



READING LIST

PIL102, Teaching and Learning in Higher Education 2 – faculty-independent course (Autumn 2025)

Literature

- Bates, Anthony William (Tony). (2022). [Teaching in a digital age: Guidelines for designing teaching and learning](https://collection.bccampus.ca/textbooks/teaching-in-a-digital-age-guidelines-for-designing-teaching-and-learning-3rd-edition-tony-bates-associates-ltd-382/) (3rd ed.). Tony Bates Associates Ltd.
<https://collection.bccampus.ca/textbooks/teaching-in-a-digital-age-guidelines-for-designing-teaching-and-learning-3rd-edition-tony-bates-associates-ltd-382/> (In selection)
- Biesta, Gert. (2015). [What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism](https://doi.org/10.1111/ejed.12109). *European Journal of Education*, 50(1), 75-87.
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- Coate, Kelly. (2009). [Curriculum](https://ebookcentral.proquest.com/lib/gu/detail.action?docID=425455). In Malcolm Tight (red.). *The Routledge International Handbook of Higher Education*. (Ch 7, pp. 77-90). Hoboken: Routledge. [E-book]
<https://ebookcentral.proquest.com/lib/gu/detail.action?docID=425455>
- Edelhard Tømte, Cathrine., Fossland, Trine., Aamodt Per Olaf., & Degn, Lise. (2019). [Digitalisation in higher education: mapping institutional approaches for teaching and learning](https://doi.org/10.1080/13538322.2019.1603611). *Quality in Higher Education*, 25(1), 98-114. <https://doi.org/10.1080/13538322.2019.1603611>
- Eriksson, Martin G., & Eriksson, Malgorzata. (2019). [Learning outcomes and critical thinking: good intentions in conflict](https://doi-org.ezproxy.ub.gu.se/10.1080/03075079.2018.1486813). *Studies in Higher Education*, 44(12), 2293-3303.
<https://doi-org.ezproxy.ub.gu.se/10.1080/03075079.2018.1486813>
- Fernández Ruiz, Javier. Panadero, Ernesto. García-Perez, Daniel. & Pinedo, Leire. (2022). [Assessment design decisions in practice: Profile identification in approaches to assessment design](https://doi.org/10.1080/02602938.2021.1937512). *Assessment & Evaluation in Higher education*, 47(4), 606-621.
<https://doi.org/10.1080/02602938.2021.1937512>
- Hussey, Trevor., & Smith, Patrick. (2008). [Learning outcomes: a conceptual analysis](https://doi.org/10.1080/13562510701794159). *Teaching in Higher Education*, 13(1), 107-115. <https://doi.org/10.1080/13562510701794159>
- Kennedy, Declan. (2006). [Writing and using learning outcomes: a practical guide](http://hdl.handle.net/10468/1613). Cork: University College Cork. <http://hdl.handle.net/10468/1613>
- Race, Phil. (2020). [The lecturer's toolkit, A practical guide to Assessment, Learning and Teaching](https://doi-org.ezproxy.ub.gu.se/10.4324/9780429060205). (5th ed.) <https://doi-org.ezproxy.ub.gu.se/10.4324/9780429060205> (In selection)
- Schoepp, Kevin. (2019). [The State of Course Learning Outcomes at Leading Universities](https://doi.org/10.1080/03075079.2017.1392500), *Studies in Higher Education*, 44(4). <https://doi.org/10.1080/03075079.2017.1392500>

Stentiford, Lauren., & Koutsouris, George. (2021). [What are inclusive pedagogies in higher education? A systematic scoping review](https://doi.org/10.1080/03075079.2020.1716322). *Studies in Higher Education*, 46(11), 2245-2261.
<https://doi.org/10.1080/03075079.2020.1716322>

In addition to the literature above, we will also use relevant current policy documents and guidelines from the University of Gothenburg.