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Teaching for Quality Learning at University (Society for Research Into Higher Education)

John Biggs, Catherine Tang

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"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.

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