The Lincoln Impact Evaluation Framework (LIEF): Introductory Bibliography and Reference Guide

Executive summary

The introductory bibliography and reference guide presented here is intended to accompany and support the project-based and other activities arising in association with use of the *Lincoln Impact Evaluation Framework (LIEF)*. It also provides an introduction to Higher Education research in general and includes a number of journal sources in which to publish for those new to the field. While many of the books in particular may appear 'old' to some readers, these are, in fact, seminal sources and always worth consulting. As with all documents of this type, readers are also reminded to browse for more recent editions of the various texts cited. As working documents, both the bibliography and the framework it supports are expected to evolve over time with the ongoing input of colleagues engaged with their use.

Further information is available from the Lincoln Academy of Learning and Teaching (LALT) upon request: https://lalt.lincoln.ac.uk/.

Professor John G. Sharp

Contents

1. Introduction to Higher Education research

Brew, A. (2006) *Research and teaching: Beyond the divide*. London: Palgrave.

Case, J. and Huisman, J. (2016) *Researching Higher Education: International perspectives on theory, policy and practice*. London: SRHE/Routledge.

Cohen, L., Manion, L. and Morrison, R. (2017) *Research methods in education.* London: Routledge.

Tight, M. (2019) *Higher Education research: The developing field*. London: Bloomsbury.

Tight, M. (2012) *Researching Higher Education*. Maidenhead: SRHE/OUP.

2. Teaching, learning and assessment in Higher Education

Biggs, J. and Tang, C. (2007) *Teaching for quality learning at university*. Maidenhead: SRHE/OUP.

Campbell, A. and Norton, L. (eds.)(2007) *Learning, teaching and assessing in Higher Education: Developing reflective practice*. Exeter: Learning Matters.

Cousin, G. (2009) *Researching learning in Higher Education*. London: Routledge.

Entwistle, N. (2009) *Teaching for understanding at university: Deep approaches and distinctive ways of thinking*. London: Palgrave MacMillan.

Fry, H., Ketteridge, S. and Marshall, S. (eds.)(2014) *A handbook for teaching and learning in Higher Education: Enhancing academic practice*. London: Routledge.

Illeris, K. (2003) *The three dimensions of learning: contemporary learning theory in the tension field between the cognitive, the emotional and the social*. Leicester: NIACE.

Lea, J. (ed.)(2015) *Enhancing learning and teaching in Higher Education*. Maidenhead: McGraw-Hill/OUP.

Marshall, S. (2019) *Handbook for teaching and learning in Higher Education: Enhancing academic practice*. London: Routledge.

Murray, R. (ed.)(2008) *The scholarship of teaching and learning in Higher Education*. Maidenhead: SRHE/Routledge.

Race, P. (2019) *The lecturer's toolkit: A practical guide to assessment, learning and teaching.* London: Routledge.

Ramsden, P. (2003) *Learning to teach in Higher Education*. London: RoutledgeFalmer.

3. Design, methods, sampling and analysis

Standard reference guides:

Bazely, P. (2011) Qualitative data analysis with NVivo. London: SAGE.

Creswell, J.W. (2013) *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: SAGE.

Creswell, J.W. and Creswell, J.D. (2022) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks: SAGE.

Field, A. (2009) *Discovering statistics using SPSS*. London: SAGE.

Miles, M.B., Huberman, A.M. and Saldaña, J. (2014) *Qualitative data analysis: A methods sourcebook*. London: SAGE.

Saldaña, J. (2013) *The coding manual for qualitative research*. London: SAGE.

Other sources:

Ashwin, P. (ed.)(2015) *Reflective teaching in Higher Education*. London: Bloomsbury.

Bell, J. and Waters, S. (2014) *Doing your research project: A guide for first-time researchers*. Maidenhead: OUP.

Daniel, B.K. and Harland, T. (2018) *Higher Education research methodology: A step-by-step guide to the research process*. London: Routledge.

Denscombe, M. (2010) *The good research guide for small-scale social research projects*. Maidenhead: OUP.

Gilbert, N. (ed.)(2008) *Researching social life*. London: SAGE.

Ridley, D. (2008) *The literature review: A step-by-step guide for students*. London: SAGE.

