

Primary_SP: Primary PGCE - Specialism Mathematics for Maths Route Students

Course start date: 29/08/2017

View Online



1.

Askew M. Chapter 2: It ain't (just) what you do: effective teachers of numeracy. In: Thompson I, ed. Issues in Teaching Numeracy in Primary Schools. 2nd ed. Open University Press; 2010:31-44.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-15T15%3A38%3A46IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Issues%20in%20teaching%20numeracy%20in%20primary%20schools&rft.aulast=Thompson&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780335241538&rft.isbn=0335241549&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780335241545&rft_dat=<UCL_LMS_DS>002699493</UCL_LMS_DS><url></url>&rft.eisbn=&rft_id=info:oai/&req.language=eng

2.

Brown M. Chapter 13: Debates in mathematical curriculum and assessment. In: Debates in Mathematics Education. Vol Debates in subject teaching series. Routledge; 2013.

<https://www-taylorfrancis-com.libproxy.ucl.ac.uk/chapters/edit/10.4324/9780203762585-27/debates-mathematics-curriculum-assessment-margaret-brown?context=ubx&refId=4beef6ad-5d99-495e-82fc-aa2ce1be3634>

3.

Aldrich R, Crook D. Mathematics, arithmetic and numeracy: an historical perspective. In: Why Learn Maths?. Vol Bedford Way papers. Institute of Education, University of London; 2000:26-47.

4.

Learning Outside the Classroom Manifesto.

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/LOtC.pdf>

5.

Ernest P. Why teach mathematics? In: Why Learn Maths?. Vol Bedford Way papers. Institute of Education, University of London; 2000:1-14.

6.

Hansen A, Vaukins D. Chapter 1: Mathematics as a Core Skill. In: Primary Mathematics across the Curriculum. Vol Transforming primary QTS. 2nd ed. SAGE; 2012:5-29.

7.

Noyes A. Mathematics counts... for what? Rethinking the mathematics curriculum in England. Philosophy of Mathematics Education Journal. 21.

<http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web∓cd=4&cad=rja&uact=8&ved=0ahUKEwiVs-fk16nVAhVJCMaKHWzUB6oQFgg5MAM&url=http%3A%2F%2Fsocialsciences.exeter.ac.uk%2Feducation%2Fresearch%2Fcentres%2Fstem%2Fpublications%2Fpmej%2Fpome21%2FNoyes%2520%2520Mathematics%2520Counts%2520for%2520What.doc&usg=AFQjCNHhU8bladq5Jfel0K8a-uqQPOdrdA>

8.

Carraher TN, Carraher DW, Schliemann AD. Mathematics in the streets and in schools. British Journal of Developmental Psychology. 1985;3(1):21-29.
doi:10.1111/j.2044-835X.1985.tb00951.x

9.

Ofsted. Mathematics : made to measure : messages from inspection evidence.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS14522&indx=2&reclids=UCL_IOE_DERA_DS14522&reclidx=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vid=UCL_VU1&mode=Basic&frbg=&srt=rank&tab=local&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&vl\(freeText0\)=Mathematics%3A%20made%20to%20measure&dum=true&dtmp=1501166399086](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS14522&indx=2&reclids=UCL_IOE_DERA_DS14522&reclidx=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vid=UCL_VU1&mode=Basic&frbg=&srt=rank&tab=local&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&vl(freeText0)=Mathematics%3A%20made%20to%20measure&dum=true&dtmp=1501166399086)

10.

Reynolds D, Muijs D. Numeracy matters: contemporary policy issues in the teaching of mathematics. In: Issues in Teaching Numeracy in Primary Schools. 2nd ed. Open University Press; 2010:17-26.

<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335241545>

11.

Pitt A. Mathematical thinking? Mathematics teaching. 181:3-5.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-06-12T00%3A20%3A30IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=journal&rft.atitle=&rft.jtitle=Mathematics%20teaching&rft.btitle=&rft.aulast=&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=0025-5785&rft.eissn=&rft.isbn=&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://sfx.ucl.ac.uk/sfx_local?url_ver=Z39.88-2004&ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/sfxit.com:opac_856&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&sfx.ignore_date_threshold=1&rft.object_id=110975955581100&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002173228%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

12.

David W Stinson. Mathematics as 'Gate-Keeper' (?): Three Theoretical Perspectives that Aim Toward Empowering All Children With a Key to the Gate. The Mathematics Educator. 2004;14(1).

https://www.academia.edu/640428/Mathematics_as_Gate_Keeper_Three_Theoretical_Perspectives_That_Aim_Toward_Empowering_All_Children_With_a_Key_to_the_Gate?auto=download

13.

Askew M. Chapter 9: Teaching tripod: tasks. In: Transforming Primary Mathematics: Understanding Classroom Tasks, Tools and Talk. Updated and revised edition. Routledge; 2016:97-108. doi:10.4324/9781315667256

14.

