

Teaching for Quality
Learning at University:
What the Student Does
(Society for Research
into Higher Education)

Biggs, John B.

Note: This is not the actual book cover

Teaching For Quality Learning At University What The Student Does

Biggs, John, Tang, Catherine



Teaching For Quality Learning At University What The Student Does:

Teaching for Quality Learning at University Biggs, John Burville Biggs, Catherine So-kum Tang, 2007 This book is a sophisticated and insightful conceptualization of outcomes based learning developed from the concept of constructive alignment The first author has already made a significant contribution to the scholarship and practice of teaching and learning in universities Together with the second author there is now added richness through the practical implementation and practices The ideas in this book are all tried and shown to contribute to more successful learning experience and outcome for students Denise Chalmers Carrick Institute of Education Australia Teaching for Quality Learning at University focuses on implementing a constructively aligned outcomes based model at both classroom and institutional level The theory which is now used worldwide as a framework for good teaching and assessment is shown to Assist university teachers who wish to improve the quality of their own teaching their students learning and their assessment of learning outcomes Aid staff developers in providing support for teachers Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university The book s how to approach addresses several important issues designing high level outcomes the learning activities most likely to achieve them in small and large classes and appropriate assessment and grading procedures It is an accessible jargon free guide to all university teachers interested in enhancing their teaching and their students learning and for administrators and teaching developers who are involved in teaching related decisions on an institution wide basis The authors have also included useful web links to further material

Teaching For Quality Learning At University Biggs, John, Tang, Catherine, 2011-09-01 A bestselling book for higher education teachers and administrators interested in assuring effective teaching *Teaching for Quality Learning at University 5e* John Biggs, Catherine Tang, Gregor Kennedy, 2022-11-02 Biggs and Tang now with Kennedy have ensured this new edition remains an international leader for university teaching for the next decade Denise Chalmers AM Emeritus Professor University of Western Australia Australia This book a fifth edition can truly be called a classic on the topic of teaching learning and curriculum design in higher education Michael Prosser Honorary Professorial Fellow Centre for the Study of Higher Education University of Melbourne Australia You should be inspired to increase the quality of your teaching your learning and your learning about teaching John R Kirby Professor Emeritus of Educational Psychology Queen s University Canada The concept of constructive alignment has supported generations of students and teachers within higher education It is a backward design method of teaching where the student outcomes are identified first and the teacher then designs teaching activities to enable students to achieve those outcomes assessing how well they have been achieved Each chapter outlines how to design the learning outcomes teaching and assessments for success in learning This updated edition of *Teaching for Quality Learning at University* Provides a comprehensive research based theory of teaching for teacher reflection Outlines how educational technology can be used in constructively aligned teaching Helps staff developers to

provide support for staff and departments in line with institutional policies Offers a framework for quality assurance and quality enhancement across a whole institution Teaching for Quality Learning at University continues to be used as a framework for designing higher education teaching systems globally and is essential reading for those in the field John Biggs has held Chairs in Education in Canada Australia and Hong Kong He has published extensively on student learning and the implications of his research for teaching He developed his concept of constructive alignment at the University of Hong Kong first outlined in Teaching for Quality Learning at University in 1999 Catherine Tang has over 15 years of teaching experience in tertiary education and is the former Head of the Centre for Learning Teaching and Supervision at the Education University of Hong Kong the then Hong Kong Institute of Education and the Educational Development Centre at the Hong Kong Polytechnic University Gregor Kennedy is the Deputy Vice Chancellor Academic at the University of Melbourne Australia and a Professor of Higher Education in the Melbourne Centre for the Study of Higher Education *Teaching for Quality Learning at University* John Burville Biggs, 2003 John Biggs tackles how academics can improve their teaching in today's circumstances or large classes and diverse student populations He discusses areas such as making the large lecture a more exciting and productive learning experience Teaching for Quality Learning at University Biggs, John Burville Biggs, 2004

Teaching for Quality Learning at University John Burville Biggs, Catherine So-kum Tang, 2011 This best selling book explains the concept of constructive alignment in education and aids implementation of this in teaching practice

Teaching for Quality Learning at University John Biggs, Catherine Tang, 2007-11 This book is a sophisticated and insightful conceptualization of outcomes based learning developed from the concept of constructive alignment The first author has already made a significant contribution to the scholarship and practice of teaching and learning in universities Together with the second author there is now added richness through the practical implementation and practices The ideas in this book are all tried and shown to contribute to more successful learning experience and outcome for students Denise Chalmers Carrick Institute of Education Australia Teaching for Quality Learning at University focuses on implementing a constructively aligned outcomes based model at both classroom and institutional level The theory which is now used worldwide as a framework for good teaching and assessment is shown to Assist university teachers who wish to improve the quality of their own teaching their students learning and their assessment of learning outcomes Aid staff developers in providing support for teachers Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university The book shows how to approach addresses several important issues designing high level outcomes the learning activities most likely to achieve them in small and large classes and appropriate assessment and grading procedures It is an accessible jargon free guide to all university teachers interested in enhancing their teaching and their students learning and for administrators and teaching developers who are involved in teaching related decisions on an institution wide basis The authors have also included useful web links to further material *Handbook of Quality Assurance*

for *University Teaching* Roger Ellis, Elaine Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality Assessors

