



READING LIST

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

Literature included in the course

- Bates, A. (2019). *Teaching in a Digital Age: Guidelines for designing teaching and learning for a digital age* (2nd ed.). BCcampus
- Biesta, G. (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).
- Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22.
- 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.
- Kugel, P. (1993). How Professors Develop as Teachers. *Studies in Higher Education* 18(3), 315-328. (13 pages).
- 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 Gotheburg (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

European Higher Education Area's Information page on student-centered learning
<http://www.ehea.info/page-student-centred-learning>

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

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjwq63x6qr4AhU8QfEDHUUmcBUQFnoECAyQAw&url=https%3A%2F%2Fmedarbetarportalen.gu.se%2FdigitalAssets%2F1782%2F1782710_gu-2019-1908-regler-for-studentinflytande.pdf&usg=AOvVaw1Wsi2LhNaYL_YoseEIUC-Q

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. https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.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). 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 course syllabuses at first and second cycle. (5 pages).

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi9uNm45qr4AhUfRPEDHYxMcrIQFnoECAUQAQ&url=https%3A%2F%2Fpil.gu.se%2FdigitalAssets%2F1787%2F1787704_rules-for-course-syllabuses-at-first-and-second-cycle-levels-.pdf&usg=AOvVaw15a7Apw29DdbefIfzEa596

University of Gothenburg (2020). Rules for programme syllabuses at first and second cykel. (5 pages).

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi9uNm45qr4AhUfRPEDHYxMcrIQFnoECAMQAQ&url=https%3A%2F%2Fmedarbetarportalen.gu.se%2FdigitalAssets%2F1769%2F1769866_gu-2019-601-regler-for-utbildningsplan-pa-grund-och-

[avancerad-niva---eng.pdf&usg=AOvVaw2in0itAHaOmrCKVVAB8x9E](#)

- University of Gothenburg. (2020). 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).
https://medarbetarportalen.gu.se/digitalAssets/1611/1611302_1610970_procedure-for-complaints-from-students-about-deviations.pdf
- University of Gothenburg (2018). Rules and regulations for first- and second cycle examinations at the University of Gothenburg. (14 pages).
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj5zsen6ar4AhXfQ_EDHacFAXwQFnoECAkQAQ&url=https%3A%2F%2Fstudentportal.gu.se%2FdigitalAssets%2F1776%2F1776034_regler-for-examination-eng.pdf&usg=AOvVaw0zhIdAszkYFQWEABhtJxaq
- University of Gothenburg. (2018). Rules and regulations for first- and second cycle studies at the University of Gothenburg. (3 pages).
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjZnKKH6ar4AhWXSvEDHflhBoQQFnoECAkQAQ&url=https%3A%2F%2Fstudentportal.gu.se%2FdigitalAssets%2F1776%2F1776034_regler-for-examination-eng.pdf&usg=AOvVaw0zhIdAszkYFQWEABhtJxaq
- 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)**
- 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. & Melzer, D. (2020). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (3rd edition). Jossey-Bass.
- Becker, H. S. (ed.). (1995). *Making the Grade: The Academic Side of College Life* (1st edition). Routledge.
- Biggs, J. (2003). Aligning teaching for constructing learning. *Higher Education Academy*, 1-4.
- Bolander Laksov, K., & Scheja, M. (2020). Academic Teachership. Stockholm: The Swedish Association of University Teachers and Researchers (SULF). <https://sulf.se/en/nyhet-en/academic-teachership/>
- 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.
- Cuevas, J. (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 (25 pages).
- Elmgren, M., & Henriksson, A-S. (2018). *Academic teaching (2nd edition)*. Lund: Studentlitteratur. (362 pages).
- Essed, P. (2004). Cloning amongst professors: normativities and imagined homogeneities. *NORA - Nordic Journal of Feminist and Gender Research, 12*(2), 113-122, (11 pages).
- Evans, C., Kandiko Howson, C., Forsythe, A., & Edwards, C. (2021). What constitutes high quality higher education pedagogical research? *Assessment & Evaluation in Higher Education, 46*(4), 525–546.
- 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, A. (2014). Staking a Claim on Learning: What We Should Know about Learning in Higher Education and Why. *Review of Higher Education*, 37(2), 249–267.
- 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.
- Ödalen, J., Brommesson, D., Erlingsson, G. Ó., Schaffer, J. K., & Fogelgren, M. (2019). Teaching university teachers to become better teachers: The effects of pedagogical training courses at six Swedish universities. *Higher Education Research & Development*, 38(2), 339–353.
- Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and Teacher Education*, 23(5), 557–571.
- 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.