Sriraman B, English L. Problem solving for the 21st Century. In: Theories of Mathematics Education: Seeking New Frontiers. Vol Advances in mathematics education. Springer; 2010. <https://link.springer.com/book/10.1007%2F978-3-642-00742-2>

15.

Barmby P, Bolden D, Thompson L. Chapter 5: Reasoning with problems. In: Understanding and Enriching Problem Solving in Primary Mathematics. Vol Critical teaching. Critical Publishing; 2014:46-61.
<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=1818068>

16.

Monaghan F. 'Don't think in your head, think aloud': ICT and exploratory talk in the primary mathematics classroom. Research in Mathematics Education. 2005;7(1):83-100. doi:10.1080/14794800008520147

17.

Pope S. The use of origami in the teaching of geometry. Proceedings of the British Society for Research into Learning Mathematics. 2002;22(3):67-73.
<http://www.bsrlm.org.uk/IPs/ip22-3/BSRLM-IP-22-3-12.pdf>

18.

Back J. Creative Approaches to Mathematics Across the Curriculum : nrich.maths.org. Published online 2005. <http://nrich.maths.org/4770>

19.

Barnes J. Cross-Curricular Learning 3-14. Third edition. SAGE; 2015.

20.

Barnes J. Chapter 5: What does neuro-science tell us about cross-curricular learning? In:

Cross-Curricular Learning 3-14. Third edition. SAGE; 2015.

21.

Boaler J. Chapter 9: What does neuro-science tell us about cross-cultural learning? In: Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching. Jossey-Bass & Pfeiffer Imprints; 2016:171-208.
<https://www.vlebooks.com/Product/Index/643805?page=0&startBookmarkId=-1>

22.

Fox S, Surtees L. Mathematics across the Curriculum: Problem-Solving, Reasoning, and Numeracy in Primary Schools. Continuum; 2010.

23.

Hansen A, Vaukins D. Primary Mathematics across the Curriculum. Vol Transforming primary QTS. 2nd ed. SAGE; 2012.

24.

NicMhuirí S. Teacher, do you know the answer? Initial attempts at the facilitation of a discourse community. In: Proceedings of the British Society for Research into Learning Mathematics. Vol 31. ; :119-124.
<http://www.bsrlm.org.uk/wp-content/uploads/2016/02/BSRLM-IP-31-3-21.pdf>

25.

Williams, Helen. To What Extent Might Role Play Be a Useful Tool for Learning Mathematics? Mathematics Teaching. 2012;(230):17-20.
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_ericEJ1001253&indx=2&recIds=TN_ericEJ1001253&recIdxs=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scps=scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl\(freeText0\)=To%20what%20extent%20might%20role%20play%20be%20a%20useful%20tool%20for%20learning%20mathematics&dstmp=1501167626558](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_ericEJ1001253&indx=2&recIds=TN_ericEJ1001253&recIdxs=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scps=scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=To%20what%20extent%20might%20role%20play%20be%20a%20useful%20tool%20for%20learning%20mathematics&dstmp=1501167626558)

26.

Cai J, Lester F. Why is teaching with problem solving important to student learning?

Problem Solving Research Brief.

http://old.nctm.org/uploadedFiles/Research_News_and_Advocacy/Research/Clips_and_Briefs/Research_brief_14_-_Problem_Solving.pdf

27.

Cai J. What research tells us about teaching mathematics through problem solving.

Research and issues in teaching mathematics through problem solving. Published online 2003:241-254.

http://www.researchgate.net/publication/228597905_What_research_tells_us_about_teaching_mathematics_through_problem_solving

28.

Barmby P, Bolden D, Thompson L. Understanding and Enriching Problem Solving in Primary Mathematics. Vol Critical teaching. Critical Publishing; 2014.

<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=1818068>

29.

Burkhardt H, Bell A. Problem Solving in the United Kingdom. ZDM-International Journal on Mathematics Education. 2007;39.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.566.3475&rep=rep1&type=pdf>

30.

Fox S, Surtees L. Mathematics across the Curriculum: Problem-Solving, Reasoning, and Numeracy in Primary Schools. Continuum; 2010.

31.

Pratt N. Chapter 5: Thinking, talking and acting mathematically. In: Interactive Maths

Teaching in the Primary School. Paul Chapman; 2006:48-67. doi:10.4135/9781446213384

32.

Sangster M. The rise and fall of an investigative approach to mathematics in primary education. In: Proceedings of the British Society for Research into Learning Mathematics. Vol 32. <http://www.bsrlm.org.uk/wp-content/uploads/2016/02/BSRLM-IP-32-1-08.pdf>

33.