The Predatory Paradox Amy Koerber, Jesse C. Starkey, Karin Ardon-Dryer, R. Glenn Cummins, Lyombe Eko, Kerk F. Kee, 2023-10-24 In today's publish or perish academic setting the institutional prizing of quantity over quality has given rise to and perpetuated the dilemma of predatory publishing Upon a close examination however the definition of predatory itself becomes slippery evading neat boxes or lists which might seek to easily define and guard against it This volume serves to foreground a nuanced representation of this multifaceted issue In such a rapidly evolving landscape this book becomes a field guide to its historical political and economic aspects presenting thoughtful interviews legal analysis and original research Case studies from both European American and non European American stakeholders emphasize the worldwide nature of the challenge faced by researchers of all levels This coauthored book is structured into both textual and supplemental materials Key takeaways discussion questions and complete classroom activities accompanying each chapter provide opportunities for engagement and real world applications of these concepts Crucially relevant to early career researchers and the senior faculty library scholars and administrators who mentor and support them *The Predatory Paradox Ethics Politics and Practices in Contemporary Scholarly Publishing* offers practical recommendations for navigating the complex and often contradictory advice currently available University instructors and teaching faculty will also find the reading essential in order to properly prepare both graduate and undergraduate students for the potential pitfalls endemic to scholarly publishing

Why Students Resist Learning Anton O. Tolman, Janine Kremling, 2023-07-03 However personally committed faculty may be to helping students learn their students are not always as eager to participate in this endeavor and may react with both active and passive resistant behaviors including poor faculty

evaluations The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning providing them with a rationale for responding constructively and enabling them to create conditions conducive to implementing effective learning strategies In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion evaluation and the development of effective counter strategies The model takes into account institutional context environmental forces students prior negative classroom experiences their cognitive development readiness to change and metacognition The various chapters take the reader through the model s elements exploring their practical implications for teaching whether relating to course design assessments assignments or interactions with students The book includes a chapter written entirely by students offering their insights into the causes of resistance and their reflections on how participating on this project has affected them While of great value for faculty this book is also useful to faculty developers advising future and current faculty as well as to administrators offering insight into how institutional values impact teaching practice and student attitudes

The Enigmatic Realm of **Teaching For Quality Learning At University What The Student Does**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teaching For Quality Learning At University What The Student Does** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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Table of Contents Teaching For Quality Learning At University What The Student Does

1. Understanding the eBook Teaching For Quality Learning At University What The Student Does
 - The Rise of Digital Reading Teaching For Quality Learning At University What The Student Does
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching For Quality Learning At University What The Student Does
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching For Quality Learning At University What The Student Does
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching For Quality Learning At University What The Student Does
 - Personalized Recommendations
 - Teaching For Quality Learning At University What The Student Does User Reviews and Ratings

- Teaching For Quality Learning At University What The Student Does and Bestseller Lists
- 5. Accessing Teaching For Quality Learning At University What The Student Does Free and Paid eBooks
 - Teaching For Quality Learning At University What The Student Does Public Domain eBooks
 - Teaching For Quality Learning At University What The Student Does eBook Subscription Services
 - Teaching For Quality Learning At University What The Student Does Budget-Friendly Options
- 6. Navigating Teaching For Quality Learning At University What The Student Does eBook Formats
 - ePub, PDF, MOBI, and More
 - Teaching For Quality Learning At University What The Student Does Compatibility with Devices
 - Teaching For Quality Learning At University What The Student Does Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching For Quality Learning At University What The Student Does
 - Highlighting and Note-Taking Teaching For Quality Learning At University What The Student Does
 - Interactive Elements Teaching For Quality Learning At University What The Student Does
- 8. Staying Engaged with Teaching For Quality Learning At University What The Student Does
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching For Quality Learning At University What The Student Does
- 9. Balancing eBooks and Physical Books Teaching For Quality Learning At University What The Student Does
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching For Quality Learning At University What The Student Does
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching For Quality Learning At University What The Student Does
 - Setting Reading Goals Teaching For Quality Learning At University What The Student Does
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching For Quality Learning At University What The Student Does
 - Fact-Checking eBook Content of Teaching For Quality Learning At University What The Student Does
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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