Teach First Business (PGDE)

Polly Glegg, CPA



1

Durden, Guy. Demonstrating progress in Economics and Business Studies: Making the starter the plenary. Teaching Business & Economics; **18** :20–1.https://search.proquest.com/docview/1553418843?rfr_id=info%3Axri%2Fsid%3Apri mo

2

Knapton, Helena. Preparing for teaching new subjects. Teaching Business & Economics; 17:10–2.https://search.proquest.com/docview/1315744561?rfr_id=info%3Axri%2Fsid%3Aprimo

3

Selient, Hala. Sir - do you speak a different language? Teaching Business & Economics; 4:22-7.https://search.proquest.com/docview/231299533?rfr_id=info%3Axri%2Fsid%3Aprimo

4

Davies P. Business, economics and enterprise: teaching school subjects 11-19. London: : Routledge 2006. doi:10.4324/9780203488362

5

Jephcote M, Abbott I, Economics and Business Education Association. Teaching business education 14-19. London: : David Fulton 2005. doi:10.4324/9780203769171

Lines D. Business and economics: The challenge of curriculum recognition. In: School subject teaching: the history and future of the curriculum. London: : Kogan Paul 2000. 238–66. doi:10.4324/9781315827797

7

Muijs D. Effective teaching: evidence and practice. 3rd ed. Los Angeles: : SAGE 2011.

8

Abbott I, Huddleston P. The Development of Business Education: Change or Decay? In: Secondary economics and business education. Produced by Jenny Wales on behalf of the Economics and Business Education Association 1996. 17–22.

9

Capel SA, Leask M, Younie S, editors. Learning to teach in the secondary school: a companion to school experience. Seventh edition. Abingdon, Oxon: : Routledge 2016. http://ebookcentral.proguest.com/lib/ucl/detail.action?docID=4542844

10

Davies P. The changing definition of business studies in the school curriculum. Curriculum Journal 1999; **10**:11–28. doi:10.1080/0958517990100103

11

Coe R, Aloisi C, Higgins S, et al. What makes great teaching? Review of the underpinning research.

http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REP ORT.pdf

12

Creemers BPM, Kyriakides L. Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. School Effectiveness and School Improvement 2006;**17**:347–66. doi:10.1080/09243450600697242

Ko J, Sammons P, Bakkum L. Effective teaching: a review of research and evidence. CfBT Education Trust report.

2013.https://www.educationdevelopmenttrust.com/our-research-and-insights/research/effective-teaching

14

Muijs D. Effective teaching: evidence and practice. 3rd ed. Los Angeles: : SAGE 2011.

15

Petty G. Teaching today: a practical guide. 5th ed. Oxford: : Oxford University Press 2014.

16

Ashwin, Andrew Kenneth. Exploring the problematic nature of gcse examining in economics and business: assessing troublesome knowledge, threshold concepts and learning. 2015.http://search.proguest.com/docview/1827517402/

17

Flórez MT, Sammons P. Assessment for learning: effects and impact. 2013.https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a 6d6203-ec49-4d33-9c5d-42c188184807.pdf

18

Hattie J, Timperley H. The Power of Feedback. Review of Educational Research 2007;**77**:81–112. doi:10.3102/003465430298487

19

Wiliam D. What is assessment for learning? Studies in Educational Evaluation 2011;**37**:3–14. doi:10.1016/j.stueduc.2011.03.001

Great Britain. Department for Education and Skills. Pedagogy and practice: teaching and learning in secondary schools: Unit 12: Assessment for learning. [S.I.]: : DfES Publications 2004. http://dera.ioe.ac.uk/5676/

21

Deans for Impact. The Science of Learning. 2016.http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

22

Bjork EL, Bjork R. Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. Psychology and the real world: Essays illustrating fundamental contributions to society.

2011;:56-64.https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/11/Making-Things-Hard-on-Yourself-but-in-a-Good-Way-20111.pdf

23

Ericsson KA, Krampe RT, Tesch-R?mer C. The role of deliberate practice in the acquisition of expert performance. Psychological Review 1993;**100**:363–406. doi:10.1037/0033-295X.100.3.363

24

Karpicke JD, Blunt JR. Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. Science 2011;**331**:772–5. doi:10.1126/science.1199327

25

Willingham D, Daniel D. Teaching to what students have in common. Educational Leadership: For Each to Excel 2012;**69** :16–21.http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Teaching-to-What-Students-Have-in-Common.aspx

Willingham D. Ask the Cognitive Scientist: What Will Improve a Student's Memory? American Educator. 2008; Winter 2008-2009 :17–25.https://www.aft.org/sites/default/files/periodicals/willingham 0.pdf

27

Brant J, Unwin A. Integrating Global Perspectives in a Business and Economics Education PGCE. In: Global perspectives and teachers in training. London: Development Education Association 2004. 46–50.

