

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/138250> holds various files of this Leiden University dissertation.

Author: Lamers-Reeuwijk, A.M.

Title: Teaching and professional development in transnational education in Oman

Issue date: 2020-11-24

References

- Almarghani, E. M., & Mijatovic, I. (2017). Factors affecting student engagement in HEIs - it is all about good teaching. *Teaching in Higher Education*, 22(8), 940-956.
<http://doi.org/10.1080/13562517.2017.1319808>
- Åkerlind, G. S. (2007). Constraints on academics' potential for developing as a teacher. *Studies in Higher Education*, 32(1), 21-37. <http://doi.org/10.1080/03075070601099416>
- Arenas, E. (2009). How teachers' attitudes affect their approaches to teaching international students. *Higher Education Research & Development*, 28(6), 615-628.
<http://doi.org/10.1080/07294360903208096>
- Asghar, M., & Pilkington, R. (2017). The relational value of professional dialogue for academics pursuing HEA fellowship. *International Journal for Academic Development*, 23(2), 1-12.
<http://doi.org/10.1080/1360144X.2017.1386566>
- Australian Education International (AEI) (2007). *Outcomes from a national symposium: English language competence of international students*. http://www.aei.gov.au/research/Publications/Documents/NS_Outcomes_Syposium.pdf
- Bailey, R. (2013). Exploring the engagement of lecturers with learning and teaching agendas through a focus on their beliefs about, and experience with, student support. *Studies in Higher Education*, 38(1), 143-155. <http://doi.org/10.1080/03075079.2011.578246>
- Bamber, V., & Stefani, L. (2016). Taking up the challenge of evidencing value in educational development: from theory to practice. *International Journal for Academic Development*, 21(3), 242-254. <http://doi.org/10.1080/1360144X.2015.1100112>
- Benzie, H. J. (2010). 'Graduating as a native speaker': International students and English language proficiency in higher education. *Higher Education Research & Development*, 29(4), 447-459. <http://doi.org/10.1080/07294361003598824>
- Biggs, J. B., & Tang, C. S. (2011). *Teaching for quality learning at university: what the student does* (4th edition). Maidenhead: McGraw-Hill Education
- Biggs, J. (2012). What the student does: teaching for enhanced learning. *Higher Education Research & Development*, 31(1), 39-55. <http://doi.org/10.1080/07294360.2012.642839>
- Blackie, M. A. L., Case, J. M., & Jawitz, J. (2010). Student-centredness: the link between transforming students and transforming ourselves. *Teaching in Higher Education*, 15(6), 637-646. <http://doi.org/10.1080/13562517.2010.491910>
- Botham, K. A. (2018). An analysis of the factors that affect engagement of higher education teachers with an institutional professional development scheme. *Innovations in Education & Teaching International*, 55(2), 176-189.
<http://doi.org/10.1080/14703297.2017.1407664>
- Boud, D., & Brew, A. (2013). Reconceptualising academic work as professional practice: implications for academic development. *International Journal for Academic Development*, 18(3), 37-41. <http://doi.org/10.1080/1360144X.2012.671771>
- Bovill, C., Jordan, L., & Watters, N. (2014). Transnational approaches to teaching and learning in higher education: challenges and possible guiding principles. *Teaching in Higher Education*, 20(1), 12-23. <http://doi.org/10.1080/13562517.2014.945162>
- British Council (2016). *The scale and scope of UK higher education transnational education*. <https://www.britishcouncil.org/sites/default/files/scale-and-scope-of-uk-he-tne-report.pdf>
- Brouwer, J., & Jansen, E. (2019). Beyond grades: developing knowledge sharing in learning communities as a graduate attribute. *Higher Education Research & Development*, 38(2),

