

Learning and Teaching Statement Lingnan University

Rationale and Objectives

This statement of learning and teaching at Lingnan University is intended to assist in the ongoing journey towards developing a more comprehensive and complete framework that provides a rich, broad-based and fulfilling liberal arts student experience. The document is intended to:

- draw from the literature those facets that are recognized to be good learning and teaching strategies;
- highlight and celebrate the long tradition of a liberal arts education practised at the University;
- help identify strategies and future directions for the development of the unique Lingnan learning and teaching environment;
- identify areas of strength in the current learning and teaching environment, and those that would benefit from further development;
- further develop synergies between learning, teaching, community engagement, and the scholarship of the teaching; and
- encourage self-reflection on, and collective review of best practices in teaching, learning, programme review, and in the professional development of academic staff as teachers.

The Lingnan Mission

The Lingnan University model for Learning and Teaching derives from the Liberal Arts tradition of a broadly based curriculum where a student-centred approach to learning and teaching is paramount. At Lingnan, students experience curricula in which higher levels of intellectual discourse requiring analytical thinking and independent research capabilities are considered fundamental to the student experience.

Learning and teaching at Lingnan does not simply involve the formal periods in the classroom. The learning and teaching environment at Lingnan is predicated on small group teaching, close staff – student relationships and a rich student experience, including the integrated learning programme (ILP), Service-Learning, hostel life, and student societies. In addition, the Lingnan model embraces innovative teaching and learning practices that include internships, overseas field trips, language immersion studies, directed research projects, and cooperative learning, along with inquiry- and case-based learning.

The key aims of the University, and of the multidimensional approach to learning and teaching, are to instill a sense of civic duty in Lingnan students, and to cultivate skills, competencies and sensibilities that enable graduates to thrive within, and contribute to, a rapidly changing social, cultural and economic environment. Thus, the undergraduate education experience at Lingnan aims to produce graduates who:

- | | |
|--|---|
| ➤ have strong oral and written language proficiency in both English and Chinese, together with excellent communication and interpersonal skills; | ➤ are committed to involvement in and service to the community |
| ➤ have an international outlook and be able to understand problems from different cultural perspectives; | ➤ have a secure grounding in his or her chosen academic field and an awareness of possible cross disciplinary applications; |
| ➤ possess essential generic research related | ➤ have strong analytic skills and a capacity for |

- skills, including knowledge of information technology;
- be imaginative and possess problem-solving capabilities;
- have excellent cooperative skills based upon tolerance, integrity, and civility and have a sense of personal responsibility; and
- independent critical thinking;
- be capable of imaginative & sound planning;
- have both the capacity and the desire for lifelong learning.

Internationalization

The University is committed to expanding the horizons of students, particularly in terms of internationalization. Strengthening the internationalization of the student body has been accomplished by actively supporting inbound and outbound student exchange programmes, recruitment of non-local undergraduate students, securing and sustaining partnerships with overseas and Mainland universities, offering a variety of international Service-Learning programmes and Summer Institutes, as well as providing a wide-range of activities and programmes to enhance the integration between local and non-local students. The University's international recognition has also been enhanced by engaging in a range of international practices and activities involving students, faculty members, and supported by pro-active policies and programmes.

Good principles for effective university teaching

Teaching in Higher Education “starts from the premise that University teachers ... take the main responsibility for what and how their students learn ... and it is the teacher's responsibility to create the conditions in which understanding is possible, and the students responsibility is to take advantage of that” (Laurillard, 1993, Introduction).

The learning and teaching environment at Lingnan University is predicated on a liberal arts philosophy and fostering student attainment of the Lingnan University Graduate Attributes. There are a number of principles that may be considered central to this philosophy. They are:

- significant and strong relationships between students and staff in order to improve student engagement, motivation and managing their intellectual development;
- the development of readiness for lifelong learning;
- the development and creation of a learning environment that emphasizes active learning amongst students;
- a curriculum that provides both summative and formative feedback in a timely fashion;
- developing a culture of reflective practice, including responding to student feedback, in order to inform and improve the learning and teaching environment.

This Statement also affirms that while there is no one single ‘best’ way to teach, the research literature has identified a number of factors that are generally agreed to be indicative of good teaching. They include:

- communicating and sharing the passion a teacher holds for their subject;
- the capacity to make the learning outcomes very clear, including what students have to demonstrate, the level required, and the reasons why;
- developing a curriculum in which the activities and materials stimulate, and engage students in active learning;
- encouraging and supporting student independence;

- a focus on key concepts and addressing students misconceptions rather than covering content;
- the ability to adapt and improvise when the occasion calls for it;
- the careful selection of assessment tasks, the purpose of which are clear to students;
- providing high quality and timely feedback about student work;
- explaining content and concepts, using clear and appropriate language, and engaging students at their level of comprehension;
- responding to and learning from student feedback, using this as one of the bases for improving learning and teaching.

