



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>
- Biggs, John (2003). Aligning teaching for constructing learning. *Higher Education Academy*, 1-4.
- Boud, D. (2007). Reframing assessment as if learning was important. In Boud, D. & Falchikov, N. (Eds.) *Rethinking Assessment for Higher Education: Learning for the Longer Term*. London: Routledge, 14-25.
- Carless, David & Boud, David. (2018). The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
- 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).
- Kirschner, Paul A, & Hendrick, Carl. (2020). *How Learning Happens* (1st ed.). Milton: Routledge.
- 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

Stuve, Olaf, Scambor, Ello, Fischer, Marion, Hrenjak, 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 Procedural Act

Göteborgs Universitet. (2020). Regler för studentinflytande. (5 sidor).

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

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

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 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>

Havnes, A., & Prøitz, T. S. (2016). Why use learning outcomes in higher education? Exploring the grounds for academic resistance and reclaiming the value of unexpected learning. *Educational Assessment, Evaluation and Accountability*, 28(3), 205–223. <https://doi.org/10.1007/s11092-016-9243-z>

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]. 3rd ed. Hoboken: Routledge. <https://www-taylorfrancis-com.ezproxy.ub.gu.se/books/9780203707340>
- Taras, M. (2005). Assessment – Summative and Formative – Some Theoretical Reflections. *British Journal of Educational Studies*, 53(4), 466–478. <https://doi.org/10.1111/j.1467-8527.2005.00307.x>
- University of Gothenburg (2015). *Teacher's Guide. Guidance for university teachers, tutors and supervisors*. <http://medarbetarportalen.gu.se/lararhandboken>