



READING LIST

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

Main course book included in the course (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) Available through GU library at <https://www-taylorfrancis-com.ezproxy.ub.gu.se/books/mono/10.4324/9780429061523/learning-happens-paul-kirschner-carl-hendrick> (Links to an external site.)

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.) Open access available via <https://pressbooks.bccampus.ca/teachinginadigitalagev2/> (Links to an external site.)

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>

Elmgren, Maja, & Henriksson, Ann-Sofie (2018). *Academic teaching*. 2nd Ed. Lund: Studentlitteratur. (368 pages, Selected parts)

Fleischner, Espinoza, et. al. Teaching Biology in the Field: Importance, Challenges, and Solutions, *BioScience*, Volume 67, Issue 6, June 2017, Pages 558–567, <https://doi.org/10.1093/biosci/bix036>

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>

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. (Selected parts) Available through GU library at <https://ebookcentral-proquest-com.ezproxy.ub.gu.se/lib/gu/detail.action?docID=1770537> (Links to an external site.)

- 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).
https://brucemacfarlane.weebly.com/uploads/8/5/4/1/85415070/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>
- Phillips, Denis, Soltis, Jonas F. (2015) Perspectives on learning (Chapter 1 only) <https://ebookcentral-proquest-com.ezproxy.ub.gu.se/lib/gu/detail.action?docID=3544941>
- 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

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. (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

Guidance for employees and students in the event of discrimination and harassment at the University of Gothenburg. <https://medarbetarportalen.gu.se/policy-rules-plans/equality/>

University of Gothenburg (2015). *Teacher's Guide. Guidance for university teachers, tutors and supervisors*. <http://medarbetarportalen.gu.se/lararhandboken>

The following regulations are available at this link:

<https://medarbetarportalen.gu.se/styrdokument/utbildning/>

- Rules and regulations for first- and second cycle examinations at the University of Gothenburg.
- Procedure for handling complaints from students.
- Rules for studies at first and second cycle studies
- Rules for First- and Second-Cycle Course Syllabuses.
- Rules for First- and Second-Cycle Programme Syllabuses