Engaging students actively in learning

A wealth of research literature shows that encouraging students to adopt a deep approach to learning results in higher level, and higher quality learning outcomes. Students who adopt a deep approach to learning are also more likely to be satisfied with their learning experiences. Paramount to the student approach to their learning is the manner in which individual instructors design their curricula and the learning experiences and activities to engage students' curiosity and interest. Effective teaching focuses on, and has an explicit expectation that students should be aiming to achieve higher level learning outcomes.

At Lingnan, academic staff are encouraged to take utmost care in crafting teaching methodologies that require students to adopt an active role in the learning process. One key aspect of this is ensuring that students perceive that there is clear alignment between the intended learning outcomes and the course-related activities that they are required to undertake. Another key aspect is that the students receive high-quality and frequent feedback, thereby increasing the likelihood that they will achieve high quality learning outcomes.

Cooperative learning, inquiry-based, case-based and/or problem-based learning have all been shown to increase student engagement in their learning and are central to the Lingnan experience. For courses which emphasize and depend upon learning designs that involve student collaboration and/or cooperation, it is especially important that the teachers ensure that desired individual student contributions and student accountability are clearly articulated in the documentation given to students about the curriculum design, intended learning outcomes, and in assessment guidelines, task briefings or rubrics.

Learning at Lingnan extends well beyond the classroom. The co-curriculum supports a raft of opportunities for students to engage in activities that involve them actively in developing knowledge, skills and life-long learning habits. For example, the ILP, student-mentoring and student exchange programmes, university requirements for civic engagement and internship, hostel life, and student societies all offer opportunities for students to learn and develop the skills and knowledge expected of a Lingnan Graduate.

Aligning the curriculum

Curriculum alignment, whereby the intended learning outcomes and the means by which students are required to demonstrate these outcomes, need to be articulated, shared and explained to students. The Biggs model (Table 1) of curriculum alignment is one that has wide support from institutions around the globe and in the research literature. It is important that the focus of curriculum design is on achieving the intended student learning outcomes at the course and programme levels. It follows that course outlines, provided to students at the beginning of the term specify the intended learning

outcomes, describe the assessment tasks, through which students are required to demonstrate their level of achievement of the learning outcomes, and clearly indicate what other course-related activities are required of students, whether within or outside the classroom. Course outlines also need to state and explain the course aims, summarize the content coverage, indicate required readings or other reference materials, and provide guidance on optional resources.

Table 1: Curriculum alignment

Teaching Activities	Curriculum Outcomes	Assessment Tasks
Intended to support students to develop modes of study that promote their achievement of the intended learning outcomes.	Are described (with the use of appropriate verbs) in a manner that makes it clear to students the learning outcomes the teaching activities are designed to support .	The range of assessment tasks provide the means for students to demonstrate their learning outcomes

(After Biggs, 1999, 2003)

For courses that are taught by more than one teacher and/or a number of concurrent sections, it is expected that a single document will articulate what students will experience if they take the course, regardless of the section they are in. Such a document will specify a common framework, while indicating where there is flexibility or leeway in the assessment tasks expected of students. For example, students in all sections may perform a common assessment task, which is assessed with reference to a common consensus rubric or common set of assessment criteria, but with a choice of topics.

Engaging in effective assessment practices

In Hong Kong, the University Grants Committee has mandated an outcomes-based approach to teaching and learning. There is an expectation that institutions will move towards the adoption of criterion-based models of evaluating student performance on assessment tasks. Within Lingnan University’s assessment guidelines, the principles of fair, open and transparent assessment practices have been more fully articulated. In summary, the following are expected:

- Students will be aware of the criteria for each assessment task, and will know how to apply them;
- Instructors will clearly articulate to students what the assessment requirements and marking processes are;
- Within each programme, the various assessment tasks will together reflect the broad-based nature of a Liberal arts curriculum;
- Assessment tasks will encompass both breadth across and depth within a subject domain;
- Within each course, one or more of the assessment tasks will provide substantial opportunity for students to demonstrate outstanding performance relative to the academic level of the course;
- Within each course, students will be provided with timely feedback as to their academic progress and guidance on how they might further improve.

It is also acknowledged that there will be a steady progression in the level of difficulty and demands made upon students as they move closer to graduation. Further details regarding the assessment guidelines may be found in the Lingnan University Assessment Guidelines document.

Promotion of quality teaching practices

As a Liberal Arts University with a strong commitment to high quality teaching, Lingnan University recognizes the importance of adopting rigorous metrics for evaluating teaching, along with a means of recognizing and rewarding excellent teaching. All courses undergo student evaluation using the Course Teaching and Learning Evaluation instrument. Such information is used:

- as evidence for confirmation of probation in the first year of employment as a teacher;
- to support applications for contract renewal, tenure or promotion;
- as part of the evidence required for teaching awards;
- as a component of teachers' curriculum vitae; and
- as material to support personal reflections by the teacher.

