

Recommended Reading and Resources:

Construct a standard VLE template for a School:

Limniou, M., Downes, J.J., Tsivilis, D. & Whitelock-Wainwright, A. (2016). Design a VLE Template: Students' and Teachers' Preferences on Engagement and Assessment. In Dale Bowen (Ed.), *Student Learning: Assessment, Perceptions and Strategies* (pp. 1-40). New York: NOVA Science Publishers.

Comparison of traditional and flipped classroom to support active learning:

Limniou, M., Schermbrucker, I., & Lyons, M. (2018). Traditional and flipped classroom approaches delivered by two different teachers: the student perspective. *Education and Information Technologies*, 23(2), 797-817.

<https://link.springer.com/article/10.1007%2Fs10639-017-9636-8>

How online tests can influence student learning and what challenges teachers face in implementing an authentic assessment:

Limniou, M., Tucci, S., Hands, C. & Downes, J.J. (2017). Online tests in learning process: strategy, examples, grades and challenges. In B. Hernandez (Ed.) *Focus on Educational Research: Practices, Challenges and Perspectives*. New York: NOVA Science Publishers.

Limniou, M., & Mansfield, R. (2019). (Game-Based) Student Response Systems Engage Students with Research-Teaching Nexus Activities and Support Their Skills Development. *Creative Education*, 10(1), 36-47.

https://file.scirp.org/Html/3-6304161_89790.htm

How eLearning tools can be evaluated in order to support digital fluency:

Limniou, M., Downes, J. J., & Maskell, S. (2015). Datasets reflecting students' and teachers' views on the use of learning technology in a UK university. *British Journal of Educational Technology*, 46(5), 1081-1091.

<https://onlinelibrary.wiley.com/doi/full/10.1111/bjet.12332>

How the curriculum of a Psychology School at a research-intensive university could be enhanced based on cross-sectional student views from all years of study:

Limniou, M., Mansfield, R. and Petichakis, C. (2019). Students' Views for a Research-Intensive School Curriculum in Psychology: Research-Teaching Nexus. *Creative Education*, 10, 796-813. doi:

[10.4236/ce.2019.104059](https://doi.org/10.4236/ce.2019.104059)