

Teach First Business (PGDE)

Polly Glegg,
CPA

View Online



Abbott, I. and Huddleston, P. (1996) '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, pp. 17–22.

Ainscow, M., Dyson, A. and Weiner, S. (no date) 'From exclusion to inclusion: ways of responding in schools to students with special educational needs'. CfBT Education Trust. Available at: <http://files.eric.ed.gov/fulltext/ED546818.pdf>.

Ashwin, Andrew Kenneth (2015) Exploring the problematic nature of gcse examining in economics and business: assessing troublesome knowledge, threshold concepts and learning. Available at: <http://search.proquest.com/docview/1827517402/>.

Barton, G. (2013) Don't call it literacy!: what every teacher needs to know about speaking, listening, reading and writing. Abingdon, Oxon: Routledge. Available at: https://ucl.primo.exlibrisgroup.com/permalink/44UCL_INST/18kagqf/cdi_elibro_books_ELB134513.

'Behaviour in schools (Tom Bennett's Independent review of behaviour in schools) - GOV.UK' (2017). Available at: <https://www.gov.uk/government/publications/behaviour-in-schools>.

Bjork, E.L. and Bjork, R. (2011) '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. Edited by M.A. Gernsbacher et al. New York: Worth Publishers. Available at: <https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/11/Making-Things-Hard-on-Yourself-but-in-a-Good-Way-20111.pdf>.

Bransford, J.D., Brown, A.L. and Cocking, R.R. (2000a) How people learn: brain, mind, experience, and school. Washington, D.C.: National Academy Press. Available at: <http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=46035>.

Bransford, J.D., Brown, A.L. and Cocking, R.R. (2000b) How people learn: brain, mind, experience, and school. Washington, D.C.: National Academy Press. Available at: <http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=46035>.

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

- Brant, J., Lines, D. and Wood, A. (2000) '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, pp. 36–52.
- Brant, J. and Panjwani, F. (2015) 'School Economics and the Aims of Education: Critique and Possibilities', *Journal of Critical Realism*, 14(3), pp. 306–324. Available at: <https://doi.org/10.1179/1572513815Y.0000000004>.
- Brant, J. and Unwin, A. (2004) 'Integrating Global Perspectives in a Business and Economics Education PGCE', in *Global perspectives and teachers in training*. London: Development Education Association, pp. 46–50.
- Brant, J. and Wales, J. (2009) '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*, 8(1), pp. 32–41. Available at: <https://doi.org/10.2304/csee.2009.8.1.32>.
- Bruner, J.S. (1966) *Toward a theory of instruction*. Cambridge, Mass: Belknap Press.
- Capel, S.A., Leask, M. and Younie, S. (eds) (2016) *Learning to teach in the secondary school: a companion to school experience*. Seventh edition. Abingdon, Oxon: Routledge. Available at: <http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4542844>.
- Chris Watkins (no date) "'Adolescents and activities'", Hamblin, Douglas H (Ed.), *Problems and Practice of Pastoral Care* Oxford: Blackwell. [Preprint]. Available at: https://www.academia.edu/10806469/_Adolescents_and_activities_.
- Christodoulou, D. (2014) *Seven myths about education*. First edition. London: Routledge. Available at: <http://www.tandfebooks.com/ISBN/9781315797397>.
- Clegg, Polly (no date) 'Testing As A Tool For Learning: Ideas For Classroom Application', *Teaching Business & Economics*, 19(2), pp. 14–16. Available at: https://search.proquest.com/docview/1735015988?rfr_id=info%3Axri%2Fsid%3Aprimo.
- Coe, R. et al. (no date) 'What makes great teaching? Review of the underpinning research'. Available at: <http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REP-ORT.pdf>.
- Coffield, F. et al. (2004) *Learning styles and pedagogy in post-16 learning: a systematic and critical review*. [London]: Learning and Skills Research Centre. Available at: <http://www.leerbeleving.nl/wp-content/uploads/2011/09/learning-styles.pdf>.
- Creemers, B.P.M. and Kyriakides, L. (2006) 'Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model', *School Effectiveness and School Improvement*, 17(3), pp. 347–366. Available at: <https://doi.org/10.1080/09243450600697242>.
- David A., Kolb. (2014) *Experiential Learning: experience as the source of learning and development*. Second edition. Pearson Education.
- Davies, P. (1999) 'The changing definition of business studies in the school curriculum',

Curriculum Journal, 10(1), pp. 11–28. Available at:
<https://doi.org/10.1080/0958517990100103>.

Davies, P. (2006) Business, economics and enterprise: teaching school subjects 11-19. London: Routledge. Available at: <https://doi.org/10.4324/9780203488362>.

Davies, P. and Durden, G. (2010) 'Economic Education in Schools and Universities in England', The Journal of Economic Education, 41(4), pp. 413–424. Available at:
<https://doi.org/10.1080/00220485.2010.510400>.

