education. <b>2019</b> , 24, 7-20	12
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246	Teacher educators' approaches to teaching and connections with their perceptions of the closeness of their research and teaching. <b>2019</b> , 85, 125-136	14
245	What Can We Do for Amphibians and Reptiles at Schools? Between Personal Conceptions, Conceptual Change and Students' Pro-Environmental Attitudes. <b>2019</b> , 9,	1
244	From critic to inspirer: four profiles reveal the belief system and commitment to educational mission of medical academics. <b>2019</b> , 19, 268	3
243	The effect of short online pedagogical training on university teachers' interpretations of teaching-learning situations. <b>2019</b> , 47, 679-709	16
242	Preservice Teachers' Confidence and Preferred Teaching Strategies using TeachLive: Virtual Learning Environment: A Two-Step Cluster Analysis. <b>2019</b> , 15,	7

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239	University academics' state emotions and appraisal antecedents: an intraindividual analysis. <b>2019</b> , 44, 1723-1733	5
238	Students' achievement emotions in university courses – does the teaching approach matter?. <b>2019</b> , 44, 1768-1780	11
237	Community based mentors and journey guides: a transformative learning approach to social work education. <b>2019</b> , 38, 875-893	2
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235	Exploring the Values Undergraduate Students Attribute to Cross-disciplinary Skills Needed for the Workplace: an Analysis of Five STEM Disciplines. <b>2019</b> , 28, 452-469	14
234	Predictive power of regularity of pre-class activities in a flipped classroom. <b>2019</b> , 134, 156-168	46
233	Teaching and learning cultures in higher education: a mismatch in conceptions. <b>2019</b> , 38, 849-863	7
232	Conceptions of teachership in the professional identity construction of adult educator graduates. <b>2019</b> , 23, 233-248	3
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230	Relations between students' perceptions of the teaching-learning environment and teachers' approaches to teaching: a qualitative study. <b>2019</b> , 43, 1456-1475	4
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228	Validation of competing structural models of inter-relationships in the teaching-learning ecosystem for two Malaysian STEM courses. <b>2019</b> , 20, 15-36	2
227	Perceptions of the content and employability value of credentialed teaching certificates. <b>2019</b> , 24, 73-85	2
226	Beginner Teachers' conceptions of a successful lesson in English secondary schools: structure and implications. <b>2019</b> , 77, 10-18	1
225	Scaffolding self-regulated learning through student-generated quizzes. <b>2019</b> , 20, 115-126	12
224	Does sense of efficacy predict classroom management skills? An analysis of the pre-school teacher's professional competency. <b>2019</b> , 189, 1271-1283	3



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222	How do first year students utilize different lecture resources?. <i>Higher Education</i> , <b>2019</b> , 77, 155-172	3	15
221	Pedagogy in HE: does it matter?. <b>2019</b> , 44, 111-119		14
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219	Accounting students' perceptions of effective teaching and approaches to learning: impact on overall student satisfaction. <b>2020</b> , 60, 2099-2143		14
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217	The influence of teaching motivation and New Public Management on academic teaching. <b>2020</b> , 45, 434-451		10
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215	Perspectives of Ecuadorean teachers and students on the importance of addressing comprehensive sexuality education. <b>2020</b> , 20, 202-216		1
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165	Framework for analyzing conceptions of excellence in higher education: a reflective tool. 1-15	0
164	Qualitatively different ways of unpacking visual representations when teaching intermolecular forces in upper secondary school. <b>2021</b> , 105, 1173	0
163	Negotiating pedagogical positions in higher education during COVID-19 pandemic: teacher's narratives. <b>2021</b> , 7, e07158	3
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