

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

Biggs, John B.

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Teaching For Quality Learning At University What The Student Does

Mehmet Savsar



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,1999 Since the first edition of Teaching for Quality Learning at University the tertiary sector has changed dramatically Individual teachers as reflective practitioners still need to make their own decisions about how they are going to get students actively involved in large classes to teach international students and to assess in ways that enhance the quality of learning But now that quality assurance and quality enhancement are required at the institutional level the concept of constructive alignment is applied to the reflective institution where it becomes a powerful underpinning to quality enhancement procedures

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 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

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

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 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 Cases on Quality Teaching Practices in Higher Education Salter, Diane J., 2013-03-31 Although educators continue to face the issue of maintaining quality teaching practices academic managers and educational developers face significant challenges when changing in higher education teaching strategies Cases on Quality Teaching Practices in Higher Education presents international case studies of individual approaches and institutional examples to benefit teachers at the individual level as well as institutional leaders involved in change This publication is suitable for both undergraduate and graduate level courses in education related best practices in pedagogy innovation in the use of technology and the future direction of universities in the advancement of teaching practices **Facility Management Practices** Solomon Pelumi Akinbogun, Clinton Ohis Aigbavboa, Oluwaseun Tope Akinbogun, 2024-10-30 This book explores the management of public facilities and the wider issues around it with examples from educational health facilities and public spaces Human activities in every economy are require facilities that must be effectively managed for optimal performance Facility management in the public and private sector in developing countries requires close examination to explain the reasons for things go wrong From the economist's point of view some facilities are better provided by public sector to maintain inclusivity and protect the social welfare of vulnerable people For example in Nigeria a good number of public facilities such as schools and health facilities are under performing because of poor and ineffective management This provides an opportunity for the private sector However a majority of the population remains deprived of access because of lack of affordability The research in this book was carried out to assess what could be done to

ensure that essential services are not left entirely in the private sector and scope out possible synergies between the public and private The book is useful to policy makers at all levels of the public and private sectors *Achieving Quality Learning in Higher Education* Peggy Nightingale, Mike O'Neil, 1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

University Teaching in Focus Lynne Hunt, Denise Chalmers, 2012-11-27 University Teaching in Focus provides a foundational springboard for early career academics preparing to teach in universities Focusing on four critical areas teaching curriculum students and quality leadership this succinct resource offers university teachers a straightforward approach to facilitating effective student learning The book empowers university teachers and contributes to their career success by developing teaching skills strategies and knowledge as well as linking theory to practice Written in a clear and accessible style by internationally acclaimed experts topics include learning theories assessment discipline based teaching curriculum design problem based and work integrated learning effective classroom teaching and flexible modes of delivery The needs of diverse student groups are explored and the scholarship of teaching and learning is addressed within a quality and leadership framework The book also makes reference to seminal works and current resources Real world cases illuminate the theoretical content and Your Thoughts sections encourage reflection and adaptation to local contexts University Teaching in Focus explores ways that teachers can effectively engage students in life long learning extending their capacity to solve problems to enter the workforce to understand their discipline and to interact positively with others in a global community throughout their professional lives

Quality Assurance and University Rankings in the Asia Pacific: Country and Institutional Contexts (Penerbit USM) Koo Yew Lie, Sarjit Kaur, Morshidi Sirat, 2014-11 University league tables at national regional international levels are increasingly complex influential and controversial In spite of criticisms on robustness of methodology and bias of indicators higher education institutions continue to have an appetite for them and use or misuse them in their planning policymaking and promotion activities This publication will contribute to the much needed analysis of the implications benefits and unintended consequences related to rankings and the broader issues of quality assurance in the Asia Pacific region

Research Handbook on University Rankings Hazelkorn, Ellen, Mihut, Georgiana, 2021-12-10 Gathering unique and thoughtful contributions from leading international scholars this timely Research Handbook offers diverse perspectives on university rankings twenty years after the first global rankings emerged It presents an in depth analysis that reflects the current state of research on rankings their influence and impact

Reengineering the University William F. Massy, 2016-03-15 Higher education expert William F Massy s decades as a professor senior university officer and consultant have left him with a passionate belief in the need for reform in America s traditional universities In *Reengineering the University* he addresses widespread concerns that higher education s costs are too high learning falls short of objectives disruptive technology and education models are mounting serious challenges to traditional institutions and administrators and faculty are too often unwilling or unable to change An expert microeconomist

Massy approaches the challenge of reform in a genuinely new way by applying rigorous economic principles informed by financial data and other evidence to explain the forces at work on universities and the flaws in the academic business model. Ultimately he argues that computer models that draw on data from college transaction systems can help both administrators and faculty address problems of educational performance and cost analysis, manage the complexity of planning and budgeting systems, and monitor the progress of reform in nonintrusive and constructive ways. Written for institutional leaders, faculty board members, and policymakers who bear responsibility for initiating and carrying through on reform in traditional colleges and universities, *Reengineering the University* shows how working together, administrators and faculty can improve education, research, and affordability by keeping a close eye on both academic values and the bottom line. Massy's in-depth yet highly accessible analysis is a must read for any academic leader.

