

## Publications and Presentations

updated April 2009



---

## Publications

### Books

- Entwistle, N. J. (2009) *Teaching for understanding at university: Deep approaches and distinctive ways of thinking*. Basingstoke: Palgrave Macmillan.
- Entwistle, N. J., & Tomlinson, P. (Eds.). (2007). *Student learning and university teaching*. British Journal of Educational Psychology Monograph Series II, Number 4. Leicester: British Psychological Society.
- Land, R., Meyer J.H.F and Smith, J. (eds.) (2007) *Threshold Concepts within the Disciplines*. Rotterdam: Sense Publishers
- Meyer, J.H.F. and Land, R. (eds.) (2006) *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. Oxford: RoutledgeFalmer.

### Book Chapters

- Entwistle, N. J. (2003). Enhancing teaching-learning environments to encourage deep learning. In E, De Corte (Ed.) *Excellence in Higher Education*. London: Portland Press.
- Entwistle, N. J. (2007). Research into student learning and university teaching. In N. Entwistle & P. Tomlinson (Eds.). (2007). *Student learning and university teaching*. British Journal of Educational Psychology Monograph Series II, Number 4. Leicester: British Psychological Society. pp. 1-18.
- Entwistle, N. J. (2008). Threshold concepts and transformative ways of thinking within research into higher education. In R. Land, J. H. F. Meyer, & J. Smith (Eds.) *Threshold concepts within the disciplines*. Rotterdam: Sense Publishers.
- Entwistle, N. J., & McCune, V. (2009). The disposition to understand for oneself at university and beyond: Learning processes, the will to learn, and sensitivity to context. In L-F. Zhang & R. J. Sternberg (Eds.), *Perspectives on the nature of intellectual styles*. New York: Springer (in press).

- Entwistle, N. J., McCune, V. and Hounsell, J. (2003) Investigating ways of enhancing university teaching-learning environments: measuring students' approaches to studying and perceptions of teaching. In: E. De Corte, L. Verschaffel, N. Entwistle, & J. van Merriënboer, (Eds.) *Unravelling basic components and dimensions of powerful learning environments*. Oxford: Elsevier Science. pp. 89-107.
- Entwistle, N. J., McCune, V. and Scheja, M. (2006). Student learning in context: understanding the phenomenon and the person. In: L. Verschaffel, F. Dochy, M. Boekaerts and S. Vosniadou (eds.) *Instructional psychology: Past, present and future trends*. Oxford: Elsevier Science, pp. 131-148
- Entwistle, N. J., Nisbet, J. and Bromage, A. (2005). Teaching-learning environments and student learning in electronic engineering. In L. Verschaffel, E. De Corte, G. Kanselaar and M. Valcke (Eds.) *Powerful Environments for Promoting Deep Conceptual and Strategic Learning*. Studia Paedagogica 41. Leuven: Leuven University Press. pp.175-198.
- Hounsell, D. and Anderson, C. (2008). 'Ways of thinking and practicing in biology and history. Disciplinary aspects of teaching and learning environments.' in : Kreber, C., ed. *The University and Its Disciplines: Teaching and Learning within and beyond Disciplinary Boundaries*. London: Routledge. pp. 71-83
- Hounsell, D. and Hounsell, J. (2007) Teaching-Learning Environments in Contemporary Mass Higher Education. In: N. Entwistle and P. Tomlinson (eds) *Student Learning and University Teaching*. BJEP Monograph Series II, 4, pp. 91-111.
- Reimann, N., and I. Jackson (2006) Threshold concepts in economics: a case study. In: Meyer, E., and R. Land (eds) *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. RoutledgeFalmer. pp. 115-133
- Reimann, N. (2008) Exploring Disciplinarity in Academic Development: Do "Ways of Thinking and Practicing" Help Higher Education Practitioners to Think about Learning and Teaching? In: Kreber, C., (ed.) *Teaching and learning within and beyond disciplinary boundaries*. London: Routledge. pp. 84-95

## Refereed Journal Articles

- Anderson, C. and Day, K. (2005) Purposive environments: engaging students in the values and practices of history. *Higher Education* Vol. 49, pp. 319-343
- Anderson, C. and Day, K. with Michie, R. and Rollason, D. (2006) Engaging with historical source work: practices, pedagogy, dialogue. *Arts and Humanities in Higher Education*, 5 (3), pp. 243-263
- Anderson, C. and Hounsell, D. (2007). Knowledge practices: 'doing the subject' in undergraduate courses. *The Curriculum Journal*. 18 (4), pp.463-478
- Bromage, A. and Whitaker, P. (2005) Frission chips: perceived relevance and microprocessor systems. *International Journal of Electrical Engineering Education*. Vol. 42, No. 1, pp.21-29
- Entwistle, N. (2005) Enhancing teaching-learning environments in undergraduate courses in electronic engineering: an introduction to the ETL Project. *International Journal of Electrical Engineering Education*. Vol. 42, No. 1, pp. 1-7
- Entwistle, N. (2005). Learning outcomes and ways of thinking across contrasting disciplines and settings in higher education. *The Curriculum Journal* Vol. 16, No. 1, pp. 67-82