Susan J. Lamon, 1949-. Teaching Fractions and Ratios for Understanding Essential Content Knowledge and Instructional Strategies for Teachers / Susan J. Lamon.
[http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-09T17%3A40%3A27IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-dawson&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Teaching%20Fractions%20and%20Ratios%20for%20Understanding%20Essential%20Content%20Knowledge%20and%20Instructional%20Strategies%20for%20Teachers&rft.aulast=&rft.auinit=&rft.auinit1=&rft.aunitm=&rft.ausuffix=&rft.au=Lamon,%20Susan%20J&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415886120&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3Cdawson%3E9780203803165%3C/dawson%3E%3Curl%3E%3Curl%3E&rft.eisbn=9780203803165&rft_id=info:oai/&req.language=eng&ct=display&fn=search&doc=UCL_LMS_DS002714645&indx=3&recIds=UCL_LMS_DS002714645&recIdxs=2&elementId=2&renderMode=poppedOut&displayMode=full&frbrVersion=&frbrSourceidDisplay=UCL_LMS_DS&frbrIssnDisplay=&dscnt=1&frbrRecordsSource=Primo+Local&mode=Basic&vid=UCL_VU1&lastPag=&rftGrp=frbr&tab=local&frbrJtitleDisplay=&dstmp=1501174535584&frbg=707551580&lastPagIndx=1&frbrSrt=rank&frbrEissnDisplay=&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&cs=frb&fctV=707551580&srt=rank&fctN=facet_frbrgroupid&dum=true&vl\(freeText0\)=Teaching%20fractions%20and%20ratios%20for%20understanding%3A%20essential%20content%20knowledge%20and%20instructional%20strategies%20for%20teachers%20](http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-09T17%3A40%3A27IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-dawson&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Teaching%20Fractions%20and%20Ratios%20for%20Understanding%20Essential%20Content%20Knowledge%20and%20Instructional%20Strategies%20for%20Teachers&rft.aulast=&rft.auinit=&rft.auinit1=&rft.aunitm=&rft.ausuffix=&rft.au=Lamon,%20Susan%20J&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0415886120&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3Cdawson%3E9780203803165%3C/dawson%3E%3Curl%3E%3Curl%3E&rft.eisbn=9780203803165&rft_id=info:oai/&req.language=eng&ct=display&fn=search&doc=UCL_LMS_DS002714645&indx=3&recIds=UCL_LMS_DS002714645&recIdxs=2&elementId=2&renderMode=poppedOut&displayMode=full&frbrVersion=&frbrSourceidDisplay=UCL_LMS_DS&frbrIssnDisplay=&dscnt=1&frbrRecordsSource=Primo+Local&mode=Basic&vid=UCL_VU1&lastPag=&rftGrp=frbr&tab=local&frbrJtitleDisplay=&dstmp=1501174535584&frbg=707551580&lastPagIndx=1&frbrSrt=rank&frbrEissnDisplay=&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&cs=frb&fctV=707551580&srt=rank&fctN=facet_frbrgroupid&dum=true&vl(freeText0)=Teaching%20fractions%20and%20ratios%20for%20understanding%3A%20essential%20content%20knowledge%20and%20instructional%20strategies%20for%20teachers%20)

34.

Wilson E. Introduction: Why should teachers do school-based research? In: School-Based Research: A Guide for Education Students. 2nd ed. London; 2012:1-10.

35.

Biggs JB, Tang CS kum, Society for Research into Higher Education. Teaching for Quality Learning at University: What the Student Does. 4th ed. McGraw-Hill/Society for Research into Higher Education & Open University Press; 2011.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-27T17%3A40%3A39IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&

p;rft.jtitle=&rft.btitle=Teaching%20for%20quality%20learning%20at%20university%20what%20the%20student%20does&rft.aulast=Biggs&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Biggs,%20John%20B.%20%28John%20Burville%29&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780335242757&rft.isbn=0335242758&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780335242764&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002699520%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

36.

Stein MK, Engle RA, Smith MS, Hughes EK. Orchestrating Productive Mathematical Discussions: Five Practices for Helping Teachers Move Beyond Show and Tell. *Mathematical Thinking and Learning*. 2008;10(4):313-340.
doi:10.1080/10986060802229675

37.

Rowland T, Turner F, Thwaites A, Huckstep P. Chapter 3: Transformation: using and understanding representations in mathematics teaching. In: *Developing Primary Mathematics Teaching: Reflecting on Practice with the Knowledge Quartet*. SAGE; 2009:41-66.
https://ucl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9930736165004761&context=L&vid=44UCL_INST:UCL_VU2&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,Developing%20primary%20mathematics%20teaching:%20reflecting%20on%20practice%20with%20the%20Knowledge%20Quartet&offset=0

38.

Ell F. Strategies and thinking about number in children aged 9-11 Years.
<https://e-asttle.tki.org.nz/content/download/1473/5952/version/1/file/17.+Strategies+and+thinking+about+number+2001.pdf>

39.

Delaney K. Making connections: teachers and children using resources effectively. In: *Issues in Teaching Numeracy in Primary Schools*. 2nd ed. Open University Press; 2010:72-83.
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView>

w/S9780335241545

40.

Bruce CD. Student Interaction in the Math Classroom: Stealing Ideas or Building Understanding? Published online 2007.
<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bruce.pdf>

41.