- 219-234. <http://doi.org/10.1080/07294360.2018.1522619>
- Bryson, C., & Hand, L. (2007). The role of engagement in inspiring teaching and learning. *Innovations in Education and Teaching International*, 44(4), 349-362. <http://doi.org/10.1080/14703290701602748>
- Castle, R. G., & Kelly, D.J. (2004). International education: quality assurance and standards in offshore teaching: Exemplars and problems. *Quality in Higher Education*, 10(1), 51-57. <http://doi.org/10.1080/1353832042000222751>
- Chapman, D., Austin, A., Farah, S., Wilson, E., & Ridge, N. (2014). Academic staff in the UAE: unsettled journey. *Higher Education Policy*, 27, 131-151. <http://doi.org/10.1057/hep.2013.19>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th edition). London: Routledge.
- Council of Europe (2018). *Common European framework of reference for languages: learning, teaching, assessments. Companion volume with new descriptors*. <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- Cruikshank, K., Chen, H., & Warren, S. (2012). Increasing international and domestic student interaction through group work: a case study from the humanities. *Higher Education Research & Development*, 31(6), 797-810. <http://doi.org/10.1080/07294360.2012.669748>
- Davidson, N., & Major, C. (2014). Boundary crossings: cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching*, 25(3&4), 7-55.
- Deaker, L., Stein, S. J., & Spiller, D. (2016). You can't teach me: exploring academic resistance to teaching development. *International Journal for Academic Development*, 21(4), 299-311. <http://doi.org/10.1080/1360144X.2015.1129967>
- Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Good practice principles for English language proficiency for international students in Australian universities*. http://www.aall.org.au/sites/default/files/Final_Report-Good_Practice_Principles2009.pdf
- Dimitrov, N., & Haque, A. (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. *Intercultural Education*, 27(5), 437-456. <http://doi.org/10.1080/14675986.2016.1240502>
- Divan, A. Bowman, M., & Seabourne, A. (2015). Reducing unintentional plagiarism amongst international students in the biological sciences: an embedded academic writing development programme. *Journal of Further & Higher Education*, 39(3), 358-378. <http://doi.org/10.1080/0309877X.2013.858674>
- Dobos, K. (2011). 'Serving two masters' - academics' perspectives on working at an offshore campus in Malaysia. *Educational Review*, 63(1), 19-35. <http://doi.org/10.1080/00131911003748035>
- Drew, S., & Klopper, C. (2014). Evaluating faculty pedagogic practices to inform strategic academic professional development: a case of cases. *Higher Education*, 67, 349-367. <http://doi.org/10.1007/s10734-013-9657-1>
- Eaves, M. (2011). The relevance of learning styles for international pedagogy in higher education. *Teachers & Teaching: theory & practice*, 17(6), 677-691. <http://doi.org/10.1080/13540602.2011.625143>
- Evans, S., & Morrison, B. (2011). Meeting the challenges of English-medium higher education:

- the first-year experience in Hong Kong. *English for Specific Purposes*, 30, 198-208.
<http://doi.org/10.1016/j.esp.2011.01.001>
- Fanghanel, J. (2007). *Investigating university lecturers' pedagogical constructs in the working context*. Higher Education Academy. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/fanghanel_1568036793.pdf
- Gibbs, G. (2013). Reflections on the changing nature of educational development. *International Journal for Academic Development*, 18(1), 4-14.
<http://doi.org/10.1080/1360144X.2013.751691>
- Gribble, K., & Ziguas, C. (2010). Learning to teach offshore: pre-departure training for lecturers in transnational programs. *Higher Education Research & Development*, 22(2), 205-216. <http://doi.org/10.1080/07294360304115>
- Griggs, V., Holden, R., Lawless, A., & Rae, J. (2018). From reflective learning to reflective practice: assessing transfer. *Studies in Higher Education*, 43(7), 1172-1183.
<http://doi.org/10.1080/03075079.2016.1232382>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381-391. <http://doi.org/10.1080/135406002100000512>
- Higher Education Academy. *Guidance notes for applicants*. York: Higher Education Academy.
<https://www.heacademy.ac.uk/system/files/downloads/FHEA%20Guidance%20Notes%20for%20Applicants.pdf>
- Hammer, S. J., & Green, W. (2011). Critical thinking in a first-year management unit: the relationship between disciplinary learning, academic literacy and learning progression. *Higher Education Research & Development*, 30(3), 303-315.
<http://doi.org/10.1080/07294360.2010.501075>
- Hattie, J., & Yates, G. (2014). *Visible learning and the science of how we learn*. Abingdon: Routledge.
- Hoare, L. (2012). Transnational student voices: reflections on a second chance. *Journal of Studies in International Education*, 16(3), 271-286. <http://doi.org/10.1177/1028315311398045>
- Hoare, L. (2013). Swimming in the deep end: transnational teaching as culture learning? *Higher Education Research & Development*, 32(4), 561-574.
<http://doi.org/10.1080/07294360.2012.700918>
- Heron, M. (2019). Pedagogic practices to support international students in seminar discussions. *Higher Education Research & Development*, 38(2), 266-279.
<http://doi.org/10.1080/07294360.2018.1512954>
- Holden, C. (2018). Adapting Tinto's framework: a model of success and failure in a Middle Eastern transnational setting. *Studies in Higher Education*, 43(6), 1002-1019.
<http://doi.org/10.1080/03075079.2016.1212004>
- Hughes, C., & Thomas, H. (2017). Collaborative provision quality assurance isn't just red tape ... *Perspectives: Policy & Practice in Higher Education*, 21(1), 20-25.
<http://doi.org/10.1080/13603108.2016.1235623>
- Hughes, R. (2008). Internationalisation of higher education and language policy: questions of quality and equity. *Higher Education Management & Policy*, 20(1), 111-128.
- Jones, J., Fleischer, S., McNair, A., & Masika, R. (2020). The international foundation year and first-year transition: building capital, evolving habitus, developing belonging, preparing