- Entwistle, N., Chapman, R., Gachagan, A. Hamilton, A., Hayward, G., Kelly, R.G. and Nisbet, J. (2005) Teaching and learning analogue electronics in undergraduate courses: preliminary findings from the ETL Project. *International Journal of Electrical Engineering Education*. Vol. 42, No. 1, pp.8-20
- Entwistle, N. and McCune, V. (2004) The conceptual bases of study strategy inventories in higher education. *Educational Psychology Review*, 16(4), 325-346.
- Entwistle, N. and Peterson, E. (2004). Conceptions of learning and knowledge in higher education: relationships with study behaviour and influences of learning environments. *International Journal of Educational Research*. 41 (6), p.407-428
- Hounsell, D., McCune, V., Hounsell, J. and Litjens, J. (2008) The quality of guidance and feedback to students. *Higher Education Research and Development*, 27 (1), pp. 55-67
- McCune, V. (2004). Å fremme høykvalitetslæring: Perspektiver fra ETL-prosjektet. (Promoting High-Quality Learning: Perspectives from the ETL Project.) *UNIPED* 27(2), 4-25/
- McCune, V. (in press). Final year biosciences students' willingness to engage: Teaching-learning environments, authentic learning experiences and identities. *Studies in Higher Education*
- McCune, V. and Hounsell, D. (2005) The development of students' ways of thinking and practising in three final-year biology courses. *Higher Education*. Vol. 49, pp. 255-289
- Meyer, J.H.F. and Land, R. (2005) Threshold Concepts and Troublesome Knowledge (2): epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*. Vol. 49, pp. 373-388
- Nisbet, J., Entwistle, N., McQuillin, B. and Robinson, I. (2005) Staff and student perceptions of the teaching-learning environment: a case study. *International Journal of Electrical Engineering Education*. Vol. 42, No. 1, pp. 30-40
- Reimann, N. (2004) First Year Teaching-Learning Environments in Economics. *International Review of Economics Education*. Vol. 3, No. 1, pp. 9-38.

## Reports

- Anderson, C. and Day, K. (2005) Enhancing Learning and Teaching in History: A Digest of Research Findings and their Implications. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Anderson, C. and Day, K. (2005) Subject Overview Report: History. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N. (2003) Concepts and Conceptual Frameworks Underpinning the ETL Project. ETL Project Occasional Report, No. 3. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N., McCune, V. and Hounsell, J. (2002) Approaches to Studying and Perceptions of University Teaching-Learning Environments: Concepts, Measures and Preliminary Findings. ETL Project Occasional Report, No. 1. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)

- Entwistle, N. (2005) Enhancing Learning and Teaching in Electronic Engineering: A Digest of Research Findings and their Implications. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N., Nisbet, J. and Bromage, A. (2005) Subject Overview Report: Electronic Engineering. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Hounsell, D. and McCune, V. (2002) Teaching-Learning Environments in Undergraduate Biology: Initial Perspectives and Findings. ETL Project Occasional Report, No. 2. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Hounsell, D., McCune, V., Hounsell, J. and Litiens, J. (2005) Subject Overview Report: Biosciences. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Hounsell, D., McCune, V. and Hounsell, J. (forthcoming) Enhancing Learning and Teaching in Biosciences: A Digest of Research Findings and their Implications. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Hounsell, D et al. (2005) *Enhancing Teaching-Learning Environments in Undergraduate Courses: End-of-Award Report to ESRC on project L139251099*. Universities of Edinburgh, Durham and Coventry: ETL Project. <http://www.ed.ac.uk/etl/publications>
- Land, R., Reimann, N. and Meyer, J. (2005) Enhancing Learning and Teaching in Economics: A Digest of Research Findings and their Implications. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Meyer, J. and Land, R. (2003) Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines. ETL Project Occasional Report, No. 4. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Reimann, N., Land, R. and Meyer, J. (2005) Subject Overview Report: Economics. ETL Project. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)

### Published Conference Papers

- Anderson, C. and Day, K. (2005) University History Teaching: Disciplinary Distinctiveness, Design and Dialogue. Paper presented at the History in British Education Conference, London, 14-15 February 2005. [www.history.ac.uk/education/conference/andersonday.html](http://www.history.ac.uk/education/conference/andersonday.html)
- Beaty, E. and Land, R. (2003) The ETL Project – identifying high quality learning in specific disciplinary contexts. *Research and Development in Higher Education*, Proceedings of the Higher Education Research and Development Society of Australasia Conference, Vol. 25.
- Bromage, A. and Whitaker, P. (2004) Frission Chips: Perceived Relevance and Microprocessor Systems. Paper presented at the University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N. J. (2003) University Teaching-Learning Environments and Their Influences on Student Learning: An Introduction to the ETL Project. Paper presented at the European Association for Research on Learning and Instruction (EARLI) conference, Padova, 26-30 August 2003. Paper also presented at the British Educational Research Association (BERA) conference, Heriot-Watt University, Edinburgh, 11-13 September 2003. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)

