

CPAS0076: Critical Perspectives on Learning and Teaching

Module Lead: Guy Durden
Student Numbers: 10
Autumn 2018 and Spring 2019

View Online



1.

Approaches to Critical Theory and Critical Pedagogy. In: Rethinking Knowledge within Higher Education : Adorno and Social Justice. Bloomsbury Academic; 2013.
doi:10.5040/9781472553225.ch-002

2.

Turner JC, Meyer DK. Studying and Understanding the Instructional Contexts of Classrooms: Using our Past to Forge our Future. Educational Psychologist. 2000;35(2):69-85. doi:10.1207/S15326985EP3502_2

3.

Bibby T. Education: An 'Impossible Profession'? : Psychoanalytic Explorations of Learning and Classrooms. Routledge; 2011. <https://www.taylorfrancis.com/books/9780203844458>

4.

Illeris K. How We Learn: Learning and Non-Learning in School and Beyond. Routledge; 2007. doi:10.4324/9780203939895

5.

Dewey J. Chapter Seven: The Democratic Conception in Education. In: Democracy and Education. Merchant Books; 2009. <http://www.gutenberg.org/files/852/852-h/852-h.htm>

6.

Illeris K. Chapter 3: The processes and dimensions of learning. In: *How We Learn: Learning and Non-Learning in School and Beyond*. Routledge; 2007:22-29.
<https://www-taylorfrancis-com.libproxy.ucl.ac.uk/books/9780203939895>

7.

Holden C, Hicks D. Making global connections: The knowledge, understanding and motivation of trainee teachers. *Teaching and Teacher Education*. 2007;23(1):13-23.
doi:10.1016/j.tate.2006.04.031

8.

Hayes DNA. *Teachers and Schooling Making a Difference: Productive Pedagogies, Assessment and Performance*. Allen & Unwin; 2006.

9.

Leeman Y, Wardekker W. Teacher research and the aims of education. *Teachers and Teaching*. 2014;20(1):45-58. doi:10.1080/13540602.2013.848516

10.

Gregory J. Kelly, Allan Luke and Judith Green. Introduction: What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum. *Review of Research in Education*. 2008;32. <https://www.jstor.org/stable/20185110>

11.

Healey, MickJenkins, Alan. Kolb's Experiential Learning Theory and Its Application in Geography in Higher Education. *Journal of Geography*. 99:5-33.
<https://search.proquest.com/docview/1290502312?accountid=14511>

12.

Shulman. *Pedagogical Content Knowledge (PCK)*. In: *Learning Teaching: Becoming an Inspirational Teacher*. Critical Publishing Ltd; 1986.
<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4067583>

13.

Dewey J. *Democracy and Education*. Merchant Books; 2009.
<http://www.gutenberg.org/files/852/852-h/852-h.htm>

14.

Coffield F, Ecclestone K, Hall E, Moseley D, Learning and Skills Research Centre (Great Britain). *Learning Styles and Pedagogy in Post-16 Learning: A Systematic and Critical Review*. Learning and Skills Research Centre; 2004.

15.

Clarke D, Hollingsworth H. Elaborating a model of teacher professional growth. *Teaching and Teacher Education*. 2002;18(8):947-967. doi:10.1016/S0742-051X(02)00053-7

16.

Carnell E, Lodge C. *Supporting Effective Learning*. Paul Chapman; 2002.
doi:10.4135/9781446220672

17.

Capel SA, Leask M, Younie S, eds. *Learning to Teach in the Secondary School: A Companion to School Experience*. Seventh edition. Routledge; 2016.
<http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4542844>

18.

The primary task of the school. In: *Education : An 'Impossible Profession'? : Psychoanalytic Explorations of Learning and Classrooms / Tamara Bibby*. doi:10.4324/9780203844458

19.

Mirror, mirror on the wall: The Lacanian mirror in the classroom. In: *Education : An 'Impossible Profession'? : Psychoanalytic Explorations of Learning and Classrooms / Tamara Bibby*. 31-44. doi:10.4324/9780203844458

20.