- for success. *Teaching in Higher Education*, 25(1), 36-51.
<http://doi.org/10.1080/13562517.2018.1541879>
- Jordan, L., Bovill, C., Othman, S. M., Saleh, A. M., Shabila, N. P., & Watters, N. (2013). Is student-centred learning a Western concept? Lessons from an academic development programme to support student-centred learning in Iraq. *Teaching in Higher Education*, 19(1), 13-25. <http://doi.org/10.1080/13562517.2013.82764>
- Kandlbinder, P., & Peseta, T. (2009). Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom. *International Journal for Academic Development*, 14(1), 19-31.
<http://doi.org/10.1080/13601440802659247>
- Karram, G. (2014) A futile search for values and pedagogy? A discursive analysis of the marketing messages of branch-campuses in higher education hubs. *Compare: A Journal of Comparative & International Education*, 44(2), 274-296.
<http://doi.org/10.1080/03057925.2012.728373>
- Keay, J., May, H., & O'Mahony, J. (2014). Improving learning and teaching in transnational education: can communities of practice help? *Journal of Education for Teaching*, 40(3), 251-266. <http://doi.org/10.1080/02607476.2014.903025>
- Keever, L., Lefoe, G., Leask, B., Sultan, F. K. P. D., Ganesharatnam, S., Loh, V., & Lim, J. S. Y. (2014). 'I like the people I work with. Maybe I'll get to meet them in person one day': teaching and learning practice development with transnational teaching teams. *Journal of Education for Teaching*, 40(3), 232-250.
<http://doi.org/10.1080/02607476.2014.903024>
- Kember, D. (2009). Promoting student-centred forms of learning across an entire university. *Higher Education*, 58(1), 1-13. <http://doi.org/10.1007/s10734-008-9177-6>
- Knight, J. (2016). Transnational education remodeled: toward a common TNE framework and definitions. *Journal of Studies in International Education*, 20(1), 34-47.
<http://doi.org/10.1177/1028315315602927>
- Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal for Academic Development*, 9(1), 29-49.
<http://doi.org/10.1080/1360144042000296044>
- Kreber, C., & Cranton, P. A. (2000). Exploring the scholarship of teaching. *Journal of Higher Education*, 71(4), 476-95.
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What matters to student success: a review of the literature*. Commissioned report for the National Symposium on Postsecondary Student Success: spearheading a Dialog on Student Success. Washington, DC: National Postsecondary Education Cooperative
- Lamers, A. M., & Admiraal, W. F. (2018). Moving out of their comfort zones: enhancing teaching practice in transnational education. *International Journal for Academic Development*, 23(2), 110-122. <https://doi.org/10.1080/1360144X.2017.1399133>
- Lamers-Reeuwijk, A. M., Admiraal, W. F., & van der Rijst, R. M. (2020). Expatriate academics and transnational teaching: the need for quality assurance and quality enhancement to go hand in hand, *Higher Education Research & Development*.
<https://doi.org/10.1080/07294360.2019.1693516>
- Latchem, C., & Ryan, Y. (2013). Transnational distance education: cultural and quality considerations. In J. Willems, B. Tynan, & R. James (Eds.) *Global challenges and*