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

Durden, Guy (no date a) 'Demonstrating progress in Economics and Business Studies: Making the starter the plenary', Teaching Business & Economics, 18(2), pp. 20–21. Available at:
https://search.proquest.com/docview/1553418843?rfr_id=info%3Axri%2Fsid%3Aprimo.

Durden, Guy (no date b) 'Starting from where they start', Teaching Business & Economics, 18(1), pp. 20–21. Available at:
https://search.proquest.com/docview/1538260975?rfr_id=info%3Axri%2Fsid%3Aprimo.

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

Eraut, M. (1994) Developing professional knowledge and competence. London: Falmer. Available at: <https://doi.org/10.4324/9780203486016>.

Ericsson, K.A., Krampe, R.T. and Tesch-Römer, C. (1993) 'The role of deliberate practice in the acquisition of expert performance.', Psychological Review, 100(3), pp. 363–406. Available at: <https://doi.org/10.1037/0033-295X.100.3.363>.

Ericsson, K.A., Krampe, R.T. and Tesch-Römer, C. (1993) 'The role of deliberate practice in the acquisition of expert performance.', Psychological Review, 100(3), pp. 363–406. Available at: <https://doi.org/10.1037/0033-295X.100.3.363>.

Flórez, M.T. and Sammons, P. (2013) 'Assessment for learning: effects and impact'. CfBT Education Trust. Available at:
<https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf>.

GCSEs (9 to 1): requirements and guidance - GOV.UK (no date). Available at:
<https://www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance>.

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

Great Britain. Department for Education and Skills (2004) Pedagogy and practice : teaching and learning in secondary schools: Unit 12: Assessment for learning. [S.l.]: DfES

Publications. Available at: <http://dera.ioe.ac.uk/5676/>.

Hattie, J. (2009) *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge. Available at: <https://doi.org/10.4324/9780203887332>.

Hattie, J. (2012) *Visible learning for teachers: maximizing impact on learning*. London: Routledge. Available at: <https://doi.org/10.4324/9780203181522>.

Hattie, J. and Timperley, H. (2007) 'The Power of Feedback', *Review of Educational Research*, 77(1), pp. 81–112. Available at: <https://doi.org/10.3102/003465430298487>.

Hirsch, E.D., Kett, J.F. and Trefil, J. (1987) *Cultural literacy: what every American needs to know*. Boston: Houghton Mifflin.

Hmelo-Silver, C.E., Duncan, R.G. and Chinn, C.A. (2007) 'Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006)', *Educational Psychologist*, 42(2), pp. 99–107. Available at: <https://doi.org/10.1080/00461520701263368>.

Howard-Jones, P. (2014) 'Neuroscience and Education: A Review of Educational Interventions and Approaches Informed by Neuroscience'. Available at: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Lit_Review_NeuroscienceAndEducation.pdf?v=1629122602.

'Informed Choices' (no date). Russell Group. Available at: <http://russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>.

Jacek Wiktor Brant (2016) '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*, 14(4), pp. 7–16. Available at: <https://doi.org/10.2390/jsse-v14-i4-1391>.

Jephcote, M., Abbott, I., and Economics and Business Education Association (2005) *Teaching business education 14-19*. London: David Fulton. Available at: <https://doi.org/10.4324/9780203769171>.

Karpicke, J.D. and Blunt, J.R. (2011) 'Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping', *Science*, 331(6018), pp. 772–775. Available at: <https://doi.org/10.1126/science.1199327>.

Kirschner, P.A., Sweller, J. and Clark, R.E. (2006) '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*, 41(2), pp. 75–86. Available at: https://doi.org/10.1207/s15326985ep4102_1.

Knapton, Helena (no date) 'Preparing for teaching new subjects', *Teaching Business & Economics*, 17(1), pp. 10–12. Available at: https://search.proquest.com/docview/1315744561?rfr_id=info%3Axri%2Fsid%3Aprimo.

Ko, J., Sammons, P. and Bakkum, L. (2013) 'Effective teaching: a review of research and evidence. CfBT Education Trust report'. Available at: <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/effective->

teaching.

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

Lines, D. (2000) 'Business and economics: The challenge of curriculum recognition', in *School subject teaching: the history and future of the curriculum*. London: Kogan Paul, pp. 238–266. Available at: <https://doi.org/10.4324/9781315827797>.

Lyons, A. (2015) 'Enterprise for All'. Available at: <http://www.schools.norfolk.gov.uk/view/NCC167511>.

Maylor, U. (2016) "'I'd worry about how to teach it": British values in English classrooms', *Journal of Education for Teaching*, 42(3), pp. 314–328. Available at: <https://doi.org/10.1080/02607476.2016.1184462>.

Moore, A. (2012) 'Models of Teaching and Learning', in *Teaching and learning: pedagogy, curriculum and culture*. Second edition. London: Routledge, pp. 1–32. Available at: <https://contentstore.cla.co.uk/secure/link?id=4190a2c9-6d1b-e711-80c9-005056af4099>.

Muijs, D. (2011a) *Effective teaching: evidence and practice*. 3rd ed. Los Angeles: SAGE.