Brosnan P, Schmidlin A, Grant MR. Successful mathematics achievement is attainable. In: International Guide to Student Achievement. Vol Educational psychology handbook series. Routledge; 2013.

42.

Barmby P, Bolden D, Thompson L. Chapter 6: Assessing Problem Solving. In: Understanding and Enriching Problem Solving in Primary Mathematics. Vol Critical teaching. Critical Publishing; 2014:74-88.
<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=1818068>

43.

Scaffolding Students' Thinking in Mathematical Investigations. Australian Primary Mathematics Classroom. 2009;14(3):27-32. <https://eric.ed.gov/?id=EJ859519>

44.

Wheeldon, Irene. Peer Talk. Mathematics Teaching Incorporating Micromath. 2006;199:39-41.
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_ericEJ768780&indx=2&reclids=TN_ericEJ768780&reclidx=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vl\(2235576UI3\)=all_items&&dsct=0&vl\(1UIStartWith0\)=contains&vl\(1UIStartWith2\)=contains&vid=UCL_VU1&mode=Advanced&vl\(50210315UI1\)=creator&vl\(boolOperator1\)=AND&tab=local&vl\(18346185UI4\)=all_items&vl\(drEndMonth5\)=00&vl\(freeText1\)=Wheeldon&vl\(drEndDay5\)=00&dstmp=1501169617317&vl\(drEndYear5\)=Year&vl\(50210435UI2\)=any&vl\(50210261UI0\)=any&frbg=&vl\(drStartMonth5\)=00&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vl\(1UIStartWith1\)=contains&srt=rank&vl\(boolOperator0\)=AND](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_ericEJ768780&indx=2&reclids=TN_ericEJ768780&reclidx=1&elementId=1&renderMode=poppedOut&displayMode=full&frbrVersion=&vl(2235576UI3)=all_items&&dsct=0&vl(1UIStartWith0)=contains&vl(1UIStartWith2)=contains&vid=UCL_VU1&mode=Advanced&vl(50210315UI1)=creator&vl(boolOperator1)=AND&tab=local&vl(18346185UI4)=all_items&vl(drEndMonth5)=00&vl(freeText1)=Wheeldon&vl(drEndDay5)=00&dstmp=1501169617317&vl(drEndYear5)=Year&vl(50210435UI2)=any&vl(50210261UI0)=any&frbg=&vl(drStartMonth5)=00&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vl(1UIStartWith1)=contains&srt=rank&vl(boolOperator0)=AND)

&Submit=Search&vl(freeText2)=&vl(boolOperator2)=AND&vl(drStartYear5)=Year&vl(freeText0)=Peer%20talk&dum=true&vl(drStartDay5)=00

45.

Askew M. Chapter 11: Teaching tripod: talk. In: Transforming Primary Mathematics. Revised and updated edition. Routledge; 2016. doi:10.4324/9781315667256

46.

Askew M. Chapter 10: Teaching Tripod: Tools. In: Transforming Primary Mathematics: Understanding Classroom Tasks, Tools and Talk. Updated and revised edition. Routledge; 2016:109-127. doi:10.4324/9781315667256

47.

Kyriacou C, Issitt J. Teacher-pupil dialogue in mathematics lessons. In: Proceedings of the British Society for Research into Learning Mathematics. Vol 27. ; 2007. <https://eprints.whiterose.ac.uk/63988/>

48.

Beishuizen M. The empty number line. In: Thompson I, ed. Issues in Teaching Numeracy in Primary Schools. 2nd ed. OUP; 2010:174-187. <https://www.dawsonera.com/abstract/9780335241545>

49.

Wickham L. Generating Mathematical Talk in the Key Stage 2 Classroom. Vol (2).; 2008:115-120. <http://www.bsrlm.org.uk/IPs/ip28-2/BSRLM-IP-28-2-20.pdf>

50.

Murphy C. Comparing the use of the empty number line in England and the Netherlands. British Educational Research Journal. 2011;37(1):147-161. doi:10.1080/01411920903447423

51.

Barmby P, Harries T, Higgins S, Suggate J. The array representation and primary children's understanding and reasoning in multiplication. *Educational Studies in Mathematics*. 2009;70(3):217-241. doi:10.1007/s10649-008-9145-1

52.

Mathematical Association. *Maths Talk*. 2nd ed. The Mathematical Association and Stanley Thornes; 1992.

53.

Victoria R. Jacobs, Lisa L. C. Lamb and Randolph A. Philipp. Professional Noticing of Children's Mathematical Thinking. *Journal for Research in Mathematics Education*. 2010;41(2):169-202.
http://www.jstor.org/stable/20720130?seq=1#page_scan_tab_contents

54.

RICHARD R. SKEMP. Relational Understanding and Instrumental Understanding. *Mathematics Teaching in the Middle School*. 2006;12(2):88-95.
http://www.jstor.org/stable/41182357?seq=1#page_scan_tab_contents

55.

Hook P, Mills J. *SOLO Taxonomy: A Guide for Schools: Book 1. A Common Language of Learning*. Essential Resources Ltd; 2012.

