

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

Biggs, John B.

Teaching For Quality Learning At University What The Student Does

Anthony S. Fauci

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* 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 Biggs, John Burville Biggs,2004 **Achieving Quality Learning in Higher Education** Peggy Nightingale,Mike O'Neil,2012-12-06 This study argues that there is little hope of maintaining quality in higher and further education unless those in academia share common goals It demonstrates how results can be achieved if the principles of high quality learning are applied along with total quality management type strategies

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.

Evidencing Teaching Achievements in Higher Education Marita Grimwood, Steve McHanwell, 2025-02-28 This book demonstrates how university lecturers can document their impactful teaching and evidence their teaching achievements in the contemporary HE landscape. It is an essential read for all lecturers who might need to evidence their achievements for academic development including job promotions and Advance HE fellowship. It includes the kinds of evidence that might be sought analysis and evaluation of the different forms of evidence available and how individuals can develop a narrative of teaching impact. It also provides institutions with a framework they can use to support staff in collecting and developing qualitative and quantitative evidence for teaching achievements. Acknowledging the ever increasing complexity of the teaching role within higher education the book provides valuable support for individuals wishing to showcase their teaching and institutions looking to recognise and reward academic and professional staff. Part of the Critical Practice in Higher Education series.

Evaluating Teacher Quality in Higher Education Robert Aylett, Kenneth Gregory, 1996 Drawing on material presented at a one day conference this collection addresses the need to recognize academics contributions to higher education as well as the ways in which academics efforts in the teaching and learning process can be acknowledged and suitably rewarded.

Exploring Disciplinary Teaching Excellence in Higher Education Marion Heron, Laura Barnett, Kieran Balloo, 2021-08-13 This book explores disciplinary teaching excellence through a diverse range of student staff partnership research projects. Despite being a highly contested term teaching excellence is something that universities aspire to and are expected to have. However the editors and contributors argue that not only are definitions of excellence often broad and generic but they lack nuanced understandings of disciplinary excellence in higher education. This book begins by unpacking some of these contested definitions of teaching excellence followed by a series of co authored chapters produced by students and staff who have undertaken research projects where they examine teaching excellence in their respective disciplinary areas. These chapters demonstrate that teaching excellence may be better understood as a process of becoming that is achieved through partnership between teachers and students. This book will be of interest and value to students, educators and policy makers concerned about teaching excellence as well as scholars of student staff partnerships.

Teaching Quality in Health & Physical Education 2e Dean Dudley, Amanda Telford, Louisa Peralta, Claire Stonehouse, Matthew Winslade, 2020-08-03 Taught well Health and Physical Education can provide purposeful, stimulating and challenging learning experiences. It can help children to develop sophisticated understanding, skill and capabilities through their bodies and to see

greater meaning in not only what they are learning but also their wider lives and it can enrich all other aspects of the curriculum This practical 2nd edition helps pre service and in service teachers to develop and implement quality Health and Physical Education experiences in primary schools It introduces the general principles of teaching and learning in HPE and explains why this learning area is an important part of the Australian Curriculum Chapters then discuss considerations and practical implications for teaching both health and physical education using a strengths based approach Packed with evidence based and research informed content this valuable text also includes numerous examples and activities that help bridge the gap from theory to real world practice Above all it helps gives educators the confidence to teach primary Health and Physical Education so that every child benefits Premium online teaching and learning tools are available on the MindTap platform Learn more about the online tools cengage com au mindtap **Forthcoming Books** Rose Arny,1999-04

Inspiring Academics: Learning With The World'S Great University Teachers Hay, Iain,2011-01-01 This book draws on the experience of award winning university teachers to identify approaches and strategies that lead to exemplary teaching practice *The British National Bibliography* Arthur James Wells,2003 Community College Journal ,1999 Journal of Engineering Education ,2004 Resources in Education ,1996 **The Journal of Education** ,1899 The Towers of Learning ,2009

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