Ritchie, J. and Lewis, J. (2003) *Qualitative research practice: A guide for social science students and researchers*. London: SAGE.

Sharp, J.G. (2012) *Success with your education research project.* Exeter: Learning Matters/SAGE.

Silverman, D. (2000) *Doing qualitative research: A practical handbook*. London: SAGE.

Thomas, G. (2013) *How to do your research project: A guide for students in education and applied social sciences*. London: SAGE.

4. Impact evaluation models

Particularly useful:

Blamey, S.J. and Mackenzie, M. (2007) Theories of change and realistic evaluation: Peas in a pod or apples and oranges? *Evaluation*, 13(4), 439-455.

Center for the Theory of Change (2019) *Setting standards for the theory of change*. Available at: www.theoryofchange.org.

Coryn, C.L.S., Noakes, L.A., Westine, C.D. and Schroter, D.C. (2011) A systematic review of theory-driven evaluation practice from 1990 to 2009. *American Journal of Evaluation*, 32(2), 199-226.

Gertler, J., Martinez, S., Premand, P. and Rawlings, B.L. (2016) *Impact evaluation in practice.* Washington: World Bank Group.

Kneale, P., Winter, J., Turner, R., Spowart, L. and Muneer, R. (2016) *Evaluating teaching development acivities in Higher Education*. York: HEA.

Markiewicz, A. and Patrick, M. (2016) *Developing monitoring and evaluation frameworks*. Thousand Oaks: SAGE.

OfS (2019) *Using standards of evidence to evaluate impact of outreach*. London: OfS.

Onwuegbuzie, A.J. and Hitchcock, J.H. (2017) A meta-framework for conducting mixed methods impact evaluations: Implications for altering practice and the teaching of evaluation. *Studies in Educational Evaluation*, 53, 55-68.

Rogers, P.J. (2008) Using programme theory to evaluate complicated and complex aspects of interventions. *Evaluation*, 14(1), 29-48.

Thomas, L. (2017) *Evaluating student engagement activity*. London: The Student Engagement Partnership.

Weiss, C.H. (1997) Theory-based evaluation: Past, present and future. *New Directions for Evaluation*, 76, 41-55.

Westat, J.F. (2010) *The 2010 user-friendly handbook for project evaluation*. Virginia: National Science Foundation.

Other sources:

Association of Commonwealth Universities (2012) Evaluating impact: Measuring the impact of HE development. *ACU Spotlight*, 3, 1-4.

Ayres, R.L. (2018) Impact assessment in Higher Education: A strategic view from the UK. *Information and Learning Sciences*, 119(1/2), 94-100.

Cook, D.L. (1966) *Programme evaluation and review technique: Applications in education*. Washington: US Dept. of Health, Education and Welfare.

Kahan, B. (2008) *Excerpts from review of evaluation frameworks*. Saskatchewan: Ministry of Education.

Pawson, R. and Tilley, N. (1997) *Realistic evaluation*. London: SAGE.

Smith, C. (2008) Design-focused evaluation. *Assessment and Evaluation in Higher Education*, 33(6), 631-645.

White, H. (2009) Theory-based impact evaluation: Principles and practice. *Journal of Development Effectiveness*, 1(3), 271-284.

5. Case study

Commonly cited:

Bassey, M. (1999) *Case study research in educational settings*. Milton Keynes: Open University Press.

Stake, R.E. (1995) *The art of case study research*. Thousand Oaks: SAGE.

Stake, R. E. (2005) Qualitative case studies. In: *The Sage handbook of qualitative research*. N. K. Denzin and Y. S. Lincoln (eds.) Thousand Oaks: SAGE. 443-466.

Yin, R. K. (2009) *Case study research: Design and methods*. London: SAGE.

More recent UK sources with focused insight (particularly good):

Thomas, G. (2016) *How to do your case study*. London: SAGE.

Thomas, G. (2011a) The case: Generalisation and theory in case study. *Oxford Review of Education*, 37(1), 21-35.

Thomas, G. (2011b) A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17(6), 511-521.

Thomas, G. (2010) Doing case study: Abduction not induction, phronesis not theory. *Qualitative Inquiry*, 16(7), 572-582.