56.

Hook P, Mills J. *SOLO Taxonomy: A Guide for Schools: Book 2. Planning for Differentiation*. Essential Resources Ltd; 2012.

57.

Biggs JB, Collis KF. *Evaluating the Quality of Learning: The SOLO Taxonomy [Structure of the Observed Learning Outcome]*. Vol Educational psychology. Academic Press; 1982.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&

ctx_tim=2017-11-01T17%3A42%3A41IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Evaluating%20the%20quality%20of%20learning%20the%20SOLO%20taxonomy%20(structure%20of%20the%20observed%20learning%20outcome)&rft.aulast=Biggs&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Biggs,%20John%20B.%20(John%20Burville)&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0120975521&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002904196%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

58.

Boaler J. Chapter 9: Teaching mathematics for a growth mindset. In: Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching. Jossey-Bass & Pfeiffer Imprints; 2016:171-208.
<https://www.vlebooks.com/Product/Index/643805?page=0&startBookmarkId=-1>

59.

Hattie J. Visible Learning for Teachers: Maximizing Impact on Learning. Routledge; 2012.
doi:10.4324/9780203181522

60.

Collins S. Chapter 8: Making learning meaningful and valuing intelligence. In: Neuroscience for Learning and Development: How to Apply Neuroscience and Psychology for Improved Learning and Training. Kogan Page Limited; 2016:121-138.

61.

Hattie J, Yates GCR. Chapter 14: How knowledge is stored in the mind. In: Visible Learning and the Science of How We Learn. Routledge; 2014:126-135.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-06-12T00%3A58%3A39IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Visible%20Learning%20and%20the%20Science%20of%20How%20we%20Learn&rft.aulast=Hattie&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Hattie,%20John&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0120975521&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002904196%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415704984&rft.isbn=9781134643110&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://ucl.eblib.com/patron/FullRecord.aspx?p=1458571&rft.svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&rft.fulltext=yes&rft_dat=%3C UCL_LMS_DS%3E002686075%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&rft.req.language=eng

62.

British Educational Research Association (BERA). Ethical guidelines.
<https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1>

63.

DfES. Access and engagement in mathematics: guidance for teaching EAL learners maths (KS3 National Strategy). Published online 2002.
https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/ma_eal.pdf

64.

Drews D, Hansen A. Using Resources to Support Mathematical Thinking: Primary and Early Years. Vol Achieving QTS. Practical handbooks. Learning Matters; 2007.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781844457960>

65.

Fielker D. Chapter 3: Another approach. In: Extending Mathematical Ability through Whole Class Teaching. Vol Managing primary mathematics. Hodder & Stoughton; 1997.

66.

Higgs S. Chapter 5: Parlez-vous mathematics? In: Enhancing Primary Mathematics Teaching. Open University Press; 2003:54-64.
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335228065>

67.

Watson A, Mason J. Mathematics as a Constructive Activity: Learners Generating Examples. Vol Studies in mathematical thinking and learning. Lawrence Erlbaum Associates; 2005.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-11-03T18%3A02%3A46IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Mathematics%20as%20a%20constructive%20activity%20:%20learners%20generating%20examples&rft.aulast=Watson&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Watson,%20Anne,%201948-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=0805843434&rft.isbn=1410613712&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=https://www.taylorfrancis.com/books/9781410613714&rft_dat=<UCL_LMS_DS>002904292</UCL_LMS_DS><url>&rft.eisbn=&rft_id=info:oai/&req.language=eng

68.

Donaldson G. Becoming a Primary Mathematics Specialist Teacher. Routledge; 2012.
<https://www.taylorfrancis.com/books/9780203120590>

69.

NCETM. Developing mathematics in Primary Schools.
<https://www.ncetm.org.uk/public/files/651170/Developing+mathematics+in+Primary+Schools.pdf>

70.

Tarrant P, Holt D. Chapter 10: Becoming better learners. In: Metacognition in the Primary Classroom: A Practical Guide to Helping Children Understand How They Learn Best. Routledge; 2016:123-134. doi:10.4324/9781315731636

71.

Ashby B. Exploring children's attitudes towards mathematics. Proceedings of the British Society for Research into Learning Mathematics. Published 2009.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.530.8962&rep=rep1&type=pdf>

72.

Rowland T, Turner F, Thwaites AE, Huckstep P. Chapter 2: Knowledge for Teaching

Mathematics: introducing the knowledge quartet framework. In: Developing Primary Mathematics Teaching : Reflecting on Practice with the Knowledge Quartet. ; :18-40. doi:10.4135/9781446279571

73.

Boaler J. The 'Psychological Prisons' from which They Never Escaped: the role of ability grouping in reproducing social class inequalities. FORUM. 2005;47(2).
<https://journals.lwbooks.co.uk/forum/vol-47-issue-2/abstract-2561/>

74.

Boylan M, Povey H. Ability Thinking. In: Debates in Mathematics Education. Vol Debates in subject teaching series. Routledge; 2013. doi:10.4324/9780203762585

75.