Jürgen Baumert, Mareike Kunter, Werner Blum, Martin Brunner, Thamar Voss, Alexander Jordan, Uta Klusmann, Stefan Krauss, Michael Neubrand and Yi-Miau Tsai. Teachers' Mathematical Knowledge, Cognitive Activation in the Classroom, and Student Progress. *American Educational Research Journal*. 2010;47(1).
<https://www.jstor.org/stable/40645421>

21.

Apple MW. *Educating the Right Way*. Routledge; 2006. doi:10.4324/9780203112847

22.

Apple MW, Apple MW. *Official Knowledge: Democratic Education in a Conservative Age*. 3rd ed. Routledge; 2014. <https://www.taylorfrancis.com/books/9781136706806>

23.

Biggs JB, Tang C, Society for Research into Higher Education. Teaching for quality learning at university: what the student does - Chapter 2. In: *Teaching for Quality Learning at University: What the Student Does*. 4th ed. McGraw-Hill; 2011:16-33.
https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS21166036150004761

24.

Bion WR. *Experiences in Groups, and Other Papers* / W.R. Bion. Tavistock/Routledge; 1989. doi:10.4324/9780203359075

25.

Alexander RJ. *Essays on pedagogy* - Chapter 4. In: *Essays on Pedagogy*. Routledge; 2008. <https://contentstore.cla.co.uk/secure/link?id=cf1566ef-53d1-e811-80cd-005056af4099>

26.

Britzman DP, Pitt AJ. Pedagogy and transference: Casting the past of learning into the presence of teaching. *Theory Into Practice*. 1996;35(2):117-123.
doi:10.1080/00405849609543711

27.

Kathy Carter. Teaching Stories and Local Understandings. *The Journal of Educational Research*. 1995;88(6). <https://www.jstor.org/stable/27541995>

28.

Cranton P. Teaching for Transformation. *New Directions for Adult and Continuing Education* . 2002;2002(93):63-72. doi:10.1002/ace.50

29.

Depaepe F, Verschaffel L, Kelchtermans G. Pedagogical content knowledge: A systematic review of the way in which the concept has pervaded mathematics educational research. *Teaching and Teacher Education*. 2013;34:12-25. doi:10.1016/j.tate.2013.03.001

30.

Bion WR. *Learning from Experience*. New ed. Rowman & Littlefield; 2004.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781461629351>

31.

Eraut M. Schon Shock: a case for refraining reflection-in-action? *Teachers and Teaching*. 1995;1(1):9-22. doi:10.1080/1354060950010102

32.

Freire P, Ramos MB. *Pedagogy of the Oppressed*. Penguin Classics; 2017.

33.

Freire P, Barr RR, Freire AMA. Pedagogy of Hope: Reliving Pedagogy of the Oppressed. Bloomsbury; 2014. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5309736>

34.

Fisher H. Inside The Primary Classroom: Examples of Dissatisfaction Behind A Veil of Compliance. *British Journal of Educational Studies*. 2011;59(2):121-141. doi:10.1080/00071005.2011.567969

35.

Fraser N. Scales of Justice: Reimagining Political Space in a Globalizing World. Polity; 2008. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=1101566&site=ehost-live&scope=site&custid=s8454451>

36.

Frosh S, British Library. Key Concepts in Psychoanalysis. The British Library; 2002.

37.

Giroux HA. Border Crossings: Cultural Workers and the Politics of Education. 2nd ed. Routledge; 2005. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203956502>

38.

Gillborn D. Racism and Education: Coincidence or Conspiracy? Routledge; 2008. doi:10.4324/9780203928424

39.

Giroux HA. Theory and Resistance in Education: Towards a Pedagogy for the Opposition. Rev. and expanded ed. Bergin & Garvey; 2001.

40.

Giroux HA. Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle. *Educational Philosophy and Theory*. 2003;35(1):5-16.
doi:10.1111/1469-5812.00002

41.

