



READING LIST

PIL101/NFNF303, Teaching and Learning in Higher Education 1: Basic course

Main course books included in the course (Selected parts)

- Elmgren, Maja, & Henriksson, Ann-Sofie (2018). *Academic teaching*. 2nd Ed. Lund: Studentlitteratur. (368 pages, Selected parts)
- Kirschner P. A., Hendrick C. (2020). *How Learning Happens, Seminal works in educational psychology and what they mean in practice*, Routledge. (309 pages, Selected parts)

Literature included in the course (Selected parts)

Generally

- Attard, Angele (2010). *Student-centred learning—Toolkit for students, staff and higher education institutions*. Brussels, Berlin. (74 pages) https://www.esu-online.org/wp-content/uploads/2017/10/SCL_toolkit_ESU_EI.compressed.pdf
- Baeten, Marlies, Kyndt, Eva, Struyven, Katrien, & Dochy, Filip (2010). Using student-centered learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness. *Educational Research Review*, 5(3), 243-260. (17 pages). <https://www.sciencedirect.com/science/article/pii/S1747938X10000370?via%3Dihub>
- Bates, Anthony William (Tony) (2019). *Teaching in a Digital Age. Guidelines for designing teaching and learning*. (Selected parts). <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Biesta, Gert (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in Educational research. *Educational Theory*, 57(1), 1-22. (22 pages). <https://doi.org/10.1111/j.1741-5446.2006.00241.x>
- Florida State University (2011). *Instruction at FSU. A Guide to Teaching and Learning Practices*, 7th edition (224 pages). <https://odl.fsu.edu/sites/g/files/upcbnu2391/files/media/I%40FSU.pdf>
- Kugel, Peter (1993). How Professors Develop as Teachers. *Studies in Higher Education* 18(3), 315-328. (13 pages). <https://doi-org.ezproxy.ub.gu.se/10.1080/03075079312331382241>
- Macfarlane, Bruce & Ottewill, Roger (2004) A ‘special context’?: Identifying the professional values associated with teaching in higher education. *International Journal of Ethics*, 4(1) 89-100. (12 pages). http://web.edu.hku.hk/f/acadstaff/367/Identifying_the_professional_values_HE_teaching.pdf
- Nicol, David, Thomson, Avril, & Breslin, Caroline. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1). (21 pages). <https://doi.org/10.1080/02602938.2013.795518>
- Nicol, David. J., & Macfarlane-Dick, Debra (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. (19 pages). <http://dx.doi.org/10.1080/03075070600572090>
- Stuve, Olaf, Scambor, Ello, Fischer, Marion, Hrzenjak, Majda, Humer, Ziwa, Wittamer, Marie, Künstler, Sophie, Busche, Mart, Scambor, Christian, Kurzmann, Michael, M., Frenzel, Janna,

Wojnicka, Katarzyna, Cosso, Anna Rita (2011). *Handbook. Intersectional Peer Violence prevention*. Berlin: Dissens. (Chapter 3).

https://igiv.dissens.de/fileadmin/IGIV/files/handbook/intersect_violence_complete.pdf

Swedish Association of Swedish Higher Education (SUHF) (2016). Recommendations on general learning outcomes for the teaching qualifications required for employment as academic teacher and on mutual recognition. (2 pages). https://suhf.se/app/uploads/2019/03/REK-2016-1-On-general-learning-outcomes-for-teaching-qualifications_Dnr-024-16.pdf

Swedish Association of University Teachers (SULF) (2004). Ethical guidelines for university teachers. <http://www.sulf.se/en/facts/ethical-guidelines-for-university-teachers/>

University of Gothenburg (2016). Guidelines for establishing a teaching portfolio. (4 pages). http://pil.gu.se/digitalAssets/1577/1577602_teaching-portfolio-guidelines-160225b.pdf

University of Gothenburg (2015). Policy for pedagogical development at the University of Gothenburg. (3 pages) https://pil.gu.se/digitalAssets/1546/1546331_policy-for-pedagogical-development-150928.pdf

University of Gothenburg (2015). Pedagogical ideals programme at the University of Gothenburg. (19 pages). https://pil.gu.se/digitalAssets/1546/1546334_pedagogical-ideas-programme-151001.pdf

Legal documents and regulations

Administrative Court Procedure Act

https://www.government.se/49d550/contentassets/3b32f472f6ab436db12616d0171efb18/the-administrative-court-procedure-act-1971_291.pdf