Brown T. Coordinating Mathematics across the Primary School. Vol Subject leader's handbooks. Falmer P.; 1998.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-11-03T18%3A01%3A09IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Coordinating%20mathematics%20across%20the%20primary%20school.&rft.aulast=Brown&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Brown,%20Tony,%201946-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0203486463&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=<UCL_LMS_DS>002469505</UCL_LMS_DS><url></url>&rft.eisbn=&rft_id=info:oai/&req.language=eng

76.

Dweck CS. Mindset. Robinson; 2012.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-07-27T20%3A59%3A01IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Mindset&rft.aulast=Dweck&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Dweck,%20Carol%20S.,%201946-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781780333939&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://warw.ebib.com/patron/FullRe

cord.aspx?p=897458&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002778743%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

77.

Elton-Chalcraft S, Hansen A, Twiselton S. Chapter 2: Moving from Reflective Practitioner to Practitioner Researcher. In: Doing Classroom Research: A Step-by-Step Guide for Student Teachers. Open University Press; 2008:11-26.
<https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=369498>

78.

Lorenz JH. On some psychological aspects of mathematics achievement assessment and classroom interaction. Educational Studies in Mathematics. 1982;13(1):1-19.
doi:10.1007/BF00305495

79.

What We Can Do about Achievement Disparities. Educational Leadership. 2007;65(3):54-59. <https://eric.ed.gov/?id=EJ779281>

80.

Scaffolding Students' Thinking in Mathematical Investigations. Australian Primary Mathematics Classroom. 2009;14(3):27-32. <https://eric.ed.gov/?id=EJ859519>

81.

Marks R. 'Ability' in primary mathematics education: patterns and implications. Research in Mathematics Education. 2011;13(3):305-306. doi:10.1080/14794802.2011.624753

82.

NCETM. Mathematics Matters Final Report.
<https://oggiconsulting.com/wp-content/uploads/2018/05-Further-Reading/Mathematics-Matters-Final-Report.pdf>

83.

Beyond levels: alternative assessment approaches developed by teaching schools - GOV.UK.

<https://www.gov.uk/government/publications/beyond-levels-alternative-assessment-approaches-developed-by-teaching-schools>

84.

Radford J, Blatchford P, Webster R. Opening up and closing down: comparing teacher and TA talk in mathematics lessons.

<http://maximisingtas.co.uk/assets/content/ca-paper-final.pdf>

85.

Ruthven K. Ability stereotyping in mathematics. *Educational Studies in Mathematics*. 1987;18(3):243-253. doi:10.1007/BF00386197

86.

WATSON A. Paradigmatic Conflicts in Informal Mathematics Assessment as Sources of Social Inequity. *Educational Review*. 1999;51(2):105-115. doi:10.1080/00131919997551

87.

Whitehorn, Tara. School support staff topic paper.

[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS84&indx=1&recIds=UCL_IOE_DERA_DS84&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl\(freeText0\)=School%20Support%20Staff%20Topic%20Paper&dtmp=1501183009430](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_DERA_DS84&indx=1&recIds=UCL_IOE_DERA_DS84&recIdxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=School%20Support%20Staff%20Topic%20Paper&dtmp=1501183009430)

88.

Anghileri J. *Teaching Number Sense*. 2nd ed. Continuum; 2006.

89.

Askew M. Transforming Primary Mathematics: Understanding Classroom Tasks, Tools and Talk. Updated and revised edition. Routledge; 2016.
<http://dx.doi.org/10.4324/9781315667256>

90.

Boaler J. The Elephant in the Classroom: Helping Children Learn and Love Maths. Souvenir Press; 2015. <http://UCL.ebib.com/patron/FullRecord.aspx?p=2069561>

91.

Boaler J. Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching. Jossey-Bass & Pfeiffer Imprints; 2016.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781118418277>

92.

Briggs S. Meeting Special Educational Needs in Primary Classrooms: Inclusion and How to Do It. Second edition. Routledge; 2016. <http://dx.doi.org/10.4324/9781315708225>

93.

Burton L. Children Learning Mathematics: Patterns and Relationships. Vol Primary matters. Simon & Schuster Education; 1994.

94.

Donaldson G. Becoming a Primary Mathematics Specialist Teacher. Routledge; 2012.
<https://www.taylorfrancis.com/books/9780203120590>

95.

Haylock D, Manning R. Mathematics Explained for Primary Teachers. 5th edition. SAGE Publications; 2014.

96.

Hook P, Gravett C, Howard M, John E. SOLO Taxonomy in Mathematics: Strategies for Thinking like a Mathematician. Essential Resources; 2014.

97.

Hughes M. Children and Number: Difficulties in Learning Mathematics. Basil Blackwell; 1986.

98.

Leslie D, Mendick H. Debates in Mathematics Education. Vol Debates in subject teaching series. Routledge; 2013.
<https://www-taylorfrancis-com.libproxy.ucl.ac.uk/books/edit/10.4324/9780429021015/debates-mathematics-education-gwen-ineson-hilary-povey>

99.

