PCE014-6: Group Dynamics

To support PgCTHE

Anon. n.d.-a. 'Action Research'.

Anon. n.d.-b. 'Active Learning in Higher Education'.

Anon. n.d.-c. 'Assessment and Evaluation in Higher Education'.

Anon. n.d.-d. 'British Journal of Educational Studies'.

Anon. n.d.-e. 'British Journal of Educational Technology'.

Anon. n.d.-f. 'DISCOVER (Resource Discovery Platform)'. Retrieved (http://lrweb.beds.ac.uk/discover).

Anon. n.d.-g. 'Education Databases'. Retrieved (https://lrweb.beds.ac.uk/education/using/).

Anon. n.d.-h. 'Higher Education'.

Anon. n.d.-i. 'Higher Education Quarterly'.

Anon. n.d.-j. 'Higher Education Review'.

Anon. n.d.-k. 'Journal of Further and Higher Education'.

Anon. n.d.-l. 'Practitioner Research in Higher Education'.

Anon. n.d.-m. 'Teaching in Higher Education'.

Anon. n.d.-n. 'The British Journal of Educational Psychology'.

Bion, Wilfred R. 1961. Experiences in Groups: And Other Papers. Vol. Social science paperbacks. London: Tavistock.

Bolden, Richard, Jonathan Gosling, and Anne O'Brien. 2014. 'Citizens of the Academic Community? A Societal Perspective on Leadership in UK Higher Education'. Studies in Higher Education 39(5):754–70. doi: 10.1080/03075079.2012.754855.

Collinson, D., and D. Tourish. 2015. 'Teaching Leadership Critically: New Directions for Leadership Pedagogy'. Academy of Management Learning & Education 14(4):576–94. doi: 10.5465/amle.2014.0079.

Ecclestone, K., and C. Rawdin. 2016. 'Reinforcing the "Diminished" Subject? The Implications of the "Vulnerability Zeitgeist" for Well-Being in Educational Settings'. Cambridge Journal of Education 46(3):377–93. doi: 10.1080/0305764X.2015.1120707.

Ecclestone, Kathryn, and Kristiina Brunila. 2015. 'Governing Emotionally Vulnerable Subjects and "Therapisation" of Social Justice'. Pedagogy, Culture & Society 23(4):485–506. doi: 10.1080/14681366.2015.1015152.

Elliott, Carole Jane, and Michael Reynolds. 2014. 'Participative Pedagogies, Group Work and the International Classroom: An Account of Students' and Tutors' Experiences'. Studies in Higher Education 39(2):307–20. doi: 10.1080/03075079.2012.709492.

Felten, Peter. 2013. Transformative Conversations: A Guide to Mentoring Communities among Colleagues in Higher Education. San Francisco: Jossey-Bass.

Forsyth, D. 1999a. 'Crowds and Collectives'. Pp. 442–71 in Group dynamics. Belmont, California: Brooks/Cole, Wadsworth.

Forsyth, D. 1999b. 'Introduction'. Pp. 1–27 in Group dynamics. Belmont, California: Brooks/Cole, Wadsworth.

Franz, Timothy M. 2012a. Group Dynamics and Team Interventions [Electronic Resource]: Understanding and Improving Team Performance. Oxford: Wiley-Blackwell.

Franz, Timothy M. 2012b. Group Dynamics and Team Interventions: Understanding and Improving Team Performance. Malden, MA [etc.]: Wiley-Blackwell.

G.L. Schruijer, Sandra, and Petru L. Curseu. 2014. 'Looking at the Gap between Social Psychological and Psychodynamic Perspectives on Group Dynamics Historically'. Journal of Organizational Change Management 27(2):232–45. doi: 10.1108/JOCM-08-2012-0121.

Harris, Martha, and Esther Bick. 1978. 'The Individual in the Group: On Learning to Work with the Psychoanalytical Method'. Pp. 25–43 in The Tavistock model: papers on child development and psychoanalytic training. London: Published for the Harris Meltzer Trust by Karnac.

Hazell, Clive. 2005. 'Negative K Culture'. Pp. 39–48 in Imaginary groups. Bloomington, IN: AuthorHouse.

Hess, Ursula, and Pierre Philippot. 2007a. Group Dynamics and Emotional Expression. Vol. Studies in emotion and social interaction. Second series. Cambridge: Cambridge University Press.

Hess, Ursula, and Pierre Philippot. 2007b. Group Dynamics and Emotional Expression [Electronic Resource]. Vol. Studies in emotion and social interaction.: Second series. New York: Cambridge University Press.

Hinshelwood, R. D. 1987. 'What Happens in Groups'. Pp. 65–75 in What happens in groups. London: Free Association Books.

Hoffman, David M., Brigida Blasi, Bojana Ćulum, Žarko Dragšić, Amy Ewen, Hugo Horta, Terhi Nokkala, and Cecilia Rios-Aguilar. 2014. 'The Methodological Illumination of a Blind

Spot: Information and Communication Technology and International Research Team Dynamics in a Higher Education Research Program'. Higher Education 67(4):473–95. doi: 10.1007/s10734-013-9692-y.

Levi, Daniel. 2014. Group Dynamics for Teams. 4th ed. London: SAGE.

McGarrah Sharp, Melinda, and Mary Ann Morris. 2014. 'Virtual Empathy? Anxieties and Connections Teaching and Learning Pastoral Care Online'. Teaching Theology & Religion 17(3):247–63. doi: 10.1111/teth.12211.

Moller, Naomi P., and Nicola Rance. 2013. 'The Good, the Bad and the Uncertainty: Trainees' Perceptions of the Personal Development Group'. Counselling and Psychotherapy Research 13(4):282–89. doi: 10.1080/14733145.2012.754482.

Obholzer, Anton, Vega Zagier Roberts, and Tavistock Clinic. Consulting to Institutions Workshop. 1994. The Unconscious at Work [Electronic Resource]: Individual and Organizational Stress in the Human Services. London: Routledge.

Riordan DC. 2008. 'Being Ordinary in Extraordinary Places: Reflective Practice of the Total Situation in a Total Institution.' Psychoanalytic Psychotherapy 22(3):196–217.

Schauppenlehner-Kloyber, Elisabeth, and Marianne Penker. 2015. 'Managing Group Processes in Transdisciplinary Future Studies: How to Facilitate Social Learning and Capacity Building for Self-Organised Action towards Sustainable Urban Development?' Futures 65:57–71. doi: 10.1016/j.futures.2014.08.012.

Smith, Regina O. 2011. 'Trust in Online Collaborative Groups: A Constructivist Psychodynamic View.' Adult Learning 22(2):19–23.

Stensaker, Bjørn. 2015. 'Organizational Identity as a Concept for Understanding University Dynamics'. Higher Education 69(1):103–15. doi: 10.1007/s10734-014-9763-8.

West, Linden, Ted Fleming, and Fergal Finnegan. 2013. 'Connecting Bourdieu, Winnicott, and Honneth: Understanding the Experiences of Non-Traditional Learners through an Interdisciplinary Lens.' Studies in the Education of Adults 45(2):119–34.