The Swedish Higher Education Act <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/>

Higher Education Ordinance <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/>

Swedish Association of Swedish Higher Education (SUHF). (2016). Recommendations on general learning outcomes for the teaching qualifications required for employment as academic teacher and on mutual recognition. (2 pages). https://suhf.se/app/uploads/2019/03/REK-2016-1-On-general-learning-outcomes-for-teaching-qualifications_Dnr-024-16.pdf

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University of Gothenburg. (2018). Rules and regulations for first- and second cycle studies at the University of Gothenburg. (3 pages).

https://medarbetarportalen.gu.se/digitalAssets/1733/1733384_regler-fo-r-studier_eng-version_.pdf

University of Gothenburg. (2018). Rules and regulations for first- and second cycle examinations at the University of Gothenburg. (14 pages).

https://medarbetarportalen.gu.se/digitalAssets/1733/1733372_regler-fo-r-examination-engelsk_20190521-1-.pdf

University of Gothenburg. (2020). Procedure for complaints from students. (in Swedish) (3 pages). https://medarbetarportalen.gu.se/digitalAssets/1782/1782713_gu_2020-2807_handlaggningsordning_klagomal_studenter_2020-11-19.pdf

University of Gothenburg. (2016). Guidelines for establishing a teaching portfolio. (4 pages). http://pil.gu.se/digitalAssets/1577/1577602_teaching-portfolio-guidelines-160225b.pdf

University of Gothenburg. (2016). Policy for widening access and participation. (3 pages). https://medarbetarportalen.gu.se/digitalAssets/1675/1675217_policy-for-widening-access-and-participation.pdf

University of Gothenburg. (2016). Action plan for widening access and participation. (10 pages).

https://medarbetarportalen.gu.se/digitalAssets/1675/1675216_action-plan-for-widening-access-and-participation.pdf

University of Gothenburg. (2014). Guidance for employees and students in the event of discrimination and harassment at the University of Gothenburg. (8 pages). https://medarbetarportalen.gu.se/digitalAssets/1521/1521532_1497114_guidance-for-employees-and-students-in-the-event-of-discrimination-and-harassment.pdf

University of Gothenburg. (2020). Rules for First- and Second-Cycle Course Syllabuses. (5 pages). https://medarbetarportalen.gu.se/digitalAssets/1769/1769865_gu-2019-522-regler-for-kursplan-pa-grund-och-avancerad-niva---eng.pdf

University of Gothenburg. (2020). Rules for First- and Second-Cycle Programme Syllabuses. (5 pages). https://medarbetarportalen.gu.se/digitalAssets/1769/1769866_gu-2019-601-regler-for-utbildningsplan-pa-grund-och-avancerad-niva---eng.pdf

In addition, individually selected literature related to the assignments will be added.

Further reading

Alemu, Sintayehu Kassaye. (2018). Meaning, idea and history of university/higher education in Africa: A brief literature review. *FIRE: Forum for International Research in Education*, 4(3), 210-227 (17 pages).

Alexander, Patricia A., Schallert, Diane. L. & Reynolds, Ralph. E. (2009). What is learning anyway? A topographical perspective considered. *Educational Psychologist*, 44(3), 176-192. (16 pages). <https://doi-org.ezproxy.ub.gu.se/10.1080/00461520903029006>

Andersson, Terry. (2008). Towards a theory of online learning. In: Terry Andersson & Fathi Elloumi (Eds.). *The Theory and Practice of Online Learning*. Athabasca University: AU Press. <http://www.aupress.ca/index.php/books/120146>

Brown, George & Manogue, Michael (2001). AMEE Medical Education Guide No 22: Refreshing lecturing: a guide for lecturers. *Medical Teacher*, 23(3), 231-244. (14 pages). <https://doi.org/10.1080/01421590120043000>

Cantillon, Peter, Wood, Diana. (2010). ABC of Learning and Teaching in Medicine second edition. Wiley-Blackwell, Blackwell Publishing Ltd (86 pages). http://dlearning.numspak.edu.pk/pluginfile.php/4565/block_html/content/2.ABC-%20LTM%202nd%20edition.pdf

Chemistry Education Research and Practice. (2007). Issue 2, (105 - 273) <https://pubs.rsc.org/en/journals/journalissues/rp#!issueid=rp008002&type=current&issnprint=1109-4028>

