Identifying and Decoding Bottlenecks in Tax

References

Dìaz, A., & Pace, D. (2012, June). *Introduction to decoding the disciplines*. Handouts from the preconference workshop facilitated at the Fourth Biennial Threshold Concepts Conference, Dublin, Ireland.

Marton, F. & Säljö, R. (1976). On qualitative differences in learning. I – Outcomes and processes. *British Journal of Educational Psychology, 46*, 4-11. doi: 10.1111/j.2044-8279.1976.tb02980.x

Marton, F. & Säljö, R. (1997). Approaches to learning. In F. Marton, D. J. Hounsell, & N. J. Entwistle (Eds.), *The experience of learning* (2nd ed.), (pp. 39-58). Edinburgh, UK: Scottish Academic Press.

Middendorf, J., & Pace, D. (Eds.). (2004a). Decoding the disciplines: Helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, *98*. San Francisco: Jossey Bass.

Middendorf, J., & Pace, D. (2004b). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. In J. Middendorf, & D. Pace (Eds.), Decoding the disciplines: Helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning*, *98* (pp. 1-12). San Francisco: Jossey Bass.

The Task Force on innovative teaching practices to promote deep learning at the University of Waterloo:

Final report. (2011). Prepared by Donna Ellis, Carey Bissonnette, Steve Furino, Shirley Hall, Tim Kenyon, Ron McCarville, Gordon Stubley, & Clarence Woudsma for the Vice-President Academic & Provost, University of Waterloo. Waterloo, ON. Retrieved from http://cte.uwaterloo.ca/teaching_resources/documents/Task%20Force%20Report%20on%20Deep%20Learning.pdf

Wolfe, P. (2007). A model for facilitating curriculum development in higher education: A Faculty-driven, data-informed, and educational developer–supported approach. *New Directions for Teaching and Learning, 112*, 15-20.