Thomas, G. and Myers, K. (2015) *The Anatomy of the case study*. London: SAGE.

6. Qualitative methods: Interviews, observation and focus groups

Cannell, C.F. and Kahn, R.L. (1981) Interviewing. In: G. Lindzay and E. Aronson (eds.) *The handbook of social psychology (Vol. 2).* New York: Addison-Wesley. 526-595.

Fontana, A. and Frey, J.H. (2000) The interview: from structured questions to negotiated text. In: N.K. Denzin and Y.S. Lincoln (eds.) *Handbook of qualitative research*. Thousand Oaks, CA: SAGE. 645-672.

Moyles, J. (2002) Observation as a research tool. In: M. Coleman and A.J. Briggs (eds.) *Research methods in educational leadership*. London: Paul Chapman. 172-191.

Oppenheim, A. N. (1992) *Questionnaire design, interviewing and attitude measurement*. London: Pinter.

Powney, J. and Watts, M. (1987) *Interviewing in educational research*. London: Routledge.

Schostack, J.F. (2006) *Interviewing and representation in qualitative research projects*. Buckingham: Open University Press.

Stewart, D.W. and Shandasani, P.N. (2015) *Focus groups. Theory and practice*. Thousand Oaks: SAGE.

Tilstone, C. (ed.)(1998) *Observing teaching and learning*. London: Routledge.

Wragg, T. (2002) Interviewing. In: M. Coleman and A.J. Briggs (eds.) *Research methods in educational leadership*. London: Paul Chapman. 138-169.

7. Quantitative methods: Surveys, questionnaires and tests

Biggs, J., Kember, J. and Leung, D.Y.P. (2001) The revised two-factor Study Process Questionnaire: R-SPQ-2F. *British Journal of Educational psychology*, 71(1), 133-149. [See also Zeegers 2002 for subsequent modifications.]

Entwistle, N. and McCune, V. (2004) The conceptual bases of study strategy inventories. *Educational Psychology Review*, 16(4), 325-344.

Entwistle, N., McCune, V. and Hounsell, J. (2002) *Approaches to studying and perceptions of university teaching-learning environments: Concepts, measures and preliminary findings.* Occasional Report 1. Available at: www.etl.tla.ed.ac.uk/docs/ETLreport1.pdf. [For access to the ETLP project, the Approaches and Study Skills Inventory for Students (ASSIST) and the Experiences of Teaching and Learning Questionnaire (ETLQ) instruments.]

Marsh H.W. (1982) SEEQ: A reliable, valid, and useful instrument for collecting students' evaluation s of university teaching. *British Journal of Educational Psychology*, 52(1), 77–95.

Moser, C.A. and Kalton, G. (1977) *Survey methods in social evaluation*. London: Heinemann.

Oppenheim, A. N. (1992) *Questionnaire design, interviewing and attitude measurement*. London: Pinter.

Ramsden, P. (1991) A performance indicator of teaching quality in Higher Education: The course experience questionnaire. *Studies in Higher Education*, 16(2), 129-150. [See also Wilson et al. 1997, Eley 2001 and Griffin et al. 2003 for subsequent modifications.]

Simmons, R. (2008) Questionnaires. In: N. Gilbert (ed.) *Researching social life*. London: SAGE. 182-205.

Trigwell, K. and Prosser, M. (2004) Development and use of the Approaches to teaching inventory. *Educational Psychology Review*, 16(4), 409-424.

8. Mixed-methods

Creswell, J.W. and Plano-Clark, V.L. (2011) *Designing and conducting mixed methods research*. Thousand Oaks: SAGE.

Gorard, S. (2004) Sceptical or clerical? Theory as a barrier to the combination of research methods. *Journal of Educational Enquiry*, 5(1), 1-21.

Gorard, S. and Taylor, C. (2003) *Combining methods in educational and social research*. Berkshire: Open University Press.

Gorard, S. (2002) Can we overcome the methodological schism? Four models for combining qualitative and quantitative evidence. *Research Papers in Education*, 17(4), 345–361.

Greene, J.C. (2007) *Mixed methods in social inquiry*. San Francisco: Jossey-Bass.

Johnson, R. B. and Onwuegbuzie, A.J. (2004) Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.