Eraut M. Schon Shock: a case for refraining reflection-in-action? *Teachers and Teaching*. 1995;1(1):9-22. doi:10.1080/1354060950010102

42.

Gillborn D. The colour of numbers: surveys, statistics and deficit-thinking about race and class. *Journal of Education Policy*. 2010;25(2):253-276. doi:10.1080/02680930903460740

43.

Gutiérrez R, Dixon-Román E. Beyond Gap Gazing: How Can Thinking About Education Comprehensively Help Us (Re)envision Mathematics Education? In: Atweh B, Graven M, Secada W, Valero P, eds *Mapping Equity and Quality in Mathematics Education*. Springer Netherlands; 2011:21-34. doi:10.1007/978-90-481-9803-0_2

44.

Hatch T. Chapter 2: In The Classroom. In: *Into the Classroom: Developing the Scholarship of Teaching and Learning*. Jossey-Bass; 2005.
<https://contentstore.cla.co.uk/secure/link?id=cd04c4ed-1bf2-e711-80cd-005056af4099>

45.

Hamilton D. Pedagogy and the long course of learning. *Pedagogy, Culture & Society*. 2009;17(1):115-121. doi:10.1080/14681360902742944

46.

Jackson C. Fear in education. *Educational Review*. 2010;62(1):39-52.
doi:10.1080/00131910903469544

47.

Hargreaves E. Assessment for learning and Teacher Learning Communities: UK teachers' experiences. *Teaching Education*. 2013;24(3):327-344.
doi:10.1080/10476210.2012.713931

48.

Kolb DA. *Experiential Learning: Experience as the Source of Learning and Development*. Second edition. Prentice Hall/Safari Learning; 2015.
https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/5qfvbu/UCL_LMS_DS51274416260004761

49.

Jaques D. *Learning in Groups*. 2nd ed. Kogan Page; 1991.

50.

Lewis C. What is the nature of knowledge development in lesson study? *Educational Action Research*. 2009;17(1):95-110. doi:10.1080/09650790802667477

51.

Mills M. The work of Nancy Fraser and a socially just education system. In: *The Handbook of Educational Theories*. Information Age; 2013:1027-1034.
<https://contentstore.cla.co.uk/secure/link?id=17cc019b-69c5-e811-80cd-005056af4099>

52.

Moore A. Chapter 1: Models of Teaching and Learning. In: *Teaching and Learning: Pedagogy, Curriculum and Culture*. 2nd ed. Routledge; 2012:1-32.
doi:10.4324/9780203134061

53.

Fai Pang M. The Use of Learning Study to Enhance Teacher Professional Learning in Hong Kong. *Teaching Education*. 2006;17(1):27-42. doi:10.1080/10476210500527915

54.

Paakkari L, Tynjälä P, Kannas L. Critical aspects of student teachers' conceptions of learning. *Learning and Instruction*. Published online April 2011. doi:10.1016/j.learninstruc.2011.03.003

55.

Scott D, Scott B. *Equalities and Inequalities in the English Education System*. UCL Institute of Education Press; 2018. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5302115>

56.

Obholzer A, Roberts VZ, Tavistock Clinic. The troublesome individual and the troubled institution. In: *The Unconscious at Work: Individual and Organizational Stress in the Human Services*. Routledge; 1994:129-138. doi:10.4324/9780203359860

57.

McGregor G. Engaging Gen Y in schooling: the need for an egalitarian ethos of education. *Pedagogy, Culture & Society*. 2011;19(1):1-20. doi:10.1080/14681366.2010.510803

58.

Eckert P, Goldman S, Wenger E. The school as a community of engaged learners. *Wingspread Journal*. 9(3). <https://web.stanford.edu/~eckert/PDF/SasCEL.pdf>

59.

Lieberman J. Reinventing teacher professional norms and identities: the role of lesson study and learning communities. *Professional Development in Education*. 2009;35(1):83-99. doi:10.1080/13674580802264688

60.

