



READING LIST

PIL101, Teaching and Learning in Higher Education 1: Basic Course, English Campus

Literature included in the course

- 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-%20digital-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.
- 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 (2018). *Academic teaching (2nd edition)*. Lund: Studentlitteratur. (362 pages).
- Fry, H., Ketteridge, S., & Marshall, S. (2014). *A handbook for teaching and learning in higher education. Enhancing academic practice (4th ed.)*. Hoboken: Taylor and Francis.
- Macfarlane, B. & Ottewill, R. (2004). A ‘special context’?: Identifying the professional values associated with teaching in higher education. *International Journal of Ethics* 4(1), 89-100. (12 pages).
- Phillips, D.C. & Soltis, J. F. (2015). *Perspectives on learning [E-book]*. 5th ed. New York: Teachers College Press.
- Ramsden, P. (2003). *Learning to Teach in Higher Education*. Taylor & Francis Group.
- 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://medarbetarportalen.gu.se/digitalAssets/1545/1545404_v2015-754-policy-for-pedagogical-development--eng-.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

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

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

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

Higher Education Ordinance (Chapter 6)

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

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

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). 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. (2020). Procedure for complaints from students. (3 pages).
[1785301_gu-2020-2807-procedure-for-handling-complaints-from-students-1.pdf](#)

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 (elective)

Alexander, P. A., Schallert, D. L. & Reyn Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (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).

Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (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).

Bean, J. C. (1996). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (1 edition). Jossey-Bass.

Becker, H. S. (Red.). (1995). *Making the Grade: The Academic Side of College Life* (1st edition). Routledge.

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.

Brown, G. & Manogue, M. (2001). AMEE Medical Education Guide No 22: Refreshing lecturing: a guide for lecturers. *Medical Teacher*, 23(3), 231-244. (14 pages).

Canagarajah, S. (2002). Multilingual writers and the academic community: Towards a critical relationship. *Journal of English for Academic Purposes*, 1(1), 29-44.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.

Cooper, K. M., Downing, V. R., & Brownell, S. E. (2018). The influence of active learning practices on student anxiety in large-enrollment college science classrooms. *International Journal of STEM Education*, 5(1), 23.

Essed, P. (2004). Cloning amongst professors: normativities and imagined homogeneities. *NORA - Nordic Journal of Feminist and Gender Research*, 12(2), 113-122, (11 pages).

- Fransson, O., & Friberg, T. (2015). Constructive alignment: From professional teaching technique to governance of profession. *European Journal of Higher Education*, 5(2), 141–156.
<https://doi.org/10.1080/21568235.2014.99726>
- Garcia, I., James, R. W., Bischof, P., & Baroffio, A. (2017). Self-Observation and Peer Feedback as a Faculty Development Approach for Problem-Based Learning Tutors: A Program Evaluation. *Teaching and Learning in Medicine*, 29(3), 313–325.
- Gormally, C., Evans, M., & Brickman, P. (2014). Feedback about Teaching in Higher Ed: Neglected Opportunities to Promote Change. *CBE—Life Sciences Education*, 13(2), 187–199.
- Harris, A., & Leonardo, Z. (2018). Intersectionality, Race-Gender Subordination, and Education. *Review of Research in Education*, 42(1), 1-27. (28 pages).
- 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.
- Karlström, M., & Hamza, K. (2019). Preservice Science Teachers' Opportunities for Learning Through Reflection When Planning a Microteaching Unit. *Journal of Science Teacher Education*, 30(1), 44–62.
- Klemenčič, M. (2017). From Student Engagement to Student Agency: Conceptual Considerations of European Policies on Student-Centered Learning in Higher Education. *High Educ Policy* 30, 69–85.
- Krahenbuhl, K. S. (2016). Student-centered Education and Constructivism: Challenges, Concerns, and Clarity for Teachers. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(3), 97–105.
- Loughlin, C., Lygo-Baker, S., & Lindberg-Sand, Å. (2021). Reclaiming constructive alignment. *European Journal of Higher Education*, 11(2), 119–136.
- Lynch, R., & Hennessy, J. (2017). Learning to earn? The role of performance grades in higher education. *Studies in Higher Education*, 42(9), 1750–1763.
- Mckenna, S. (2013). The Dangers of Student-Centered Learning – A Caution about Blind Spots in the Scholarship of Teaching and Learning. *International Journal for the Scholarship of Teaching and Learning*, 7(2).
- Neumann, J. W. (2013). Developing a New Framework for Conceptualizing “Student-Centered Learning”. *The Educational Forum*, 77(2), 161–175.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
- Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback: All that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3), 277–289.

- Race, P. (2013). *The Lecturer's Toolkit: A Practical Guide to Learning, Teaching and Assessment* [E-book]. 3rd ed. Hoboken: Routledge. (Chapter 3). (25 pages).
- Schneider, J., & Hutt, E. (2014). Making the grade: A history of the A–F marking scheme. *Journal of Curriculum Studies*, 46(2), 201–224.
- Stuve, O., Scambor, E., Fischer, M., Hrzenjak, M, Humer, Z., Wittamer, M, Künstler, S., Busche, M., Scambor, C., Kurzmann, M., Frenzel, J., Wojnicka, K, Cosso, A.R. 2011. *Handbook. Intersectional Peer Violence prevention*. Berlin: Dissens e. V (Chapter 3). (10 pages).
- Tannock, S. (2017). No grades in higher education now! Revisiting the place of graded assessment in the reimagination of the public university. *Studies in Higher Education*, 42(8), 1345–1357.
- Taras, M. (2005). Assessment – Summative and Formative – Some Theoretical Reflections. *British Journal of Educational Studies*, 53(4), 466–478.
- Thomsen, J. P., Munk, M. D., Eiberg-Madsen, M., & Hansen, G. I. (2013). The Educational Strategies of Danish University Students from Professional and Working-Class Backgrounds. *Comparative Education Review*, 57(3), 457–480.
- Vander Kloet, M. A., & Chugh, B. P. (2012). An interdisciplinary analysis of microteaching evaluation forms: How peer feedback forms shape what constitutes “good teaching”. *Educational Research and Evaluation*, 18(6), 597–612.