

BIBLIOGRAPHY

Anderson, L., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. Longman, New York.

Barkley, E. F. (2010). *Student engagement techniques: A Handbook for college faculty*. Jossey-Bass. San Francisco, USA.

Biggs, J. & Tang, C. (2007). *Teaching for Quality Learning at University* (3rd edn). Buckingham: SRHE and Open University Press.

Bloom, B.S., & Krathwol, D.R. (1956). *Taxonomy of educational objectives: The Classification of educational goals*. New York, NY: McKay.

Cain, T. R. (2014, November). Assessment and Academic Freedom: In Concert, Not Conflict, Occasional Paper #22. *National Institute for Learning Outcomes Assessment*.

Carey, T., Goff, L., Gullage, A., Kustra, E., Lee, R., Lopes, V., Marshall, L., Martin, L., Potter, M., Pierre, E., Raffoul, J., Siddiqui, A., & Van Gaste, G. (2015). *Learning Outcomes: Assessment- A Practitioner's Handbook*. Higher Education Quality Council of Ontario (HEQCO). Retrieved from http://www.heqco.ca/SiteCollectionDocuments/heqco.LOAhandbook_Eng_2015.pdf

de la Harpe, B., & David, C. (2012). Major influences on the teaching and assessment of graduate attributes. *Higher Education Research & Development*, 31(4), 493-510.

De Courcy, E. (2015, Winter). Defining and Measuring Excellence in the 21st Century, *College Quarterly*, 18(1). Retrieved from: <http://collegequarterly.ca/2015-vol18-num01-winter/decourcy.html>

Denecke, D., Kent, J., & McCarthy, M.T. (2017). *Articulating learning outcomes in doctoral education*. Washington, DC: Council of Graduate Schools.

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Fink, L.D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, Revised and Updated*. San Francisco, CA: Jossey-Bass.

Fostaty Young, S. & Wilson, R.J. (2000). *Assessment and learning: The ICE approach*. Winnipeg, MA:Portage and Main Press.

Gibbs, G., & Simpson, C. (2004). Conditions Under Which Assessment Supports Student Learning. *Learning and Teaching in Higher Education*, 1, 3-31.

Greenleaf, E. (2008). *Developing Learning Outcomes: A Guide for University of Toronto Faculty*. Centre for Teaching Support & Innovation, University of Toronto, Canada. Retrieved from: <http://teaching.utoronto.ca/wp-content/uploads/2015/08/Developing-Learning-Outcomes-Guide-Aug-2014.pdf>

Kennedy, D., Hyland, A., & Ryan, N. (2006). *Writing And Using Learning Outcomes: A Practical Guide*. Retrieved from <https://www.cmepius.si/wp-content/uploads/2015/06/A-Learning-Outcomes-Book-D-Kennedy.pdf>

Kennepohl, D. (2016). Incorporating Learning Outcomes in Transfer Credit: The Way Forward for Campus Alberta? *Canadian Journal of Higher Education*, 46(2), 148-164.

Learning Outcomes. Retrieved from <https://carleton.ca/edc/teachingresources/course-design/learning-outcomes/>

Lesch, S. (2012). *Learning outcomes. Learning Achieved by the End of a Course or Program: Knowledge-Skills-Attitudes*. National Institute for Learning Outcomes Assessment.

Norman, G., Norcini, J., & Bordage, G. (2014). Competency-based education: Milestones or millstones. *Journal of Graduate Medical Education* 6(1), 1-6.

Potter, M., & Kustra, E. (2012, Winter). *Primer on Learning Outcomes and the SOLO Taxonomy*. Centre for Teaching and Learning, University of Windsor. Retrieved from: <http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf>

Saroyan, A. & Amundsen, C. (Eds.) (2004). *Rethinking Teaching in Higher Education: From Course Design Workshop to Framework for Faculty Development*. Virginia: Stylus Publishing.

Spady, W.G. (1994). Choosing Outcomes of Significance. *Educational Leadership*, 51(6), 18- 22.

Svinicki, M. D. (2004). *Learning and motivation in the postsecondary classroom*. San Francisco: Anker Publishing Company.

Uchiyama, K. & Radin, J. (2009). Curriculum mapping in higher education; A vehicle for collaboration. *Innovation in Higher Education*, 33, 271-280.

Wiggins, G.P. & McTighe, J. (2005). *Understanding by Design*. Expanded 2nd Ed. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Wiggins, G.P. & McTighe, J. (2012). *Understanding by Design® Framework*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD). Retrieved from: http://www.ascd.org/ASCD/pdf/siteASCD/publications/Ubd_White-Paper0312.pdf