- Entwistle, N. J. (2004) Enhancing Teaching-Learning Environments in Undergraduate Courses in Electronic Engineering: An Introduction to the ETL Project. Paper presented at the University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N. J. (2006). Ways of thinking and ways of teaching across contrasting subject areas. Paper accepted for the ISL2005 conference on 'Improving Student Learning by Assessment', September 2005 (not presented due to illness), but accepted for Education-on-line at <http://www.leeds.ac.uk/educol/documents/156501.htm>
- Entwistle, N. J. (2008). Taking stock: teaching and learning research in higher education. Review prepared for an international symposium on "Teaching and Learning Research in Higher Education", Guelph, Ontario, April, 25-26, 2008. (Publication details being negotiated.)
- Entwistle, N., Chapman, R., Gachagan, T., Hamilton, A., Hayward, G., Kelly, R. and Nisbet, J. (2004) Teaching and Learning Analogue Electronics in Undergraduate Courses: Preliminary Findings from the ETL Project. Paper presented at the University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Entwistle, N., Nisbet, J. and Bromage, A. (2004) Teaching-Learning Environments and Student Learning in Electronic Engineering. Paper presented at the Third Workshop of the European Network on Powerful Learning Environments, Brugge, 30 September - 2 October 2004. [www.ed.ac.uk/etl](http://www.ed.ac.uk/etl)
- Hounsell, D. and Anderson, C. (2005) Ways of Thinking and Practising in Biology and History: Disciplinary Aspects of Teaching-Learning Environments. Paper presented at the Higher Education Colloquium, 'Teaching and Learning within the Disciplines', University of Edinburgh, 10-11 June 2005. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Hounsell, D. and McCune, V. (2004) The Development of Ways of Thinking and Practising in Three Final-Year Biology Courses. Paper presented at the Second Biannual Northumbria/EARLI SIG Assessment Conference: Assessment 2004: Beyond Intuition, Bergen, 23-25 June 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Land, R. (2008) Asking for trouble: speed, slow time and troublesome knowledge in the 21st century academy. In: C. Rust (ed.) Improving Student Learning: for what?. Proceedings of the 14th Improving Student Learning Conference. Oxford: OCLSD.
- Land, R., Cousin, G., Meyer, J.H.F. and Davies, P. (2005) 'Threshold Concepts and Troublesome Knowledge (3): implications for course design and evaluation. In: C. Rust (ed.). Improving Student Learning: Diversity and Inclusivity. Proceedings of the 12th Improving Student Learning Conference. Oxford: OCLSD.
- McCune, V. (2003) Promoting High-Quality Learning: Perspectives from the ETL Project. Paper presented at the Norwegian Network in Higher Education 14th Conference on University and College Pedagogy, Fredrikstad, 22-23 October 2003. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- McCune, V. (2007) Final-year biosciences students' willingness to engage: teaching-learning environments, authentic learning experiences and identities. Paper presented at the EARLI 12th Biennial Conference, 28 August - 1 Sept, Budapest. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)

- McCune, V., Hounsell, D. and Nisbet, J. (2003) Final-Year Biology Courses as Teaching-Learning Environments. Paper presented at the European Association for Research on Learning and Instruction (EARLI) conference, Padova, 26-30 August 2003. Paper also presented at the British Educational Research Association (BERA) conference, Heriot-Watt University, Edinburgh, 11-13 September 2003. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- McCune, V., Hounsell, D. Hounsell, J. and Litjens, J. (2005) Enhancing Guidance and Feedback to Students: Findings on the Impact of Evidence-Informed Initiatives. Paper presented at the European Association for Research in Learning and Instruction (EARLI) 11th Biennial Conference, Nicosia, 23-27 August 2005. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- McCune, V. and Reimann, N. (2003) The Enhancing Teaching-Learning Environments in Undergraduate Courses Project: early findings. In: Rust, C. (ed.) *Improving Student Learning: Theory and Practice – 10 Years On*. Proceedings of the 10th Improving Student Learning Conference. Oxford: OCLSD.
- Meyer, J.H.F. and Land, R. (2003) Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising within the disciplines (1). In: C. Rust (ed.) *Improving Student Learning: Theory and Practice – 10 Years On*. Proceedings of the 10th Improving Student Learning Conference. pp. 412-424. Oxford: OCLSD.
- Nisbet, J., Entwistle, N., McQuillin, B. and Robinson, I. (2004) Staff and Student Perceptions of the Teaching-Learning Environment: A Case Study. Paper presented at the University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Reimann, N. (2003) First Year Teaching-Learning Environments in Economics. Paper presented at the European Association for Research on Learning and Instruction (EARLI) conference, Padova, 26-30 August 2003. Paper also presented at the British Educational Research Association (BERA) conference, Heriot-Watt University, Edinburgh, 11-13 September 2003. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Reimann, N. (2005) 'Aligning teaching-learning environments with students – a new perspective on constructive alignment in the light of student diversity'. In: C. Rust (ed.). *Improving Student Learning: Diversity and Inclusivity*. Proceedings of the 12th Improving Student Learning Conference. Oxford: OCLSD.
- Reimann, N. and Xu, R. (2005) Introducing multiple choice alongside short answer questions into the end-of-year examination: the impact on student learning in first year Economics. Paper presented at the European Association for Research in Learning and Instruction (EARLI) 11th Biennial Conference, Nicosia, 23-27 August 2005. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)
- Reimann, N. and Xu, R. (2006) Making changes to the examination: introducing multiple choice and its impact on first year Economics. Paper presented at the Third Biennial Joint Northumbria/EARLI SIG Assessment Conference, August 30 – September 1, 2006 Redwood Hall, County Durham. [http://northumbria.ac.uk/cetl\\_afl/assessment2006/](http://northumbria.ac.uk/cetl_afl/assessment2006/)
- Reimann, N. (2006) Perspectives on assessment: student (non-)engagement with seen examination questions. Paper presented at the Higher Education Close Up 3 Conference, 24-26 July 2006, Lancaster University. [www.lancs.ac.uk/fss/events/hecu3/index.htm](http://www.lancs.ac.uk/fss/events/hecu3/index.htm)
- Xu, R. (2004) Chinese Mainland Students' Experiences of Teaching and Learning at a Chinese University: Some Emerging Findings. Paper presented at the BERA 2004 Conference, UMIST, Manchester, 15-18 September 2004. [www.ed.ac.uk/etl/publications.html](http://www.ed.ac.uk/etl/publications.html)

