Active learning and learning styles: a selected bibliography

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It is one of a series of bibliographies that were begun in 2005:

1. Active learning and learning styles: a selected bibliography
2. Discipline based approaches to supporting learning and teaching: a selected bibliography
3. Linking research and teaching: a selected bibliography
4. Pedagogic research and development: a selected bibliography
5. The scholarship of teaching and learning: a selected bibliography
6. The scholarship of engagement: a selected bibliography
7. Dissertations and capstone projects: a selected bibliography

For the latest version see: http://www.mickhealey.co.uk/resources

An Invitation: Readers are encouraged to send details of their own favourite references for adding to the list to me at: mhealey@glos.ac.uk. Thanks. Readers new to the topic may find it helpful to start with the references marked with a *


Backx, C (2008)*The use of a case study approach to teaching and group work to promote autonomous learning, transferable skills and attendance, Practice and Evidence of Scholarship of Teaching and Learning in Higher Education 3 (1), 68-83 (www.pestlhe.org.uk).


Gardiner, L.F. 1998: Why we must change: the research evidence, *The NEA Higher Education Journal*, 121-138. [www.nea.org/he/heta00/f00p121.pdf](http://www.nea.org/he/heta00/f00p121.pdf)


Healey, M. 2010. *Annotated references on active learning*, http://www.mickhealey.co.uk/resources


Hodge, D, Pasquesi, K, and Hirsh, M (2007) From convocation to capstone: developing the student as scholar, Keynote address, *Association of American Colleges and Universities Network for Academic Renewal Conference*, April 19-21, Long Beach, California

Huba, M E and Freed, J E 2000. Learner-centered assessment on college campuses. Shifting the focus from teaching to learning. Boston: Allyn and Bacon


Keyser, M.W. 2000. Active learning and cooperative learning: understanding the difference and using both styles effectively, *Research Strategies* 17, 35-44.


National Subject Centre for Geography, Earth and Environmental Sciences 2003. Linking teaching and research and undertaking pedagogic research in geography, earth and environmental sciences, Planet Special Edition 5. Available at: http://www.gees.ac.uk


Spronken-Smith, R A and Hilton, M (2009) Recapturing quality field experiences and strengthening teaching–research links, *New Zealand Geographer* 65, 139–146


**Some Useful Web sites**


Charles Bonwell Active Learning Site: [http://www.active-learning-site.com/](http://www.active-learning-site.com/)

Cognitive Learning and Student Strategies Project (CLaSS)  [http://www.uclan.ac.uk/facs/science/psychol/fdtl/](http://www.uclan.ac.uk/facs/science/psychol/fdtl/)


Geography Discipline Network: [http://www2.glos.ac.uk/gdn](http://www2.glos.ac.uk/gdn)

Higher Education Academy [http://www.heacademy.ac.uk](http://www.heacademy.ac.uk)

*The Interdisciplinary Journal of Problem-based Learning (IJPBL).* This is a quarterly published, peer-reviewed journal from Purdue University, Indiana (US) [http://docs.lib.purdue.edu/ijpbl/](http://docs.lib.purdue.edu/ijpbl/)

McMaster University Centre for Leadership in Learning, Inquiry-based learning resources [www.mcmaster.ca/cll/inquiry/inquiry.resources.htm](http://www.mcmaster.ca/cll/inquiry/inquiry.resources.htm)

National Academy for Integration of Research and Teaching and Learning, Ireland [http://www.nairtl.ie/](http://www.nairtl.ie/)

Reinvention Center at University of Miami http://www.reinventioncenter.miami.edu/
Students Online in Nursing Integrated Curriculum (SONIC) http://www.uclan.ac.uk/facs/health/nursing/sonic/descript.htm
Team Based Learning http://www.teambasedlearning.org/
University of Birmingham Enquiry Based Learning http://www.ebl.bham.ac.uk/index.shtml
University of Gloucestershire: NTFS Project ‘Leading, promoting and supporting undergraduate research in new universities’ http://resources.glos.ac.uk/tli/prsi/current/ugresearch/index.cfm
University of New South Wales The Guidelines – engaging students in learning e.g. Guidelines 1 & 2 http://www.guidelinesonlearning.unsw.edu.au/guidelinesHome.cfm

UK Centres for Excellence in Teaching and Learning emphasising active learning and inquiry and research-based learning
1. Sheffield Hallam University, the Centre for Promoting Learner Autonomy (http://extra.shu.ac.uk/cetl/cpla/cplahome.html)
2. University of Gloucestershire, the Centre for Active Learning in Geography, Environment and Related Disciplines (http://resources.glos.ac.uk/ceal/)
3. University of Durham Active Learning in Computing (ALiC) (www.dur.ac.uk/alic)
4. University of Manchester, Centre for Excellence in Enquiry-Based Learning (www.manchester.ac.uk/ceebl)
6. University of Plymouth Experiential learning in environmental and natural sciences (http://www.plymouth.ac.uk/cetl/el)
7. University of Reading Centre for Excellence in Teaching & Learning in Applied Undergraduate Research Skills (http://www.rdg.ac.uk/cdotl/cetl-aurus/)
8. University of Sheffield, Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS) (http://www.shef.ac.uk/cilass/)
9. University of Surrey, Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) (http://portal.surrey.ac.uk/portal/page?_pageid=736,316367&_dad=portal&_schema=PORTAL)
10. Universities of Warwick and Oxford Brookes, The Reinvention Centre for Undergraduate Research (http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/)

Seven of these have formed the Learning Through Enquiry Alliance (LTEA) www.letea.ac.uk