

**Text 1:** Robert Rosenthal & Lenore Jacobson. *Pygmalion in the Classroom* (1968).

**Text 2:** Carol Dweck & Claudia Mueller. *Praise for Intelligence can Undermine Children's Motivation and Performance* (1998).

**Text 3:** Graham Nuthall. *The Cultural Myths and Realities for Classroom Teaching and Learning: A Personal Journey* (2005).

**Text 4:** Paul Black & Dylan Wiliam. *Changing Teaching through Formative Assessment: Research and Practice. The King's-Medway-Oxfordshire Formative Assessment Project* (2005).

**Text 5:** Paul A Kirschner, John Sweller & Richard E. Clark. *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching* (2006).

**Text 6:** Lee Shulman. *Knowledge and Teaching: Foundations of the New Reform* (1987).

**Text 7:** John Hattie & Helen Timperley. *The Power of Feedback* (2007).

**Text 8:** Michael Fullan. *Positive Pressure* (2010).

**Text 9:** Thomas R Guskey & Kwang Suk Yoon. *What Works in Professional Development?* (1999).

**Text 10:** Helen Timperley, Linda Kaser & Judy Halbert. *A Framework for Transforming* (2014).

**Text 11:** Anthony S. Bryk & Barbara Schneider. *Trust in Schools: A Core Resource for School Reform* (2003).

**Text 12:** Paul E. Newton. *Clarifying the Purposes of Educational Assessment* (2007).

**Text 13:** James Hiebert, Ronald Gallimore & James W. Stigler. *A Knowledge Base for the Teaching Profession: What Would it Look Like and How Can We Get One?* (2002).

**Text 14:** John Geake. *Neuromythologies in Education* (2008).

**Text 15:** Lynn Waterhouse. *Multiple Intelligences, the Mozart Effect, and Emotional Intelligence: A Critical Review* (2006).

**Text 16:** David Dunning & Justin Kruger. *Unskilled and Unaware of it: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self Assessments* (1999).