Pratt N. Interactive Maths Teaching in the Primary School. Paul Chapman; 2006.
<http://sk.sagepub.com/books/interactive-maths-teaching-in-the-primary-school>

100.

Sutherland R. Teaching for Learning Mathematics. Open University P.; 2007.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-11-01T17%3A48%3A59IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Teaching%20for%20learning%20mathematics&rft.aulast=Sutherland&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Sutherland,%20Rosamund,%201947-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780335230266&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.t.856_url=&rft_dat=%3CUCL_LMS_DS%3E002904351%3C/UCL_LMS_DS%3E%3Curl%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

101.

Proceedings of the British Society for Research into Learning Mathematics (BSRLM).

<http://www.bsrlm.org.uk/>

102.

Association of Teachers of Mathematics - ATM. <https://www.atm.org.uk/>

103.

British Society for Research into Learning Mathematics. Research in mathematics education.

104.

Educational studies in mathematics.

<https://link-springer-com.libproxy.ucl.ac.uk/journal/volumesAndIssues/10649>

105.

National Council of Teachers of Mathematics. Journal for research in mathematics education. Published online 1970.

<https://www-jstor-org.libproxy.ucl.ac.uk/journal/jresematheduc>

106.

Denby N. Masters Level Study in Education. Open University Press; 2008.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-27T13%3A21%3A22IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Masters%20level%20study%20in%20education&rft.aulast=Denby&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0335234135&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002623180%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

107.

Bell J, Waters S. Doing Your Research Project: A Guide for First-Time Researchers. Sixth

edition. Open University Press; 2014.
<http://UCL.ebib.com/patron/FullRecord.aspx?p=1910218>

108.

Bonnett A. How to Argue. Vol Smarter study skills. 3rd ed. Pearson Education; 2011.

109.

Bryan H, Carpenter C, Hoult S. Learning and Teaching at M-Level: A Guide for Student Teachers. SAGE; 2010. <http://sk.sagepub.com/books/learning-and-teaching-at-m-level>

110.

Cohen L, Bell R, Manion L, McCulloch G, Morrison K. Research Methods in Education. 7th ed. Routledge; 2011. <http://ucl.ebib.com/patron/FullRecord.aspx?p=1144438>

111.

Cottrell S. Critical Thinking Skills: Developing Effective Analysis and Argument. Vol Palgrave study skills. 3rd ed. Palgrave Macmillan; 2017.
<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=6234915>

112.

Denscombe M. The Good Research Guide: For Small-Scale Social Research Projects. Vol Open UP study skills. 6th ed. Open University Press; 2017.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-11T17%3A50%3A34IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20good%20research%20guide%20:%20for%20small-scale%20social%20research%20projects&rft.aulast=Denscombe&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Denscombe,%20Martyn&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780335226863&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002891817%3C/UCL_LMS_DS%3E%3Curl%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

113.

Godfrey J. How to Use Your Reading in Your Essays. Vol Palgrave study skills. 2nd ed. Palgrave Macmillan; 2013.

114.

McMillan K, Weyers JDB. How to Cite, Reference & Avoid Plagiarism at University. Vol Smarter study skills. Pearson Education; 2013.

115.

McMillan K, Weyers JDB. How to Write for University. Pearson; 2014.

116.

Pears R, Shields GJ. Cite Them Right: The Essential Referencing Guide. Vol Palgrave study skills. 10th ed. Palgrave; 2016.

117.

Sewell K. Doing Your PGCE at M-Level: A Guide for Students. 2nd ed. SAGE; 2012.
<http://sk.sagepub.com/Books/doing-your-pgce-at-m-level-2e>

118.

Swatridge C. The Oxford Guide to Effective Argument and Critical Thinking. Oxford University Press; 2014.
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=786055&site=ehost-live&scope=site>

119.

Wallace M, Wray A. Critical Reading and Writing for Postgraduates. Vol SAGE study skills. 3rd edition. SAGE; 2016. <https://read.kortext.com/reader/epub/831363?page=>

120.

Wyse D. The Good Writing Guide for Education Students. Vol Sage study skills. 3rd ed. SAGE; 2012.

121.

Aubrey K, Riley A. Understanding and Using Educational Theories. SAGE; 2016.

122.

Bates B. Learning Theories Simplified: - And How to Apply Them to Teaching. SAGE; 2016.

123.

Collins S. Neuroscience for Learning and Development: How to Apply Neuroscience and Psychology for Improved Learning and Training. Kogan Page Limited; 2016.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-06-12T10%3A50%3A02IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primox.exlibrisgroup.com:primox3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Neuroscience%20for%20learning%20and%20development%20:%20how%20to%20apply%20neuroscience%20and%20psychology%20for%20improved%20learning%20and%20training&rft.aulast=Collins&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Collins,%20Stella,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9780749474614&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://proquest.safaribooksonline.com/?uiCode=ucl&xmlId=9780749474621&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002765892%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

124.