28

Brant J. Developing Subject Expertise and Creativity Through Fieldwork Activity. In: Creativity in practice: business and education. Lodz, Poland: : Academy of Humanities and Economics 2002. http://eprints.ioe.ac.uk/20509/1/BRANT,%20J.W.pdf

29

Kirschner PA, Sweller J, Clark RE. Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. Educational Psychologist 2006;**41**:75–86. doi:10.1207/s15326985ep4102 1

30

Hmelo-Silver CE, Duncan RG, Chinn CA. Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). Educational Psychologist 2007;**42**:99–107. doi:10.1080/00461520701263368

31

Schmidt HG, Loyens SMM, Van Gog T, et al. Problem-Based Learning Compatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006). Educational Psychologist 2007;42:91–7. doi:10.1080/00461520701263350

Sweller J, Kirschner PA, Clark RE. Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist 2007;**42**:115–21. doi:10.1080/00461520701263426

33

Clegg, Polly. Testing As A Tool For Learning: Ideas For Classroom Application. Teaching Business & Economics; 19

:14-6.https://search.proquest.com/docview/1735015988?rfr_id=info%3Axri%2Fsid%3Aprimo

34

Moore A. Models of Teaching and Learning. In: Teaching and learning: pedagogy, curriculum and culture. London: : Routledge 2012. 1–32.https://contentstore.cla.co.uk/secure/link?id=4190a2c9-6d1b-e711-80c9-005056af40 99

35

Bransford JD, Brown AL, Cocking RR. How people learn: brain, mind, experience, and school . Washington, D.C.: : National Academy Press 2000. http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db = nlebk&AN=46035

36

Howard-Jones P. Neuroscience and Education: A Review of Educational Interventions and Approaches Informed by Neuroscience.

2014.https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Lit_Review_NeuroscienceAndEducation.pdf?v=1629122602

37

Coffield F, Ecclestone K, Hall E, et al. Learning styles and pedagogy in post-16 learning: a systematic and critical review. [London]: Learning and Skills Research Centre 2004. http://www.leerbeleving.nl/wp-content/uploads/2011/09/learning-styles.pdf

38

David A. Kolb. Experiential Learning: experience as the source of learning and development. Second edition. Pearson Education 2014.

39

Ericsson KA, Krampe RT, Tesch-Römer C. The role of deliberate practice in the acquisition of expert performance. Psychological Review 1993;**100**:363–406. doi:10.1037/0033-295X.100.3.363

40

Pashler H, McDaniel M, Rohrer D, et al. Learning Styles. Psychological Science in the Public Interest 2008;**9**:105–19. doi:10.1111/j.1539-6053.2009.01038.x

41

The Royal Society. Brain Waves 2: Neuroscience: implications for education and lifelong learning.

2011.https://royalsociety.org/topics-policy/projects/brain-waves/education-lifelong-learning/

42

Wells G. Dialogic inquiry in education: Building on the legacy of Vgotsky. In: Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry. Cambridge: Cambridge UP 2000. 51–85.

43

Willingham D. Ask the Cognitive Scientist, What Is Developmentally Appropriate Practice?, Daniel T. Willingham, Summer 2008, American Educator, AFT - willingham_1.pdf. American Educator. 2008; Summer 2008

:34-9.https://www.aft.org/sites/default/files/periodicals/willingham 1.pdf

44

Ainscow M, Dyson A, Weiner S. From exclusion to inclusion: ways of responding in schools to students with special educational needs. http://files.eric.ed.gov/fulltext/ED546818.pdf

Ofsted. Helping disadvantaged young children: how good are local authorities and early years providers? - GOV.UK. Published Online First: 2016.https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report

46

Ofsted. Unseen Children – access and achievement 20 years on. 2013.https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/37915 7/Unseen_20children_20-_20access_20and_20achievement_2020_20years_20on.pdf

47

Behaviour in schools (Tom Bennett's Independent review of behaviour in schools) - GOV.UK. Published Online First: 2017.https://www.gov.uk/government/publications/behaviour-in-schools

48

Ofsted. Low-level disruption in classrooms: below the radar - GOV.UK. 2014.https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms

49

Watkins, Chris. Care and Control: the group management perspective. Pastoral Care in Education; **6**

:2-9.https://www.academia.edu/11023486/Care_and_Control_the_group_management_perspective

50

Chris Watkins. "Adolescents and activities". Hamblin, Douglas H (Ed), Problems and Practice of Pastoral Care Oxford: Blackwell https://www.academia.edu/10806469/_Adolescents_and_activities_

Lyons A. Enterprise for All. 2015.http://www.schools.norfolk.gov.uk/view/NCC167511

52

Enterprise education: how secondary schools prepare young people for work - GOV.UK. 2016.https://www.gov.uk/government/publications/enterprise-education-how-secondary-schools-prepare-young-people-for-work

53

Brant J, Wales J. New Skills for a New Century? Challenging the Orthodoxy: The Role of Citizenship and Enterprise Education in Promoting Effective Learning. Citizenship, Social and Economics Education 2009;8:32–41. doi:10.2304/csee.2009.8.1.32

54

Progress 8 and Attainment 8: Guide for maintained secondary schools, academies and free schools.