## Other

- Entwistle, N. and Hounsell, D. (2008) Stay Loyal to Subjects – They, and students, are all individual. TLRP Poster.
- Hounsell, D. (2004) Enhancing Teaching-Learning Environments: An Update on the ETL Project. HERDSA News
- Hounsell, D. (2005) What Makes for High Quality Learning in Biology? Centre for Bioscience Bulletin 14, Spring 2005, p.2
- Hounsell, D. and Entwistle, N. (2002) Enhancing Teaching-Learning Environments in Undergraduate Courses. TLRP Poster.
- Hounsell, D. and Entwistle N. (2007) *Learning and Teaching at University: The Influence of Subjects and Settings*. (Teaching and Learning Research Briefings, no. 31). London: ESRC Teaching and Learning Research Programme. <http://www.tlrp.org/pub/index.html>
- Land R and Meyer J H F (2007) Stop the conveyor belt, I want to get off. Times Higher Education Supplement, August 17.
- McCune, V. (2003) The Enhancing Teaching-Learning Environments in Undergraduate Courses (ETL) Project: implications for educational developers *Educational Developments*, Vol. 4, No. 1, pp.1-2
- Tierney, A. (2003/04) 'Level One Biology Pertussis Assignment: Feedback in Problem Based Learning (PBL) Sessions'. Entry in: SENLEF Project Case Studies, <http://www.ltsn.ac.uk/genericcentre/senlef>.
- 

## Project Dissemination Workshops and Seminars

- ETL Project. Academic Development and the Enhancement of Teaching-Learning Environments. University of Coventry, 3 June 2005
- HEA Centre for Bioscience and ETL Project. First and Final Years in Undergraduate Biology: What Makes for High Quality Learning? Seminar, University of Edinburgh, 26 May 2005
- HEA Centre for Bioscience and ETL Project. First and Final Years in Undergraduate Biology: What Makes for High Quality Learning? Seminar, University of Bath, 2 June 2005
- HEA Engineering Subject Centre and ETL Project. Improving the Student Experience of Learning Electronics. Seminar, University of Edinburgh, 11 May 2005
- HEA Centre for History, Classics and Archaeology and ETL Project. Disciplinary Perspectives on Research about History Teaching and Learning in Higher Education: Issues and Opportunities, Symposium, University of Edinburgh, 23 - 24 June 2005
-

## **Presentations 2009**

Entwistle, N. J. (2009). Understanding student learning: Guiding university teaching and e-learning. Conference of the National Conference of University Professors. London, 25<sup>th</sup> February, 2009.

---

## **Presentations 2008**

Entwistle, N. J. (2008). Influences on student learning and understanding at university. Plenary paper delivered at the EIGER conference, King's College London, 25<sup>th</sup> June, 2008.

Entwistle, N. J. (2008). Integrating new perspectives on teaching and learning in higher education. Annual conference of the Society for Research into Higher Education, Liverpool, 9-11<sup>th</sup> December, 2008.

Hounsell, D. (2008) 'What's distinctive about first-year undergraduate courses as teaching-learning environments? Some empirical findings'. Paper presentation, Does Teaching and Learning Translate?: Learning Across the U21 Network, Universitas 21 Conf, Univ Glasgow (21-22 Feb)

Hounsell, D. (2008) 'Knowing and doing the subject: undergraduate learning in two contrasting disciplines'. Invited Higher Educ Seminar, Dept Educ, Univ Oxford (4 Mar)

Hounsell, D. (2008) 'Learning and teaching contexts: How do first- and final-year undergraduate courses compare?'. Invited keynote address. The Teaching-Research Interface: Implications for Practice in HE and FE, HE Academy Educ Subj Centre-ESCalate/CRL/ESRC-TLRP Conf Univ Stirling, (29-30 Apr)

McCune, V. (2008) 'Cultivating the disposition to understand in higher education.' Invited keynote address at the European Learning Styles Information Network 13th Annual Conference, 23-25 June, Ghent, Belgium.

McCune, V. (2008) 'Understanding final year biosciences students' willingness to engage: Insights from the ETL Project.' Invited research seminar given at The University of Liverpool, 29 May 2008, Liverpool, UK.

McCune, V. (2008) 'Teaching-learning environments and student learning in higher education: Key findings from the ETL project.' Invited research seminar given at The University of Liverpool, 29 May, 2008, Liverpool, UK.

---

## **Presentations 2007**

Day, K., Anderson, C. and MacDonald, C. (2007) Perspectives on the dynamics of collaboration between Higher Education researchers and practitioners: a case study from the history strand of the ETL Project. Paper presented at the 12<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, 28 August - 1 September 2007, Budapest, Hungary.



