



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

Biggs John

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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. Also since the first edition, educational technology has become more widespread than expected, leaving some teachers apprehensive about what it might mean for them. A new chapter elaborates on how ET can be used to enhance learning, but with a warning that any tool, electronic or otherwise, is as good as the thoughtful use to which it is put. This 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 institutional basis.

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