



## READING LIST

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

#### Literature included in the course

- 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://open.umn.edu/opentextbooks/textbooks/teaching-in-a-digital-age-guidelines-for-designing-teaching-and-learning-for-a-digital-age>
- 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>
- Cuevas, Joshua. Is Learning Styles-Based Instruction Effective? A Comprehensive Analysis of Recent Research on Learning Styles. *Theory and Research in Education*, 2015, Vol. 13(3) 308–333 (25 pages). <http://journals.sagepub.com/doi/10.1177/1477878515606621>
- Elmgren, Maja, & Henriksson, Ann-Sofie (2014). *Academic teaching*. Lund: Studentlitteratur. (362 pages).
- Entwistle, Noel (2009). *Teaching for understanding at university: Deep approaches and distinctive ways of thinking*. London: Palgrave Macmillan. (203 pages).
- 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](http://web.edu.hku.hk/f/acadstaff/367/Identifying_the_professional_values_HE_teaching.pdf)
- 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](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](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](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](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](https://pil.gu.se/digitalAssets/1546/1546334_pedagogical-ideas-programme-151001.pdf)

## Legal documents and regulations

### Administrative Procedural Act

Göteborgs Universitet. (2020). Regler för studentinflytande. (5 sidor). [https://medarbetarportalen.gu.se/digitalAssets/1782/1782710\\_gu-2019-1908-regler-for-studentinflytande.pdf](https://medarbetarportalen.gu.se/digitalAssets/1782/1782710_gu-2019-1908-regler-for-studentinflytande.pdf)

### Higher Education Act

#### Higher Education Ordinance (Chapter 6)

University of Gothenburg. (2020). Policy for Gender Equality and Equal Treatment at the University of Gothenburg. (4 pages). [https://medarbetarportalen.gu.se/digitalAssets/1773/1773900\\_policy-jamstalldhet-och-likabehandling-eng.pdf](https://medarbetarportalen.gu.se/digitalAssets/1773/1773900_policy-jamstalldhet-och-likabehandling-eng.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](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](https://medarbetarportalen.gu.se/digitalAssets/1769/1769866_gu-2019-601-regler-for-utbildningsplan-pa-grund-och-avancerad-niva---eng.pdf)

University of Gothenburg. (2016). Procedure for complaints from students about deviations from the University of Gothenburg's rules and regulations for first-, second- and third-cycle studies and examinations. (3 pages).

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

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

*In addition, one compendium and individually selected literature related to the assignments will be added. A maximum of 50 pages of individually selected readings for the course meeting on teaching methods will also be added.*

## Further reading

Brown, George & Manogue, Michael (2001). AMEE Medical Education Guide No 22: Refreshing Reading list revised: 2020-11-25

- lecturing: a guide for lecturers. *Medical Teacher*, 23(3), 231-244. (14 pages).  
<https://doi.org/10.1080/01421590120043000>
- 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>
- 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>
- 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>
- 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>
- Race, Phil. (2013). *The Lecturer's Toolkit: A Practical Guide to Learning, Teaching and Assessment* [E-book]. 3<sup>rd</sup> ed. Hoboken: Routledge. <https://www-taylorfrancis-com.ezproxy.ub.gu.se/books/9780203707340>
- University of Gothenburg (2015). *Teacher's Guide. Guidance for university teachers, tutors and supervisors*. <http://medarbetarportalen.gu.se/lararhandboken>