- perspectives in blended and distance learning* (pp. 55-72). Hershey, PA: Information Science Reference.
- Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. *Reflective Practice*, 9(3), 341-360. <http://doi.org/10.1080/14623940802207451>
- Lea, M. R., & Street, B. V. (2006). The 'Academic Literacies' model: theory and applications. *Theory into Practice*, 45(4), 368-377. http://doi.org/10.1207/s15430421tip4504_11
- Leask, B. (2005). *AVCC offshore quality project report: a professional development framework for academic staff teaching Australian programs offshore*. http://w3.unisa.edu.au/academicdevelopment/teaching/documents/offshore_framework.pdf
- Lemke-Westcott, T., & Johnson, B. (2013). When culture and learning styles matter: a Canadian university with Middle-Eastern students. *Journal of Research in International Education*, 12(1), 66-84. <http://doi.org/10.1177/1475240913480105>
- Lindblom-Ylänne, S., & Hämäläinen, K. (2004). The Bologna Declaration as a tool to enhance learning and instruction at the University of Helsinki. *International Journal for Academic Development*, 9(2), 153-165. <http://doi.org/10.1080/1360144042000334645>
- Locke, W., Whitchurch, C., Smith, H., & Mazonod, A. (2014). *Shifting Landscapes: meeting the staff development needs of the changing academic workforce*. York: Higher Education Academy. <https://www.heacademy.ac.uk/knowledge-hub/shifting-landscapes-meeting-staff-development-needs-changing-academic-workforce>
- Loughran, J. (2013). Pedagogy: making sense of the complex relationship between teaching and learning. *Curriculum Inquiry*, 43(1), 118-141. <http://doi.org/10.1111/curi.12003>
- MacLellan, E. (2014). Updating understandings of 'teaching': taking account of learners' and teachers' beliefs. *Teaching in Higher Education*, 20(2), 171-182. <http://doi.org/10.1080/13562517.2014.966238>
- Mälkki, K., & Lindblom-Ylänne, S. (2012). From reflection to action? Barriers and bridges between higher education teachers' thoughts and actions. *Studies in Higher Education*, 37(1), 33-50. <http://doi.org/10.1080/03075079.2010.492500>
- Martin, G. A., & Double, J. M. (1998). Developing higher education teaching skills through peer observation and collaborative reflection. *Innovations in Education and Training International*, 35(2), 161-170. <http://doi.org/10.1080/1355800980350210>
- Mason, J. (2009). Teaching as disciplined enquiry. *Teachers & Teaching: Theory & Practice*, 15(2), 205-223. <http://doi.org/10.1080/13540600902875308>
- McMahon, T., Barrett, T., & O'Neill, G. (2007). Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12(4), 499-511. <http://doi.org/10.1080/13562510701415607>
- McNamara, J., & Knight, J. (2016). *Transnational education data collection systems: awareness, analysis and action*. British Council & DAAD (German Academic Exchange Service). https://www.britishcouncil.org/sites/default/files/1.1_report_tne_data_collection_system.pdf
- Montgomery, C., & McDowell, L. (2009). Social networks and the international student experience. *Journal of Studies in International Education*, 13(4), 455-466. <http://doi.org/10.1177/1028315308321994>
- Murray, N. (2012). Ten 'Good Practice Principles' ... ten key questions: considerations in

- addressing the English language needs of higher education students. *Higher Education Research & Development*, 31(2), 233-246. <http://doi.org/10.1080/07294360.2011.555389>
- O'Mahony, J. (2014). *Enhancing student learning and teacher development in transnational education*. York: Higher Education Academy. <https://www.heacademy.ac.uk/enhancing-student-learning-and-teacher-development-transnational-education>
- Oman Academic Accreditation Authority, *Quality Audits reports*. http://www.oaaa.gov.om/Institution.aspx#Inst_ReviewDwnld
- Palmer, A., Pegrum, M., & Oakley, G. (2019) A Wake-Up Call? Issues with plagiarism in transnational higher education. *Ethics & Behavior*, 29(1), 23-50. <http://doi.org/10.1080/10508422.2018.1466301>
- Pelger, S., & Larsson, M. (2018). Advancement towards the scholarship of teaching and learning through the writing of teaching portfolios. *International Journal for Academic Development*, 23(3), 179-191. <http://doi.org/10.1080/1360144X.2018.1435417>
- Peregrina-Kretz, D., Seiffert, T., Arnold, C., & Burrow, J. (2018). Finding their way in post-secondary education the power of peers as connectors, coaches, co-constructors and copycats. *Higher Education Research & Development*, 37(5), 1076-1090. <http://doi.org/10.1080/07294360.2018.1471050>
- Picton, C., Kahu, E. R., & Nelson, K. (2018). 'Hardworking, determined and happy': first-year students' understanding and experience of success. *Higher Education Research & Development*, 37(6), 1260-1273. <http://doi.org/10.1080/07294360.2018.1478803>
- Pilkington, R. (2019). Investigating the use of 'professional dialogues' when assessing academic practice: revealing learning, managing process, and enabling judgements. *International Journal for Academic Development*, 24(1), 47-60. <http://doi.org/10.1080/1360144X.2018.1512496>
- Postareff, L., Lindblom- Ylänne, S., & Nevgi, A. (2007). A follow-up study of the effect of pedagogical training on teaching in higher education. *Teaching & Teacher Education*, 23(5), 557-571. <http://doi.org/10.1007/s10734-007-9087>
- Prowse, J., & Goddard, J. T. (2010). Teaching across cultures: Canada and Qatar. *Canadian Journal of Higher Education*, 40(1), 31-53.
- Purcell, N., & Lea, J. (2015). Raising the profile of learning and teaching, being reflective and scholarly, and becoming a Fellow of the Higher Education Academy. In Lea, J. (ed.). *Enhancing learning and teaching in higher education* (pp. 198-214). Maidenhead: Open University Press.
- Pyvis, D. (2011). The need for context-sensitive measures of educational quality in transnational higher education. *Teaching in Higher Education*, 16(6), 733-744. <http://doi.org/10.1080/13562517.2011.570436>
- Quality Assurance Agency (2011). UK quality code for higher education
- Quan, R., Smailes, J., & Fraser, W. (2013). The transition experiences of direct entrants from overseas higher education partners into UK universities. *Teaching in Higher Education*, 18(4), 414-426. <http://doi.org/10.1080/13562517.2012.752729>
- Quinn, L. (2012). Understanding resistance: an analysis of discourses in academic staff development. *Studies in Higher Education*, 37(1), 69-83. <http://doi.org/10.1080/03075079.2010.497837>
- Robson, S. (2011). Internationalisation: a transformative agenda for higher education? *Teachers & Teaching: Theory & Practice*, 17(6), 619-630.