Academic Leader William Massy is a complex, deeply knowledgeable man, half hopeless romantic about the value and high purposes of higher education and half pragmatic engineer focused on costs, efficiency, and metrics. That combination proves to be just right for this wise and insightful book.

Michael S. McPherson, The Spencer Foundation: *Reengineering the University* spells out the efforts that William Massy has made throughout his extraordinary career to develop models to aid academic institutions in improving their cost efficiency and academic quality. Written in clear and concise form, academic administrators and faculty concerned about the future of their institutions should read it.

Ronald G. Ehrenberg, Cornell Higher Education Research Institute: This book is a game changer. It cogently deals with the problem of long-term sustainability of universities by addressing the core problems of quality in relation to cost and margin. Massy builds a strong case for his reengineering tools, which any university leader would find remarkably helpful in tackling critical issues of quality, conscious cost containment.

Paula Myrick Short, University of Houston: *Reengineering the University* is a tough love prescription for making the nation's colleges and universities more affordable by reengineering them to be more efficient. It is Bill Massy at his best.

Robert Zemsky, Founder of the Institute for Research on Higher Education at the University of Pennsylvania: Only Bill Massy could provide this perspective on an extraordinary moment in higher education, offering leaders a variety of adaptive tools and methods to engage this moment and strengthen the important work of creating sustainable futures for our universities.

John J. DeGioia, Georgetown University: William F. Massy, a higher education consultant, is professor emeritus of education and business administration and a former vice president and vice provost at Stanford University. The author of *Honoring the Trust: Quality and Cost Containment in Higher Education*, he is the former president of the Jackson Hole Higher Education Group.

Quality Assurance and Management

Mehmet Savsar, 2012-03-23: The purpose of this book is to present new concepts, state-of-the-art techniques, and advances in quality-related research. Novel ideas and current developments in the field of quality assurance and related topics are presented in different chapters, which are organized according to application areas. Initial chapters present basic ideas and historical perspectives on quality, while subsequent chapters present quality assurance applications in education.

healthcare medicine software development service industry and other technical areas This book is a valuable contribution to the literature in the field of quality assurance and quality management The primary target audience for the book includes students researchers quality engineers production and process managers and professionals who are interested in quality assurance and related areas

Supporting Students through High-Quality Teaching Satu Tuomainen, 2023-08-28 This book provides a Finnish perspective on high quality teaching in higher education and explores Finnish approaches on teaching learning and supporting students It addresses the concepts of quality in teaching teaching excellence and effective teaching in today's higher education in which the student body has become increasingly international and heterogeneous The book discusses how the role of the teacher has changed from authority to facilitator in the past decades while many students still value their university experience based on the teachers they encounter The book provides a practitioner view on how students can be supported through communication compassion and expertise and how professional and pedagogical development are essential for high quality teaching in an increasingly competitive diverse and online world of higher education The book introduces the principles of Finnish higher education and universities and the Finnish education system in connection with the approach to teaching teacher education and the highly valued profession of a teacher What is good teaching in higher education It can consist of the learning environment the location the students and the teacher and many studies show that effective compassionate skilled and humanist teachers will leave their mark on students It is also equally important for teachers to invest in pedagogical training and conduct research on teaching practices experiments and students' perceptions as part of professional development International classrooms also require specific considerations as does online learning The COVID 19 pandemic forced a substantial transfer to online and blended learning in higher education but can quality teaching exist online or have we passed the baton to students to be in charge of their learning to study even more independently

Macro-Level Learning through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future McKay, Elspeth, Lenarcic, John, 2015-03-31 To some in academia Massive Open Online Courses are a paradigm shift in online education while others perceive them as a threat to traditional styles of pedagogy In this regard the time honored model of the university lecture is seen as being a potential casualty of the rise of MOOCs Macro Level Learning through Massive Open Online Courses MOOCs Strategies and Predictions for the Future provides insight into the emerging phenomenon of MOOCs as a design manual for the course designer with a collection of chapters that deal with all facets of the MOOC debate Industry training developers corporate trainers educators post graduate students and others will benefit from the information provided in this book

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