Johnson, R.B., Onwuegbuzie, A.J. and Turner, L.A. (2007) Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.

Onwuegbuzie, A.J. and Leech, N.L. (2006) Linking research methods to mixed methods data analysis procedures. *Qualitative Report*, 11(3), 474-498.

Onwuegbuzie, A.J. and Leech, N.L. (2005) On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*, 8(5), 375-387.

Onwuegbuzie, A. J., Slate, J.R., Leech, N.L. and Collins, K.M. (2007) Conducting mixed analyses: A typology. *International Journal of Multiple Research Approaches*, 1, 4–17.

Tashakkori, A. and Teddlie, C. (1998) *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks: SAGE.

Yin, R.K. (2006) Mixed methods research: Are the methods genuinely integrated or merely parallel? *Research in Schools*, 13(1), 41-47.

9. Documentary research

Grant, A. (2019) *Doing excellent social research with documents: Practical examps and guidance for qualitative researchers*. Abingdon: Routledge.

Platt, J. (1981) Evidence and proof in documentary research. *The Sociological Review*, 21(1), 31-66.

Prior, L. (2003) *Using documents in social research*. London: SAGE.

Scott, J. (1990) *A matter of record*. Cambridge: Polity Press.

10. Randomised controlled trials

Connolly, P., Biggart, A., Miller, S., O'Hare, L. and Thurston, A. (2017) *Using randomised controlled trials in education*. London: BERA/SAGE.

Connolly, P., Keenan, C. and Urbanska, K. (2018) The trials of evidence-based practice in education: A systematic review of randomised controlled trials in educational research 1980-2016. *Educational Research*, 60(3), 276-291.

Gale, T. (2017) What's not to like about randomised controlled trials in education? In: A. Childs and I. Menter (eds.) *Mobilising teacher researchers: Challenging educational inequality*. London: Routledge. 207-223.

Hammersley, M. (2008) Paradigm war revived? On the diagnosis of resistance to randomised controlled trials and systematic review in education. *International Journal of Research and Method in Education*, 31(1), 3-10.

Higgins, S. (2017) Room in the toolbox? The place of randomised controlled trials in educational research. In: A. Childs and I. Menter (eds.) *Mobilising teacher researchers: Challenging educational inequality*. London: Routledge. 97-112.

Hutchison, D. and Styles, B. (2010). *A guide to running randomised controlled trials for educational researchers*. Slough: NFER. Available at: www.nfer.ac.uk/media/2114/rct01.pdf.

Oakley, A. (2006) Resistance to new technologies of evaluation: Education research in the UK as a case study. *Evidence and Policy*, 2(1), 63-87.

Siddiqui, N., Gorard, S. and See, B.H. (2018) The importance of process evaluation for randomised controlled trials in education. *Educational Research*, 60(3), 357-370.

Torgerson, C.J. and Torgerson, D.J. (2001) The need for randomised controlled trials in educational research. *British Journal of Educational Studies*, 49(3), 316-328.

Torgerson, C.J. and Torgerson, D.J. (2013) *Randomised controlled trials in education: An introductory handbook*. London: Educational Endowment Foundation. Available at: www.researchgate.net/profile/David_Torgerson/publication/273421357_Randomised_trials_in_education_An_introductory_handbook/links/55d5f3be08aec156b9a6fe06/Randomised-trials-in-education-An-introductory-handbook.pdf?origin=publication_detail.

Tymms, P.B., Merrell, C. and Coe, R.J. (2008) Educational policies and randomised controlled trials. *The Psychology of Education Review*, 32(2), 3-7.

11. Ethics

British Educational Research Association (2018) *Ethical guidelines for educational research*. Available at: www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1.

British Psychological Association (2018) *Code of ethics and conduct*. Available at: www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct.

British Sociological Society (2000) *Statement of ethical practice. A*vailable at: www.britsoc.co.uk/media/23902/statementofethicalpractice.pdf.

12. Student engagement

Control-Value Theory

Pekrun, R. (2000) A social-cognitive, control-value theory of achievement emotions. In: J. Heckhausen (ed.) *Motivational psychology of human development*. Oxford: Elsevier Science. 143-163.