- <http://doi.org/10.1080/13540602.2011.625116>
- Roxå, T., & Mårtensson, K. (2009). Significant conversations and significant networks - exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547-559. <http://doi.org/10.1080/03075070802597200>
- Ryan, J. (2011). Teaching and learning for international students: towards a transcultural approach. *Teachers & Teaching: Theory & Practice*, 17(6), 631-648. <http://doi.org/10.1080/13540602.2011.625138>
- Ryan, M. (2011). Improving reflective writing in higher education: a social semiotic perspective. *Teaching in Higher Education*, 16(1), 99-111. <http://doi.org/10.1080.13562517.2010.507311>
- Samuelowicz, K., & Bain, J.D. (2001). Revisiting academics' beliefs about teaching and learning. *Higher Education*, 41(3), 299-325. <http://doi.org/10.1023/A:1004130031247>
- Sawir, E., Marginson, S., Forbes-Mewett, H., Nyland, C., & Ramia, G. (2012). International student security and English language proficiency. *Journal of Studies in International Education*, 16(5), 434-454. <http://doi.org/10.1177/1028315311435418>
- Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: a conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7(1), 83-97. <http://doi.org/10.1080/13601440210156501>
- Sharp, K. (2017). The distinction between academic standards and quality: implications for transnational higher education. *Quality in Higher Education*, 23(2), 138-152. <http://doi.org/10.1080/13538322.2017.1356615>
- Skyrme, G. (2018). Learning to write in the university after the writing course is over: what helps second language writers? *Higher Education Research & Development*, 37(6), 1274-1286. <http://doi.org/10.1080/07294360.2018.1477741>
- Smith, C. (2008). Building effectiveness in teaching through targeted evaluation and response: connecting evaluation to teaching improvement in higher education. *Assessment & Evaluation in Higher Education*, 33(5), 515-533. <http://doi.org/10.1080/02602930701698942>
- Smith, C. (2011). Examinations and the ESL student - more evidence of particular disadvantages. *Assessment & Evaluation in Higher Education*, 36(1), 13-25. <http://doi.org/10.1080/02602930903173959>
- Smith, H. (2012). The unintended consequences of grading teaching. *Teaching in Higher Education*, 17(6), 747-754. <http://doi.org/10.1080/13562517.2012.744437>
- Smith, K. L. (2009). Transnational teaching experiences: an under-explored territory for transformative professional development. *International Journal for Academic Development*, 14(2), 111-122. <http://doi.org/10.1080/13601440902969975>
- Smith, L. (2009). Sinking in the sand? Academic work in an offshore campus of an Australian university. *Higher Education Research & Development*, 28(5), 467-479. <http://doi.org/10.1080/07294360903154118>
- Spowart, L., Turner, R., Shenton, D., & Kneale, P. (2016). 'But I've been teaching for 20 years...': encouraging teaching accreditation for experienced staff working in higher education. *International Journal for Academic Development*, 21(3), 206-218. <http://doi.org/10.1080/1360144X.2015.1081595>
- Spowart, L., Winter, J., Turner, R., Burden, P., Botham, K. A., Muneer, R., van der Sluis, H., &