2017.https://www.gov.uk/government/publications/progress-8-school-performance-measure

55

GCSEs (9 to 1): requirements and guidance - GOV.UK. https://www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance

56

Raffo C. Disaffected Young People and the Work-related Curriculum at Key Stage 4: Issues of social capital development and learning as a form of cultural practice. Journal of Education and Work 2003;**16**:69–86. doi:10.1080/1363908022000032894

57

Informed Choices. http://russellgroup.ac.uk/media/5457/informed-choices-2016.pdf

Maylor U. 'I'd worry about how to teach it': British values in English classrooms. Journal of Education for Teaching 2016;**42**:314–28. doi:10.1080/02607476.2016.1184462

59

Panjwani F. Towards an overlapping consensus: Muslim teachers' views on fundamental British values. Journal of Education for Teaching 2016;**42**:329–40. doi:10.1080/02607476.2016.1184463

60

Richardson R. British values and British identity: Muddles, mixtures, and ways ahead. London Review of Education 2015;**13**:37–48. doi:10.18546/LRE.13.2.04

61

Smith HJ. Britishness as racist nativism: a case of the unnamed 'other'. Journal of Education for Teaching 2016;**42**:298–313. doi:10.1080/02607476.2016.1184461

62

Jacek Wiktor Brant. What's Wrong With Secondary School Economics and How Teachers Can Make it Right - Methodological Critique and Pedagogical Possibilities. JSSE - Journal of Social Science Education 2016;14:7–16. doi:10.2390/jsse-v14-i4-1391

63

Brant J, Panjwani F. School Economics and the Aims of Education: Critique and Possibilities. Journal of Critical Realism 2015; **14**:306–24. doi:10.1179/1572513815Y.0000000004

64

Brant J, Lines D, Wood A. Thinking skills: Improving the critique of business. In: Effective strategies in economics and business education: an international perspective. [S.I.]: : Economics and Business Education Association 2000. 36–52.

Davies P, Durden G. Economic Education in Schools and Universities in England. The Journal of Economic Education 2010;41:413–24. doi:10.1080/00220485.2010.510400

66

Durden, Guy. Starting from where they start. Teaching Business & Economics; **18** :20–1.https://search.proquest.com/docview/1538260975?rfr_id=info%3Axri%2Fsid%3Apri mo

67

Barton G. Don't call it literacy!: what every teacher needs to know about speaking, listening, reading and writing. Abingdon, Oxon: : Routledge 2013. https://ucl.primo.exlibrisgroup.com/permalink/44UCL_INST/18kagqf/cdi_elibro_books_ELB1 34513

68

Ginnis P, Evans L. The teacher's toolkit: raise classroom achievement with strategies for every learner. Carmarthen: : Crown House 2002.

69

Hattie J. Visible learning for teachers: maximizing impact on learning. London: : Routledge 2012. doi:10.4324/9780203181522

70

Lemov D. Teach like a champion 2.0: 62 techniques that put students on the path to college. Second edition. San Francisco, Calif: : Jossey-Bass 2015. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1895720

71

Petty G. Evidence-based teaching: a practical approach. 2nd ed. Cheltenham: : Nelson Thornes 2009. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781408507100

Petty G. Teaching today: a practical guide. 5th ed. Oxford: : Oxford University Press 2014.

73

Hattie J. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: : Routledge 2009. doi:10.4324/9780203887332

74

Muijs D. Effective teaching: evidence and practice. 3rd ed. Los Angeles: : SAGE 2011.

75

Stobart G. The expert learner: challenging the myth of ability. Maidenhead: : Open University Press 2014. http://ucl.eblib.com/patron/FullRecord.aspx?p=1630542

76

Wiliam D. Embedded formative assessment. Bloomington, Ind:: Solution Tree Press 2011.

77

Wiliam D. Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning). 2nd ed. Bloomington, Indiana: : Solution Tree 2018. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5105912

78

Bruner JS. Toward a theory of instruction. Cambridge, Mass: : Belknap Press 1966.

79

Bransford JD, Brown AL, Cocking RR. How people learn: brain, mind, experience, and school . Washington, D.C.: National Academy Press 2000.

http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=46035

80

Nuthall G. The hidden lives of learners. Wellington: : NZCER Press 2007.

81

Wood D. How children think and learn: the social contexts of cognitive development. 2nd ed. Oxford: : Blackwell 1998.

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781444393040

82

Eraut M. Developing professional knowledge and competence. London: : Falmer 1994. doi:10.4324/9780203486016

83

Turner-Bisset R. Expert teaching: knowledge and pedagogy to lead the profession. London: David Fulton 2001. doi:10.4324/9781315068961

84

Christodoulou D. Seven myths about education. First edition. London: : Routledge 2014. http://www.tandfebooks.com/ISBN/9781315797397

85

Hirsch ED, Kett JF, Trefil J. Cultural literacy: what every American needs to know. Boston: : Houghton Mifflin 1987.

86

Richard Pring. The life and death of secondary education for all. 2012.

https://www.taylorfrancis.com/books/9780203095157

87

Young MFD. Bringing knowledge back in: from social constructivism to social realism in the sociology of education. London: Routledge 2008. doi:10.4324/9780203073667

88

Young M. What are Schools For? 2011.http://www.fpce.up.pt/ciie/revistaesc/ESC32/ESC32_Arquivo.pdf