Bruner JS. Toward a Theory of Instruction. Belknap Press; 1966.

125.

Cozolino LJ. The Social Neuroscience of Education: Optimizing Attachment and Learning in

the Classroom. Vol Norton books in education. Norton; 2013.

126.

Colwell J, Pollard A. Readings for Reflective Teaching in Early Education. Vol Reflective teaching series. Bloomsbury Academic; 2015.

127.

Arthur J, Cremin T. Learning to Teach in the Primary School. Third edition. Routledge; 2014.
<http://UCL.ebib.com/patron/FullRecord.aspx?p=1638640>

128.

Dewey J. Experience and Education. 60th anniversary ed. Kappa Delta Pi; 1998.

129.

Carol Dweck. Mindset: Changing the Way You Think to Fulfil Your Potential. Updated edition. Robinson; 2017.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-12T13%3A36%3A47IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Mindset&rft.aulast=Dweck&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Dweck,%20Carol%20S.,%201946-,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781780332000&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002196500%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

130.

Gagné RM. The Conditions of Learning and Theory of Instruction. 4th ed. Holt, Rinehart and Winston; 1986.

131.

Gardner H. Multiple Intelligences: New Horizons in Theory and Practice. Revised and

updated edition. BasicBooks; 2006.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-12T13%3A55%3A04IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Multiple%20intelligences%20:%20new%20horizons&rft.aulast=Gardner&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Gardner,%20Howard&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0465047688&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002614132%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

132.

Geake JG. The Brain at School: Educational Neuroscience in the Classroom. Open University Press; 2009.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-27T13%3A23%3A39IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20brain%20at%20school%20:%20educational%20neuroscience%20in%20the%20classroom&rft.aulast=Geake&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Geake,%20John%20G&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=0335234208&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=&rft_dat=%3CUCL_LMS_DS%3E002630599%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

133.

Gray C, MacBlain S. Learning Theories in Childhood. 2nd edition. SAGE; 2015.

134.

Hansen A. Primary Professional Studies. Vol Transforming primary QTS. Third edition. Learning Matters; 2015.

135.

Hattie J, Yates GCR. Visible Learning and the Science of How We Learn. Routledge; 2014.
<http://ucl.ebib.com/patron/FullRecord.aspx?p=1458571>

136.

Illeris K. Contemporary Theories of Learning: Learning Theorists - in Their Own Words. Routledge; 2009. <https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=425525>

137.

Maslow, Abraham H. The farther reaches of human nature. The Journal of Transpersonal Psychology. 1(1).
https://search.proquest.com/docview/1312128737?rft_id=info%3Axi%2Fsid%3Aprim

138.

Miller L, Pound L. Theories and Approaches to Learning in the Early Years. Vol Critical issues in the early years series. SAGE; 2011.

139.

Moore A. Teaching and Learning: Pedagogy, Curriculum and Culture. Second edition. Routledge; 2012.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-12T15%3A44%3A32IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primolibgroup.com:primolib3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Teaching%20and%20learning%20pedagogy,%20curriculum%20and%20culture&rft.aulast=Moore&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Moore,%20Alex,%201947-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415663656&rft.isbn=9780203134061&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203134061&rft_dat=%3CUCL_LMS_DS%3E002692964%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

140.

Piaget J. The Construction of Reality in the Child. Basic Books; 1954.
http://sfx.ucl.ac.uk/sfx_local/cgi/core/multi.cgi?sfx.request_id=27042848

141.

Pollard A. Readings for Reflective Teaching in Schools. Vol Reflective teaching series. Second edition. Bloomsbury Academic; 2014.
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374>

142.

Agbah F. Ways of Learning. Printing and Publishing Unit for Continuing Education; 1987.

143.

Sancisi L, Edgington M. Developing High Quality Observation, Assessment and Planning in the Early Years: Made to Measure. Routledge; 2015.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-11-03T18%3A07%3A43IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Developing%20High%20Quality%20Observation,%20Assessment%20and%20Planning%20in%20the%20Early%20Years%20:%20Made%20to%20measure&rft.aulast=Sancisi&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Sancisi,%20Lisa,%20author&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781138808034&rft.isbn=9781317613138&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=https://www.taylorfrancis.com/books/9781317613138&rft_dat=<UCL_LMS_DS>002904697</UCL_LMS_DS><url></url>&rft.eisbn=&rft_id=info:oai/&req.language=eng

144.

Sousa DA. Mind, Brain, and Education: Neuroscience Implications for the Classroom. Solution Tree Press; 2010.

145.

Vygotsky L. Thought and Language. (Hanfmann E, Vakar G, eds.). MIT Press; 1962.
<http://content.apa.org/books/2006-10268-000>

146.

Vygotskii LS, Cole M, Lurii AR. Mind in Society: The Development of Higher Psychological

Processes. Harvard University Press; 1978.

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=575543&site=ehost-live&scope=site>