- Huet, I. (2019). 'Left with a title but nothing else': the challenges of embedding professional recognition schemes for teachers within higher education institutions. *Higher Education Research & Development*, 38(6), 1299-1312.
<http://doi.org/10.1080/07294360.2019.1616675>
- Teekens, H. (2003). The requirement to develop specific skills for teaching in an intercultural setting. *Journal of Studies in International Education*, 7(1), 108-119.
<http://doi.org/10.1177/1028315302250192>
- Thomson, K. (2015). Informal conversations about teaching and their relationship to a formal development program: learning opportunities for novice and mid-career academics. *International Journal for Academic Development*, 20(2), 137-149.
<http://doi.org/10.1080/1360144X.2015.1028066>
- Trigwell, K., & Prosser, M. (2004). Development and use of the approaches to teaching inventory. *Educational Psychology Review*, 16(4), 409-424.
<http://doi.org/10.1007/s10648-004-0007-9>
- Trigwell, K., Prosser, M., & Ginns, P. (2005). Phenomenographic pedagogy and a revised approaches to teaching inventory. *Higher Education Research & Development*, 24(4), 349-360. <http://doi.org/10.1080/07294360500284730>
- Universities UK international (2017). *Gulf Mapping Report*.
<https://www.universitiesuk.ac.uk/International/Documents/Gulf%20Mapping%20Report%202017.pdf>
- Universities UK international (2018). *The scale of UK higher education transnational education 2016-2017, trend analysis of HESA data*. <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/UUKi%20Scale%20of%20TNE%202018.pdf>
- Virtanen, A., & Tynjälä, P. (2018). Factors explaining the learning of generic skills: a study of university students' experiences. *Teaching in Higher Education*, 24(7), 880-894.
<http://doi.org/10.1080/13562517.2018.1515195>
- Wilkins, S., Butt, M. M., & Annabi, C. A. (2017). The effects of employee commitment in transnational higher education: the case of international branch campuses. *Journal of Studies in International Education*, 21(4), 295-314.
<http://doi.org/10.1177/1028315316687013>
- Wilkins, S., & Neri, S. (2018). Managing faculty in transnational higher education: expatriate academics at international branch campuses. *Journal of Studies in International Education*, 22(5), 1-22. <http://doi.org/10.1171/102831531881420>
- Wilkins, S., Stephens Balakrishnan, M., & Huisman, J. (2012). Student satisfaction and student perceptions of quality at international branch campuses in the United Arab Emirates. *Journal of Higher Education Policy & Management*, 34(5), 543-556.
<http://doi.org/10.1080/1360080X.2012.716003>
- Williams, J. (2016). Quality assurance and quality enhancement: Is there a relationship? *Quality in Higher Education*, 22(2), 97-102.
<http://doi.org/10.1080/13538322.2016.1227207>
- Williams, K. (2005). Lecturer and first year student (mis)understandings of assessment task verbs: 'mind the gap'. *Teaching in Higher Education*, 10(2), 157-173.
<http://doi.org/10.1080/1356251042000337927>
- Yao, C. W., & Collins, C. (2018). Perspectives from graduate students on effective teaching methods: a case study from a Vietnamese Transnational University. *Journal of Further*

- and Higher Education*, 43(7), 959-974. <http://doi.org/10.1080/0309877X.2018.1429583>
- World Bank (2013). *Education in Oman : the drive for quality* (Vol. 2): Main report (English). Washington DC: World Bank.
<http://documents.worldbank.org/curated/en/280091468098656732/Main-report>
- Zepke, N., & Leach, L. (2010). Improving student engagement: ten proposals for action. *Active Learning in Higher Education*, 11(3), 167-177. <http://doi.org/10.1177/1469787410379680>
- Ziguras, C. (2008a). 'The cultural politics of transnational education: ideological and pedagogical issues for teaching staff'. In L. Dunn and M. Wallace (eds.) *Teaching in transnational education: enhancing learning for offshore international students* (pp. 44-54). London: Routledge.
- Ziguras, C. (2008b). 'Cultural and contextual issues in the evaluation of transnational distance education'. In T. Evans, M. Haughey and D. Murphy (eds.) *International handbook of distance education* (pp. 639-653). Bingley: Emerald Publishing.