Pekrun, R. (2006) The control-value theory of academic emotions: Assumptions, corollaries and implications for educational practice. *Educational Psychology Review*, 18(4), 315-341.

Pekrun, R. and Stevens, E.J. (2010) Achievement emotions: A control-value approach. *Social and Personality Psychology Compass*, 4, 238-255.

Respondek, L., Seufert, T., Stupnisky, R. and Nett, U.E. (2017) Perceived academic control and academic emotions predict undergraduate university student success: Examining effects in dropout intention and achievement. *Frontiers in Psychology*, 8(243), 1-18.

Ruthig, J.C., Perry, R.P., Hall, N.C. and Hladkyj, S. (2004) Optimism and attributional retraining: longitudinal effects on academic achievement, test anxiety and voluntary course withdrawal in college students. *Journal of Applied Social Psychology*, 34(4), 709-730.

Ruthig, J.C., Perry, R.P., Hladkyj, S., Hall, N.C., Pekrun, R. and Chipperfield, J.G. (2008) Perceived control and emotions: Interactive effects on performance in achievement settings. *Social Psychology of Education*, 11(2), 161-180.

Sharp, J.G., Hemmings, B., Kay, R. and Sharp, J.C. (2019) Academic boredom and the perceived course experiences of final year Education Studies students at university. *Journal of Further and Higher Education*, 43(5), 601-627.

Sharp, J.G., Sharp, J.C. and Young, E. (2018) Academic boredom, engagement and the achievement of undergraduate students at university: A review and synthesis of relevant literature. *Research Papers in Education*. Available online.

Tze, V., Daniels, L.M. and Klassen, R.M. (2016) Evaluating the relationship between boredom and academic outcomes: A meta-analysis. *Educational Psychology Review*, 28(1), 119-144.

Self-determination Theory

Reeve, J. (2012) A self-determination theory perspective on student engagement. In: S.L. Christenson, S.L. Reschly and Wylie, C. (eds.) *Handbook of research on student engagement*. New York: Springer.

Ryan, R.M. and Deci, E.L. (2000) Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68-78.

Engagement

Aparicio, G., Iturralde, T. and Maseda, A. (2021) A holistic bibliometric overview of the student engagement research field. *Journal of Further and Higher Education* 45(4), 540-557.

Bryson, C. (ed.)(2014) *Understanding and developing student engagement*. Abingdon: Routledge.

Kahu, E.R. (2013) Framing student engagement in Higher Education. *Studies in Higher Education*, 38(5), 758-773.

Kahu, E.R. and Nelson, K. (2018) Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research and Development*, 37(1), 58-71.

Wimpenny, K. and Savin-Baden, M. (2013) Alienation, agency and authenticity: A synthesis of the literature on student engagement. *Teaching in Higher Education*, 18(3), 311-326.

Zepke, N. (2014) Student engagement research in higher education: Questioning an academic orthodoxy. *Teaching in Higher Education*, 19(6), 697-708.

Zepke, N. (2018) Student engagement in neo-liberal times: What is missing? *Higher Education Research and Development*, 37(2), 433-446.

13. NSS, NSSE, AUSSE and TEF

Bennett, R. and Kane, S. (2014) Students' interpretations of the meanings of questionnaire items in the National Student Survey. *Quality in Higher Education*, 20(2), 129-164.

Cheng, J.H.S. and Marsh, H. (2010) National Student Survey: Are differences between universities and courses reliable and meaningful. *Oxford Review of Education*, 36(6), 693-712.

Coates, H. (2010) Development of the Australasian survey of student engagement (AUSSE). *Higher Education*, 60, 1-17.

Hagel, P., Carr, R. and Devlin, M. (2012) Conceptualising and measuring student engagement through the Australasian Survey of Student Engagement (AUSSE): A critique. *Assessment and Evaluation*, 37(4), 475-486.

Gordon, J., Ludlum, J. and Hoey, J.J. (2008) Validating NSSE against student outcomes: Are they related? *Research in Higher Education*, 49, 19-39.

LaNasa, S.L., Cabrera, A.F. and Trangsrud, H. (2009) The construct validity of student engagement: A confirmatory factor analysis. *Research in Higher Education*, 50, 315-332.