- McCune, V. (2007) Final year biosciences students' willingness to engage: teaching-learning environments, authentic learning experiences and identities. Paper presented as part of the Invited Symposium of the Higher Education Special Interest Group at the 12<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction, 28 August - 1 September 2007, Budapest, Hungary.
- McCune, V. (2007) Understanding biosciences students' willingness to engage with their studies: Teaching-learning environments and student identities. Invited research seminar at The University of Helsinki, 24 October, 2007, Helsinki, Finland.
- McCune, V. (2007) Understanding students' willingness to engage: Teaching-learning environments, authentic learning experiences and identities. Invited research seminar at Northumbria University, 31 October, Newcastle Upon Tyne, UK.
- 

## **Presentations 2006**

- Day, K. and Anderson, C. (2006) Teaching and learning in large first-year History modules: some challenges and approaches. Paper presented at the Eighth Annual Conference for the Development of Teaching and Learning in History. Oxford. April 2006.
- Hounsell, D. (2006) Using Research Evidence to Review and Enhance Teaching and Learning. 1st Pedagogical Research in Higher Education Conference, Liverpool, 2-3 May 2006
- Day, K. (2006) Creating and sustaining effective learning environments. Keynote Address. All Ireland Society for Higher Education (AISHE) Conference. NUI Maynooth. September 2006.
- Day, K. and Anderson, C. (2006) Disciplinary and general challenges and strategies in first year courses. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference. Washington, D.C., November 2006.
- Day, K. and Anderson, C. (2006) Discipline, design and dialogue. Paper presented at the International Society for the Scholarship of Teaching and Learning Conference. Washington, D.C., November 2006.
- Hounsell, D. (2006) The Pursuit of Learning: Investigating and Enhancing Undergraduate Courses as Teaching-Learning Environments. Institute of Education, University of Oslo, 19-20 October 2006
- Hounsell, D. (2006) Research-led Approaches to Assessment in the Disciplines. Vice-Chancellors Colloquium on Teaching and Learning, University of Melbourne, 5 December 2006
- Hounsell, D. (2006) Teaching, Learning and Assessment in the Biological Sciences. Enhancing Assessment in the Biological Sciences Seminar, University of Melbourne 7 December 2006 and St. George's College, University of Western Australia, 12 December 2006
- Reimann, N. and Xu, R. (2006) Making changes to the examination: introducing multiple choice and its impact on first year Economics. Paper presented at the Third Biennial Joint Northumbria / EARLI SIG Assessment Conference, August 30 – September 1, 2006 Redwood Hall, County Durham [http://northumbria.ac.uk/cetl\\_afl/assessment2006/](http://northumbria.ac.uk/cetl_afl/assessment2006/)
- Reimann, N. (2006) Perspectives on assessment: student (non-)engagement with seen examination questions. Paper presented at the Higher Education Close Up 3 Conference, 24-26 July 2006, Lancaster University. [www.lancs.ac.uk/fss/events/hecu3/index.htm](http://www.lancs.ac.uk/fss/events/hecu3/index.htm)

---

## Presentations 2005

- Anderson, C. and Day, K. (2005) University History Teaching: Disciplinary Distinctiveness, Design and Dialogue. History in British Education Conference, London University, 14-15 February 2005
- Anderson, C. and Day, K. (2005) Engaging Undergraduate Students with Ways of Thinking and Practising in History: some findings from the ETL Project. HEA History and Classics Subject Centre Conference, Oxford, 6-8 April 2005.
- Day, K., Anderson, C. and MacDonald, C. (2005) Designed or Emerging Dialogue?: researcher and disciplinary practitioner perspectives on the dynamics of collaborating in a Higher Education project. European Conference on Educational Research (ECER), University College Dublin, 7-10 September 2005
- Day, K. and Anderson, C. (2005) Disciplinary Purposes in University History Teaching and Learning: Perspectives from the ETL Project. International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Vancouver, 14-16 October 2005.
- Entwistle, N. (2005). Research into student learning and university teaching. (Introductory paper). British Journal of Educational Psychology Conference 2005, University of Edinburgh, 19-20 May 2005
- Entwistle, N. (2005) Teaching and Learning in Diverse University Settings: Initial Findings from the ETL Project. Centre for Research on Lifelong Learning Conference: What a Difference Pedagogy Makes, University of Stirling, 24-26 June 2005
- Entwistle, N. (2005). Enhancing teaching-learning environments in contrasting subject areas. Annual conference of the Higher Education Academy, Edinburgh, June 28-30. 2005.
- Entwistle, N. (2005). Ways of thinking and ways of teaching across contrasting subject areas. ISL2005 conference on "Improving Student Learning by Assessment". Paper written but not presented due to illness.
- Entwistle, N. (2005) Emerging patterns of relationships between experiences of teaching and approaches to studying. Colloquium: Students' Perceptions and Approaches to Studying, Centre for Research in Education and Educational Technology, Open University, 10 November 2005.
- Hounsell, D. (2005) Congruence and Contextual Influences on Learning in Undergraduate Courses. British Journal of Educational Psychology Conference 2005, University of Edinburgh, 19-20 May 2005
- Hounsell, D. (2005) Teaching-Learning Environments in an Era of Mass Higher Education. Keynote Address, Higher Education Research and Development Society of Australasia (HERDSA) Conference 2005, University of Sydney, 3-6 July 2005.
- Hounsell, D. (2005) Undergraduate Courses as Teaching-Learning Environments. Keynote Address, European Association for Research on Learning and Instruction (EARLI) 11th Biennial Conference, University of Cyprus, 23-27 August 2005