McCann M. Constructive alignment in economics teaching: a reflection on effective

implementation, *Teaching in Higher Education*, 22(3), 336-348. *Teaching in Higher Education*. 2017;22(3):336-348. doi:10.1080/13562517.2016.1248387

61.

Stobart G. *The Expert Learner: Challenging the Myth of Ability*. Open University Press; 2014. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630542>

62.

Kind V. Pedagogical content knowledge in science education: perspectives and potential for progress. *Studies in Science Education*. 2009;45(2):169-204. doi:10.1080/03057260903142285

63.

Stokes, J. The unconscious at work in groups and teams: contributions from Wilfred Bion. In: *The Unconscious at Work: Individual and Organizational Stress in the Human Services*. Routledge; 1994:19-27. doi:10.4324/9780203359860

64.

Watkins C, Carnell E, Lodge C. *Effective Learning in Classrooms*. Paul Chapman; 2007. <http://dx.doi.org/10.4135/9781446211472>

65.

Christ Watkins. Learning, Performance and Improvement. *INSI Research Matters*. 2010;34:1-15. <http://www.chriswatkins.net/publications/>

66.

Wood K. The experience of learning to teach: Changing student teachers' ways of understanding teaching. *Journal of Curriculum Studies*. 2000;32(1):75-93. doi:10.1080/002202700182862

67.

Youdell DC. *School Trouble: Identity, Power and Politics in Education*. Routledge; 2011.
doi:10.4324/9780203839379

68.

Webb NM, Farivar SH, Mastergeorge AM. *Productive Helping in Cooperative Groups Theory into Practice*. *Theory Into Practice*. 2002;41(1). doi:10.1207/s15430421tip4101_3

69.

White J. *Exploring Well-Being in Schools: A Guide to Making Children's Lives More Fulfilling*. Routledge; 2011.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203815540>

70.

Capel SA, Leask M, Younie S, eds. *Learning to Teach in the Secondary School: A Companion to School Experience*. 8th Edition. Routledge; 2019.
<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5750606>.

71.

Gearon L. *Learning to Teach Citizenship in the Secondary School: A Companion to School Experience*. 3rd ed. Routledge; 2015.
<https://www.taylorfrancis.com/books/9781317596400>

72.

Carnell E, Lodge C. Chapter 2: *Learning in the Classroom*. In: *Supporting Effective Learning*. Paul Chapman; 2002. <http://sk.sagepub.com/books/supporting-effective-learning>

73.

Fisher H. *Inside The Primary Classroom: Examples of Dissatisfaction Behind A Veil of Compliance*. *British Journal of Educational Studies*. 2011;59(2):121-141.
doi:10.1080/00071005.2011.567969

74.

Illeris K. Chapter 3: The processes and dimensions of learning pp. 22-29. In: How We Learn . Routledge; 2007. doi:10.4324/9780203939895

75.

White J. Part II: Education for well-being: The way forward. In: Exploring Well-Being in Schools: A Guide to Making Children's Lives More Fulfilling. Routledge; 2011:113-145. <https://www.vlebooks.com/Product/Index/1995635?page=0&startBookmarkId=-1>

76.

International Journal of Educational Development.
<https://www.sciencedirect.com/journal/international-journal-of-educational-development>

77.

Resources | International Bureau of Education.
http://www.ibe.unesco.org/en/resources?search_api_views_fulltext=%22

78.

Baines E, Blatchford P, Webster R. The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. *Education 3-13*. 2015;43(1):15-29. doi:10.1080/03004279.2015.961689

79.

Biggs, John. Enhancing Teaching through Constructive Alignment. *Higher Education*. 32(3). <https://www.jstor.org/stable/3448076>

80.

Blatchford P, Kutnick P, Baines E, Galton M. Toward a social pedagogy of classroom group work. *International Journal of Educational Research*. 2003;39(1-2):153-172. doi:10.1016/S0883-0355(03)00078-8