MacKay, J.R.D., Hughes, K., Marzetti, H., Lent, N. and Rhind, S.M. (2019) Using National Student Survey (NSS) qualitative data and social identity theory to explore students' experiences of assessment and feedback. *Higher Education Pedagogies*, 4(1), 315-330.

Richardson, J.T.E., Slater, J.B. and Wilson, J. (2007) The National Student Survey: Development, findings and implications. *Studies in Higher Education*, 32(5), 557-580.

Sharp, J.G. and Young, E. (2022) The Teaching Excellence Framework (TEF): A snapshot review of relevant literature and current developments incorporating learning gain. *IMPact,* 5(3), 1-22.

Williams, J. and Cappuccini-Ansfield, G. (2007) Fitness for purpose? National and institutional approaches to publicising the student voice. *Quality in Higher Education*, 13(2), 159-172.

Wood, M. and Su, F. (2017) What makes an excellent lecturer? Academics' perspectives on the discourse of 'teaching excellence' in Higher Education. *Teaching in Higher Education*, 22(4), 451-466.

14. Examples from within the disciplines

General

Jones-Devit, S. and Austin, L. (2021) *Basic evaluation in Higher Education: Why needed and how to do it.* Edinburgh: QAA Scotland.

Leiber, T. (2019) *Impact evaluation of quality management in Higher Education*. London: Routledge.

Specific

Barkat, S. (2019) Evaluating the impact of the Academic Enrichment Programme on widening access to selective universities: Application of the Theory of Change framework. *British Educational Research Journal*, 45(6), 1160-1185.

Grimes, A., Medway, D., Foos, A. and Goatman, A. (2017) Impact bias in student evaluations of Higher Education. *Studies in Higher Education*, 42(6), 945-962.

Horton, M. and Hilton, G. (2020) *Evaluation report: Does Engagement in Aimhigher Interventions Increase the Likelihood of Disadvantaged Learners Progressing to HE? A mixed methods approach employing a quasi-experimental design and case studies*. West Midlands: AimHigher.

Jacobone, V. and Moro, G. (2015) Evaluating the impact of the Erasmus programme: Skills and European identity. *Assessment and Evaluation in Higher Education*, 40(2), 309-328.

Kreber, C. and Brook, P. (2001) Impact evaluation of educational development programmes. *International Journal for Academic Development*, 6(2), 96-108.

Lieber, T., Stensaker, B. and Harvey, L. (2018) Impact evaluation of quality management in Higher Education institutions: A SWOT analysis. *European Journal of Higher Education*, 8(3), 351-365.

Lieber, T., Stensaker, B. and Harvey, L. (2015) Impact evaluation of quality assurance in Higher Education: Methodology and causal designs. *Quality in Higher Education*, 21(3), 288-311.

Newton, X. (2016) Striking a balance: A mixed-methods approach to impact-oriented evaluation. *Studies in Educational Evaluation*, 51, 96-107.

Schilling, K. and Applegate, R. (2012) Best methods for evaluating educational impact: A comparison of the efficacy of commonly used measures of library instruction. *Journal of the Medical Library Association*, 100(4), 258-269.

Sharpe, R., Abrahams, I. and Fotou, N. (2017) Does paired mentoring work? A study of the effectiveness and affective value of academically asymmetrical peer mentoring in supporting disadvantaged students in school science. *Research in Science and Technology Education*, 36(2), 205-225.

Sheard, J. and Markham, S. (2005) Web-based learning environments: Developing a framework for evaluation. *Assessment and Evaluation in Higher Education*, 30(4), 353-368.

Streatfield, D. and Markless, S. (2008) Evaluating the impact of Information Literacy in Higher Education progress and prospects. *Libri*, 58, 102-109.

Trigwell, K., Caballero, K. and Han, F. (2012) Assessing the impact of a university teaching development programme. *Assessment and Evaluation in Higher Education*, 37(4), 499-511.

Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F. and Shrives, L. (2013) *Measuring the impact of the UK Professional Standards Framework for teaching and supporting learning*. York: Higher Education Academy.

West, S.E. (2015) Evaluation, or just data collection? An exploration of the evaluation practice of selected UK environmental educators. *The Journal of Environmental Education*, 46(1), 41-55.