- Hounsell, D. (2005) The Role of Assessment and Feedback to Students in Bringing About High-Quality Learning. Higher Education Academy Network for Hospitality, Leisure, Sport and Tourism Conference on Assessment, Oxford, 14 September 2005
- Hounsell, D. (2005) Undergraduate Learning and Teaching in an Age of Mass Higher Education. City Higher Education Seminar Series, City University, 9 November 2005
- Hounsell, D. (2005) Undergraduate Learning and Teaching in an Age of Mass Higher Education. Glasgow Caledonian University, 12 October 2005
- Hounsell, D. and Anderson, C. (2005) Disciplinary Aspects of Teaching-Learning Environments. Higher Education Colloquium, University of Edinburgh, 10-11 June 2005
- Hounsell, D. and Litjens, J. (2005) Pros and Cons of Group Interviews with Students. Methods and Methodologies in Teaching and Learning Research ESCC/TLRP RCBN Conference, Cardiff, 22 February 2005
- Hounsell, D., Litjens, J. and Todd, C. (2005) First and Final-year Courses in Undergraduate Biosciences as Teaching-Learning Environments. Science Teaching and Learning Conference, University of Warwick, 27-28 June 2005.
- Land R (2005) Teaching, Professionalisation and the Changing Landscape of HE. Keynote Address, Annual Teaching and Learning Conference, Nottingham University, 11 January 2005
- Land R (2005) Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge, Institute for the Advancement of University Learning, Oxford University, 3 February 2005
- Meyer, J.H.F. and Land, R. (2005) Overcoming barriers to student learning: Threshold concepts and troublesome knowledge. European Association for Research on Learning and Instruction (EARLI) 11th Biennial Conference, University of Cyprus, 23-27 August 2005
- McCune, V., Hounsell, D., Hounsell, J. and Litjens, J. (2005) Enhancing Guidance and Feedback to Students: Findings on the Impact of Four Evidence-Informed Initiatives. European Association for Research on Learning and Instruction (EARLI) 11th Biennial Conference, University of Cyprus, 23-27 August 2005
- Reimann, N. and Xu, R. (2005) Introducing Multiple Choice Alongside Short Answer Questions into the End-of-year Examination: the Impact on Student Learning in First Year Economics. European Association for Research on Learning and Instruction (EARLI) 11th Biennial Conference, University of Cyprus, 23-27 August 2005
- 

## **Presentations 2004**

- Anderson, C., Day, K., Michie, R. and Rollason, D. (2004) History Sources in Course Context. Keynote Address. LTSN Conference for the Development of Teaching and Learning in History, Oxford, 14-16 April 2004.

- Anderson, C. and Day, K. (2004) Engaging Students within Teaching-Learning Environments: Perspectives from History. TLA Centre, University of Edinburgh: 9th Annual Course Organisers Forum., Edinburgh, 20 May 2004
- Anderson, C., Day, K. and MacDonald, C. (2004) Practitioner and research perspectives on a higher education collaborative initiative. SERA Annual Conference, Perth, 25-27 November 2004..
- Anderson, C. and Day, K. (2004) Disciplined Environments: Conceptualising University Learning-Teaching Environments. ECER Conference on Educational Research, University of Crete, 22-25 September 2004.
- Bromage, A. and Whittaker, P. (2004) Frisson Chips: Curriculum Development in Microprocessor Systems. University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004
- Day, K. (2004) What Can We Learn From Our Students? Experiences from the ETL Project. CHERI: The Role of Students in Quality Assurance Seminar, London, 28 April 2004.
- Day, K. and Anderson, C. (2004) Engaging with the Purposes of Undergraduate History: Challenges and Processes. ECER Conference on Educational Research, University of Crete, 22-25 September 2004.
- Entwistle, N. (2004) Teaching-learning Environments to Support Deep Learning in Contrasting Subject Areas. Plenary address, LTSN Business Education Annual Conference 2004: Reflection on Teaching: The Impact on Learning. Edinburgh, 14-16 April 2004.
- Entwistle, N. (2004) Teaching-learning Environments to Support Deep Learning in Contrasting Subject Areas. Centre for Policy Studies in Education, University of Leeds, 15 April 2004.
- Entwistle, N. (2004) Conceptions of Learning and Teaching at University: Relationships with Study Strategies and Understanding. Plenary address, 4<sup>th</sup> European Symposium of EARLI SIG on Conceptual Change: Conceptual Change: Philosophical, Historical, Psychological and Educational Approaches. Delphi, Greece, 19-23 May, 2004.
- Entwistle, N. (2004) Enhancing Teaching-Learning Environments in Undergraduate Courses: The ETL Project. University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004
- Entwistle, N. (2004) Teaching and Learning in Diverse University Settings: Conceptual Frameworks and Empirical Findings. Plenary address, EARLI SIG Higher Education Conference: Optimising Learning Environments in Higher Education, Karolinska Institute & Baltic Cruise ship, Stockholm, 18-21 June, 2004.
- Entwistle, N. (2004) Teaching-Learning Environments to Support Deep Learning'. Keynote address, Professional Development Conference for Teachers in Higher Education, University of Staffordshire, 29 June, 2004.
- Entwistle, N. (2004) Approaches to Studying and Levels of Understanding: Influences and Responsibilities. Plenary paper to be given to a conference on 'Enhancing Generic Learning Skills in First-Year University Students' at University College, Dublin, 11 November, 2004.