Cherif, Abour H., Siuda Joella E. Movahedzadeh, Farahnaz. (2013). Developing Nontraditional Biology Labs to Challenge Students & Enhance Learning, *The American Biology Teacher* January, Vol.75(1), pp.14-17. <https://online-ucpress-edu.ezproxy.ub.gu.se/abt/article/75/1/14/18516/Developing-Nontraditional-Biology-Labs-to>

Cuevas, Joshua (2015). Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles. *Theory and Research in Education*, 13(3), 308-333. (26 pages). <https://doi.org/10.1177/1477878515606621>

Entwistle, Noel (2009). *Teaching for understanding at university: Deep approaches and distinctive ways of thinking*. London: Palgrave Macmillan. (203 pages).

Essed, Philomena (2004) Cloning amongst professors: normativities and imagined homogeneities, *NORA - Nordic Journal of Feminist and Gender Research*, 12(2), 113-122, (11 pages). <https://doi.org/10.1080/08038740410004588>

- Harris, Angela, & Leonardo, Zeus (2018). Intersectionality, Race-Gender Subordination, and Education. *Review of Research in Education*, 42(1), 1-27. (28 pages).
<https://doi.org/10.3102/0091732X18759071>
- Holmes, N. and E. M. Smith. (2018). Operationalizing the AAPT Learning Goals for the Lab.” *The Physics Teacher* 57: 296-299. <https://arxiv.org/pdf/1809.00059.pdf>
- MacIsaac, Dan. (2015). Report: AAPT Recommendations for the Undergraduate Physics Laboratory Curriculum, *The Physics Teacher*. 53(4), pp253-253
https://www.aapt.org/resources/upload/labguidelinesdocument_ebendorsed_nov10.pdf
- McConnell, David (2002). The Experience of Collaborative Assessment in e-Learning. *Studies in Continuing Education*, 24(1), 73-92. (20 pages). <http://dx.doi.org/10.1080/01580370220130459>
- Morss, Kate, Murray, Rowena, (2005). Teaching at University. A guide for postgraduates and researchers. London: SAGE. (216 pages) https://gu-se-primo.hosted.exlibrisgroup.com/permalink/f/rmbr1s/46GUB_KOHA1211135
- Nicol, David, Thomson, Avril, & Breslin, Caroline. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1). (21 pages). <https://doi.org/10.1080/02602938.2013.795518>
- Nicol, David. J., & Macfarlane-Dick, Debra (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. (19 pages). <http://dx.doi.org/10.1080/03075070600572090>
- Orrell, Janice. (2006). Feedback on learning achievement: rhetoric and reality. *Teaching in Higher Education*, 11(4), 441-456. (16 pages). <http://dx.doi.org/10.1080/13562510600874235>
- Pashler, Harold, McDaniel, Mark, Rohrer, Dong, & Bjork, Robert (2008). Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, 9(3), 105-119. (16 pages).
<https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Phillips, Denis Charles & Soltis, Jonas F. (2015). *Perspectives on learning* [E-book]. 5th ed. New York: Teachers College Press. (131 pages). <https://ebookcentral-proquest-com.ezproxy.ub.gu.se/lib/gu/detail.action?docID=3544941>
- Psillos, Dimitris, Niedderer, Hans. (2003). Teaching and Learning in the Science Laboratory. Kluwer Academic Publishers, (275 pages) <https://link.springer.com/content/pdf/10.1007%2F0-306-48196-0.pdf>
- Race, Philip, and Ebooks Corporation. (2007). *The Lecturer's Toolkit a Practical Guide to Learning, Teaching and Assessment*. 3rd ed (248 pages). https://gu-se-primo.hosted.exlibrisgroup.com/permalink/f/rmbr1s/46GUB_KOHA1437233
- Redish, Edward. (2003). Teaching Physics with the Physics Suite. Wiley. (240 pages)
<http://www2.physics.umd.edu/~redish/Book/>
- Säljö, Roger. (2009). Learning, theories of learning, and units of analysis in research. *Educational Psychologist*, 44(3), 202-208. (7 pages). <http://dx.doi.org/10.1080/00461520903029030>
- University of Gothenburg (2015). *Teacher's Guide. Guidance for university teachers, tutors and supervisors*. <http://medarbetarportalen.gu.se/lararhandboken>