Wilson, C., Sims, S., Dyer, J. and Handley, F. (2022) Identifying opportunities and gaps in current evaluation frameworks: The knowns and unknowns in determining effective student engagement activity. *Assessment & Evaluation in Higher Education*, 47(6), 843-856.

Young, K., Joines, J., Standish, T. and Gallagher, V. (2019) Student evaluations of teaching: The impact of faculty procedures on response rates. *Assessment and Evaluation*, 44(1), 37-49.

15. Higher Education research journals

The following lists, drawn with slight modification from the work of Tight (2018), provide a guide to the range of Higher Education journals in which work, including work of an evaluative nature, might be published:

Tight, M. (2018) Higher Education journals: Their characteristics and contribution. *Higher Education Research and Development*, 37(3), 607-619.

The lists do not include the university's own journal, IMPact, or those journals produced by professional associations and other bodies which should also be considered for their suitability, reach and significance. Readers are also directed to the following review, also prepared by Tight (2012), for further information:

Tight, M. (2012) Higher education research 2000-2010: Changing journal publication patterns. *Higher Education Research and Development*, 31(5), 723-740.

For those readers interested in journal metrics, a useful ranking system, the SJR, is available at: www.scimagojr.com/journalsearch.php. Other ranking systems are available.

- *Generic outlets*

European Journal of Higher Education
Higher Education
Higher Education Quarterly
Higher Education Research and Development
Higher Education Review
Journal of Further and Higher Education
Journal of Higher Education
Journal of Studies in International Education
Minerva
New Directions for Higher Education
Tertiary Education and Management

- *Journals with a strong evaluation focus*

Assessment and Evaluation in Higher Education
Evaluation
Theory and Method in Higher Education Research
International Journal for Academic Development
Quality in Higher Education
Research Evaluation
Journal of Applied Research in Higher Education
New Directions for Teaching and Learning

Research in Higher Education
Review of Higher Education
Studies in Educational Evaluation
Studies in Higher Education

- *Topic-specific outlets*

Active Learning in Higher Education
Christian Higher Education
College Student Affairs Journal
College Teaching
Community College Journal of Research and Practice
Community College Review
Higher Education Pedagogies
Higher Education Policy
Higher Education, Skills and Work-Based Learning
Industry and Higher Education
Innovations in Education and Teaching International
Innovative Higher Education
International Journal of Doctoral Studies
International Journal of Educational Technology in Higher Education
International Journal of Higher Education Management
International Journal of Sustainability in Higher Education
Internet and Higher Education
Jesuit Higher Education
Journal about Women in Higher Education
Journal of Academic Ethics
Journal of Catholic Higher Education
Journal of College and University Law
Journal of College Student Development
Journal of College Student Retention
Journal of Computing in Higher Education
Journal of Continuing Higher Education
Journal of Diversity in Higher Education
Journal of Faculty Development
Journal of Higher Education Outreach and Engagement
Journal of Higher Education Policy and Management
Journal of Higher Education Theory and Practice
Journal of Hispanic Higher Education
Journal of International Students
Journal of Learning Development in Higher Education
Journal of Marketing for Higher Education
Journal of Problem-Based Learning in Higher Education
Journal of Public Scholarship in Higher Education

Journal of Scholarly Publishing
Journal of Service Learning in Higher Education
Journal of Student Affairs Research and Practice
Journal of the First-Year Experience and Students in Transition
New Directions for Institutional Research
Perspectives: Policy and Practice in Higher Education
Planning for Higher Education
Policy Reviews in Higher Education
Student Success
Teaching and Learning Inquiry
Teaching in Higher Education

- *Discipline-specific outlets*

Academic Medicine

Accounting Education

Advances in Health Sciences Education

Art, Design and Communication in Higher Education

Arts and Humanities in Higher Education

International Journal of Management Education

International Review of Economics Education

Journal of English for Academic Purposes

Journal of Geography in Higher Education

Journal of Hospitality, Leisure, Sport and Tourism Education

Journal of Undergraduate Neuroscience Education

Language Learning in Higher Education

Medical Education

- *National outlets*

American Journal of Evaluation

Australian Universities Review

Canadian Journal of Higher Education

Excellence in Higher Education (Indonesia)

South African Journal of Higher Education