- Entwistle, N. (2004) Teaching and Learning in Diverse University Settings: analytic frameworks for integrating different data sources. Paper given at the TLRP Annual Conference, Cardiff, 22-24 November 2004.
- Entwistle, N., Hamilton, A., Kelly, R., Nisbet, J., Chapman, R. and Hayward, G. (2004) Teaching and Learning Analogue Electronics: Developing Analytic Skills and Intuitive Understanding. University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004
- Entwistle, N., Nisbet, J. and Bromage, A. (2004) Teaching-Learning Environments and Student Learning in Electronic Engineering. 3<sup>rd</sup> Workshop of the European Network on Powerful Learning Environments: Designing Powerful Learning Environments to promote Deep Conceptual and Strategic Learning in Major Curricular Domains. Brugge, 30 September – 2 October, 2004
- Hounsell, D. (2004) Undergraduate Courses as Teaching-Learning Environments EUA/IUQB Conference: Learning in the Europe of Knowledge. National University of Ireland, Galway, 6-7 February 2004.
- Hounsell, D. (2004) Understanding First- and Final-Year Courses as Teaching-Learning Environments. University of Glasgow Teaching and Learning Service Seminar, 17 November 2004.
- Hounsell, D. and McCune, V. (2004) The Development of Students' Ways of Thinking and Practising in Three Final-Year Biology Courses. TLA Centre, University of Edinburgh: 9th Annual Course Organisers Forum., Edinburgh, 20 May 2004
- Hounsell, D. and McCune, V. (2004) Assessment and the Development of Ways of Thinking and Practising in Three Final-Year Biology Courses. Second Biannual Northumbria / EARLI SIG Assessment Conference : Assessment 2004: Beyond Intuition. Bergen, 23-25 June 2004.
- Land R (2004) Threshold Concepts and Troublesome Knowledge, M1/M69 Group Annual Event, Warwick University 19 February 2004
- Land R (2004) Threshold Concepts and Troublesome Knowledge, Higher Education Seminar, Centre for Academic Practice, Warwick University 27 February 2004
- Land R (2004) Threshold Concepts and Troublesome Knowledge, Educational Development Lecture series, Napier University Edinburgh 8 March 2004
- Land R (2004) Threshold concepts and troublesome knowledge: Implications for curriculum design and evaluation. Keynote Address, Annual Symposium on Learning & Teaching, School of Health and Social Sciences, Coventry University 11 March 2004
- Land R, Cousin G, Meyer J H F and Davies, P (2004) Threshold concepts and troublesome knowledge (3): Implications for curriculum design and evaluation . *Improving Student Learning –Diversity and Inclusivity* Birmingham 6-8 September 2004
- Meyer, J.H.F. (2004) Engaging Academics with Variation in their Students' Learning: a Research-based Approach. Symposium, Coventry University, 30 January 2004
- Meyer, J.H.F. and Reimann, N. (2004) Embedding 'Threshold Concepts' in First-Year Economics: Issues of Variation. TLA Centre, University of Edinburgh: 9th Annual Course Organisers Forum., Edinburgh, 20 May 2004
- Meyer, J.H.F. (2004) Threshold Concepts: Episodes of Pre-liminal and Liminal Variation. Symposium, Anglia Polytechnic University, 21 June 2004.

- Nisbet J., Entwistle, N., McQuillan, B. and Robinson, I. (2004) Staff and Student Perceptions of a Teaching-Learning Environment: A Case Study. University of Wolverhampton/LTSN/BEES International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton, 7-9 June 2004
- Nisbet, J. (2004) Staff and Student Perceptions of the Teaching-Learning Environment in One Department of Electronic Engineering: A Case Study. TLA Centre, University of Edinburgh: 9th Annual Course Organisers Forum., Edinburgh, 20 May 2004
- Reimann, N. (2004) Threshold concepts in economics: a case study. TLA Centre, University of Edinburgh: 9th Annual Course Organisers Forum., Edinburgh, 20 May 2004
- Reimann, N. (2004) Aligning Teaching-Learning Environments with Students: a New Perspective on Constructive Alignment in the Light of Student Diversity. ISL Conference, Birmingham, 6-8 September 2004.
- Xu, R. (2004) Chinese Mainland Students' Experiences of Teaching and Learning at a Chinese University: Some Emerging Findings. BERA Annual Conference, Manchester, 15-18 September 2004.
- 

## **Presentations 2003**

- Anderson, C., Day, K. and Foyster, E. (2003) Exploring Learning and Teaching in History: Some Perspectives from the ETL Project. LTSN Conference for the Development of Teaching and Learning in History, Lancaster, 9-11 April 2003.
- Anderson, C. and Day, K. (2003) Making History: Engaging Students in the Values and Practices of a Discipline. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August. Also presented at BERA Annual Conference, Heriot-Watt University, 11-13 September 2003.
- Cousin, G. (2003) Threshold Concepts, Troublesome Knowledge and Learning About Others. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August 2003.
- Cousin G, Davies P Land R and Meyer J H F (2003) Threshold concepts and troublesome knowledge (3): Implications for curriculum design and evaluation. SRHE Conference, Royal Holloway College, University of London. 16 December 2003.
- Entwistle, N. (2003) Enhancing Teaching-Learning Environments in Undergraduate Courses. Scottish Council for Research on Education conference, Dunfermline, 9 May 2003.
- Entwistle, N. and Peterson, E.(2003) Conceptions of Learning and Knowledge in Higher Education: relationships with study behaviour and influences of learning environments, Leuven Network, Antwerp, Netherlands, 15-18 May 2003.
- Entwistle, N. (2003) University Teaching-Learning Environments and their Influences on Student Learning: An Introduction to the ETL Project. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August. Also presented at BERA Annual Conference, Heriot-Watt University, 26-30 September 2003.