Muijs, D. (2011b) *Effective teaching: evidence and practice*. 3rd ed. Los Angeles: SAGE.

Muijs, D. (2011c) *Effective teaching: evidence and practice*. 3rd ed. Los Angeles: SAGE.

Nuthall, G. (2007) *The hidden lives of learners*. Wellington: NZCER Press.

Ofsted (2013) 'Unseen Children – access and achievement 20 years on'. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379157/Unseen_20children_20-_20access_20and_20achievement_2020_20years_20on.pdf.

Ofsted (2014) *Low-level disruption in classrooms: below the radar* - GOV.UK. Available at: <https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-continents-classrooms>.

Ofsted (2016) 'Helping disadvantaged young children: how good are local authorities and early years providers? - GOV.UK'. Available at: <https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report>.

Panjwani, F. (2016) 'Towards an overlapping consensus: Muslim teachers' views on fundamental British values', *Journal of Education for Teaching*, 42(3), pp. 329–340. Available at: <https://doi.org/10.1080/02607476.2016.1184463>.

Pashler, H. et al. (2008) 'Learning Styles', *Psychological Science in the Public Interest*, 9(3), pp. 105–119. Available at: <https://doi.org/10.1111/j.1539-6053.2009.01038.x>.

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

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

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

Progress 8 and Attainment 8: Guide for maintained secondary schools, academies and free schools (2017). Department for Education. Available at: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>.

Raffo, C. (2003) '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*, 16(1), pp. 69–86. Available at: <https://doi.org/10.1080/1363908022000032894>.

Richard Pring (2012) The life and death of secondary education for all. Available at: <https://www.taylorfrancis.com/books/9780203095157>.

Richardson, R. (2015) 'British values and British identity: Muddles, mixtures, and ways ahead', *London Review of Education*, 13(2), pp. 37–48. Available at: <https://doi.org/10.18546/LRE.13.2.04>.

Schmidt, H.G. et al. (2007) 'Problem-Based Learning Compatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006)', *Educational Psychologist*, 42(2), pp. 91–97. Available at: <https://doi.org/10.1080/00461520701263350>.

Selient, Hala (no date) 'Sir - do you speak a different language?', *Teaching Business & Economics*, 4(1), pp. 22–27. Available at: https://search.proquest.com/docview/231299533?rfr_id=info%3Axri%2Fsid%3Aprimo.

Smith, H.J. (2016) 'Britishness as racist nativism: a case of the unnamed "other"', *Journal of Education for Teaching*, 42(3), pp. 298–313. Available at: <https://doi.org/10.1080/02607476.2016.1184461>.

Stobart, G. (2014) The expert learner: challenging the myth of ability. Maidenhead: Open University Press. Available at: <http://ucl.ebib.com/patron/FullRecord.aspx?p=1630542>.

Sweller, J., Kirschner, P.A. and Clark, R.E. (2007) 'Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries', *Educational Psychologist*, 42(2), pp. 115–121. Available at: <https://doi.org/10.1080/00461520701263426>.

The Royal Society (2011) 'Brain Waves 2: Neuroscience: implications for education and lifelong learning'. Available at: <https://royalsociety.org/topics-policy/projects/brain-waves/education-lifelong-learning/>.

Turner-Bisset, R. (2001) Expert teaching: knowledge and pedagogy to lead the profession. London: David Fulton. Available at: <https://doi.org/10.4324/9781315068961>.

Watkins, Chris (no date) 'Care and Control: the group management perspective', *Pastoral Care in Education*, 6, pp. 2–9. Available at: https://www.academia.edu/11023486/Care_and_Control_the_group_management_perspect

ive.

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

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

Wiliam, D. (2011b) 'What is assessment for learning?', Studies in Educational Evaluation, 37(1), pp. 3–14. Available at: <https://doi.org/10.1016/j.stueduc.2011.03.001>.

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

Willingham, D. (2008) 'Ask the Cognitive Scientist, What Is Developmentally Appropriate Practice?', Daniel T. Willingham, Summer 2008, American Educator, AFT - willingham_1.pdf', American Educator. Available at: https://www.aft.org/sites/default/files/periodicals/willingham_1.pdf.

Willingham, Daniel (2008) 'Ask the Cognitive Scientist: What Will Improve a Student's Memory?', American Educator. Available at: https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf.

Willingham, D. and Daniel, D. (2012) 'Teaching to what students have in common', Educational Leadership: For Each to Excel, 69(5), pp. 16–21. Available at: <http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Teaching-to-What-Students-Have-in-Common.aspx>.

Wood, D. (1998) How children think and learn: the social contexts of cognitive development. 2nd ed. Oxford: Blackwell. Available at: <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781444393040>.

Young, M. (2011) 'What are Schools For?' Available at: http://www.fpce.up.pt/ciie/revistaesc/ESC32/ESC32_Arquivo.pdf.

Young, M.F.D. (2008) Bringing knowledge back in: from social constructivism to social realism in the sociology of education. London: Routledge. Available at: <https://doi.org/10.4324/9780203073667>.