- Hounsell, D. (2003) Enhancing Teaching-Learning Environments in Undergraduate Courses. Imagining Higher Education seminar, University of Leicester, 30 April 2003.
- Hounsell, D. (2003) Enhancing Teaching-Learning Environments. Sharing Excellence - Improving Student Learning conference, University of Surrey, 10 June 2003.
- Hounsell, D. (2003) Research and Scholarship in Undergraduate Teaching-Learning Environments. 2nd NTU Conference on Developing Synergies between Teaching and Learning and Research, Nottingham Trent University, 16 December 2003.
- Land R (2003) Threshold Concepts and Troublesome Knowledge: issues in the understanding of discipline-based learning environments. Keynote Address, The Fourth Annual Symposium on Learning & Teaching Development, Brunel University 2 May 2003
- McCune V. (2003) The Enhancing teaching-learning environments in undergraduate courses (ETL) project: introduction and emerging findings. Health Care Education Development Unit, St Bartholomew School of Nursing and Midwifery, City University, London, 24 February 2003.
- McCune, V. (2003) Promoting High Quality Learning: Perspectives from the ETL Project. Norwegian Network in Higher Education 14th Conference on University and College Pedagogy, Fredrikstad, Norway, 23 October 2003.
- McCune, V., Hounsell, D. and Nisbet, J. (2003) Final-Year Biology Courses as Teaching-Learning Environments. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August. Also presented at BERA Annual Conference, Heriot-Watt University, 11-13 September
- Meyer, J.H.F. (2003) Threshold Concepts and Student-centred Teaching. Symposium, Imperial College of Science, Technology and Medicine, London, 4 February and Anglia Polytechnic University, 27 February 2003.
- Meyer, J.H.F. (2003) Threshold Concepts. International Symposium on Approaches to Learning in Accounting Education. University of Sydney, Australia, 17-18 February 2003.
- Meyer, J.H.F. (2003). Some New Perspectives on Teaching and Learning in Economics. Economics LTSN South West & South Wales regional meeting, Bristol, 13 May 2003.
- Meyer, J.H.F. and Land, L.R. (2003) Threshold Concepts and Troublesome Knowledge (2): epistemological and ontological considerations and a conceptual framework for teaching and learning. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August 2003.
- Meyer, J.H.F. and Shanahan, M.P. (2003) The Troublesome Nature of a Threshold Concept in Economics. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August
- Meyer, J.H.F., Land, L.R., Cousin, G. and Davies, P. (2003). Threshold Concepts and Troublesome Knowledge (3): Implications for curriculum design and evaluation. Society for Research into Higher Education annual conference, London, 16-18 December 2003.
- Reimann, N. (2003) Enhancing Teaching-Learning Environments in Undergraduate Courses. Kingston University, 9 April 2003.
- Reimann, N. (2003) First-Year Teaching-Learning Environments in Economics. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August. Also presented at BERA Annual Conference, Heriot-Watt University, 11-13 September 2003.

Reimann, N. and Jackson, I. (2003) Threshold Concepts in Economics: A Case Study. EARLI 10th Biennial Conference, Padova, Italy, 26-30 August 2003.

Reimann, N. and Jackson, I. (2003) Threshold Concepts in Economics: A Case Study. LTSN Developments in Economics and Business Education conference, Heriot-Watt University, 15-16 September 2003.

---

## **Presentations 2002**

Beaty, L. and Land, R. The ETL Project - identifying high quality learning in specific disciplinary contexts. HERDSA Conference, Perth, Australia, 7-10 July 2002

Entwistle, N. Enhancing Teaching-Learning Environments to Encourage Deep Learning. Stockholm, 2002.

Entwistle, N. Key Developments in the ESRC/TLRP Project on Enhancing Teaching-Learning Environments in Undergraduate Courses. TLRP Conference, Huntingdon, September 2002

Entwistle, N. Promoting Deep Learning Through Teaching and Assessment: Conceptual Frameworks and Educational Contexts. TLRP Conference, Leicester, November 2000

Hounsell, D. Enhancing Teaching-Learning Environments in Undergraduate Courses. Society for Research in Higher Education Conference, Glasgow, December 2002.

Hounsell, D. Undergraduate Courses as Teaching-Learning Environments. Invited Lecture, University of Växjö, Sweden, November 2002.

Hounsell, D. Curriculum Alignment in Contemporary UK Higher Education: A Research Perspective. Constructive Alignment in Action: An Imaginative Curriculum Symposium. Learning and Teaching Support Network, London, November 2002

Hounsell, D. Using Research on Assessment in Course Design and Delivery. Learning and Teaching Support Network Generic Centre Conference on Using Pedagogic Research, Birmingham, October 2002.

McCune, V. and Reimann, N. The ETL Project: Early Findings. ISL Conference, Brussels, 3-6 September 2002

Meyer, J.H.F. and Land, R. Threshold Concepts and Troublesome Knowledge. ISL Conference, Brussels, 3-6 September 2002

---