One of the key drivers for promoting and supporting excellent teaching is the Teaching Excellence Awards Scheme. This biennial event seeks to identify individual teachers who have clearly demonstrated:

- a high level of competence across a wide range of teaching skills;
- strong commitment to the requirements of the discipline;
- deep concern for student learning;
- passionate interest in the continual improvement of teaching and the development of teaching innovations; and
- devoted contributions to the design/administration of courses and/or programmes.

Blending the learning environment: The place of eLearning

The use of information and communication technologies (ICTs) in the context of education (eLearning) continues to grow and develop and is having a major impact on the student learning experience at all levels: social, academic and professional. Through the Teaching and Learning Centre, the Library, and the Information Technology Services Centre, the University provides considerable support for the use of ICTs as powerful means of enriching and enhancing teaching and learning, and of facilitating the assessment of learning outcomes. While there is no mandated use for ICTs within the University, search engines, online scholarly resources, networking and collaboration tools, and other ICTs offer powerful opportunities for teachers and students alike to engage, collaborate, and communicate more effectively while undertaking research, analysis, writing, and other academic work, and to reconceptualize the learning and teaching environment in the light of contemporary affordances.

Many professional fields, into which many of Lingnan's graduates routinely go, require significant skills in the use of ICTs, and the University has taken a major step, mandating the introduction of a compulsory Information Technology Fluency test together with self-study resources to ensure that students become sufficiently ICT literate.

Addressing quality in teaching and learning

The University is committed to maintaining excellence in teaching and learning and actively supports evidence gathering processes (e.g., analysis of data about student performance on core assessment tasks, evaluations of teaching effectiveness and courses, achievement of Graduate Attributes, Alumni and Employer feedback) that gather feedback from students and staff in order to continuously improve the student experience and maximize student learning outcomes and Graduate Attributes. The evidence is disseminated to appropriate groups and/or individuals. The

information gathered demonstrates that the development of Lingnan University Graduate Attributes is highly correlated with the academic experiences of the students, particularly in the realm of development of critical thinking skills, interpersonal skills, self-managed learning, and problem solving skills. There is also substantive evidence that the unique nature of the Liberal Arts philosophy and the Lingnan student experience of small class sizes and close teacher-student relationships are seen by many students as some of the most important and defining features of their university experiences. In addition, the co-curriculum is evaluated on an annual basis and provides further evidence of the value students place on the breadth of experience provided by the university.

The Core Curriculum

As a key element of the 4-year curriculum to be introduced in 2012, the Core Curriculum aims to provide students with a broad and balanced foundation, and exposure to the necessary range of subjects under the new academic structure in which a cohesive and all-round education is emphasized. In the new curriculum, the Core Curriculum is one of the keys to achieving the broad goals of a Liberal Arts education.

The Core Curriculum forms an essential part of the undergraduate curriculum experienced by students. The core curriculum courses are not just a peripheral or additional year of foundation study, but will be embedded and integrated with the major disciplines throughout their four years of study to ensure continuity between the core and majors as well as contributing to the development of the Lingnan University Graduate Attributes and providing evidence for progression of student development. The Core Curriculum is expected to provide a firm intellectual foundation for Lingnan students, enhancing their ability to think critically and tackle social, cultural, moral and ethical problems rationally.

Service-Learning

Service-Learning is an integral part of the Lingnan University learning experience. It offers students opportunities to contribute to the well-being of society as a whole, and aims to foster commitment to involvement in and service to the community, develop citizenship skills and knowledge, and cultivate other Lingnan University Graduate Attributes. When undertaking Service-Learning as part of a credit-bearing course offered by an academic department, students draw on theoretical knowledge and methods acquired through academic study to inform the provision of services to the community, and to reflect on the process of civic engagement. By engaging in Service-Learning, students have the opportunity to develop many of the interpersonal and organizational skills that the University values so highly, including tolerance, civility and a sense of personal responsibility.

Future directions

The future directions for the University in the teaching and learning area are reflected in the latest strategic plan developed by the Teaching and Learning Centre and recent teaching enhancement initiatives finalized and in process.

The Teaching and Learning Centre Strategic Plan: 2012-2015

Vision

The Teaching and Learning Centre will use all its skills, abilities and resources for one overriding purpose, namely, to enable Lingnan University to be noted locally and internationally for the quality of student instruction it offers.

Mission

The mission of the Teaching and Learning Centre is to engage only in those teaching and learning development activities that will enable Lingnan University to be the University of choice in Hong Kong for students and faculty who wish to experience a liberal arts environment where engagement in learning and teaching is valued, respected and rewarded.

Objectives

1. To develop a definition of good university teaching that crosses disciplinary boundaries and is widely accepted by the University as a whole.
2. To foster a culture of self-reflection among teaching faculty aimed at enhancing learning and teaching.
3. To refine and promote liberal arts education, with the international flavour advocated by the university, and place teaching and learning developmental activities within that culture.
4. To promote the latest thinking on good practice in learning and teaching as it applies to the University.
5. To seek creative ways of assessing and developing good teaching.
6. To promulgate best practice in curriculum and course design.
7. To introduce, implement and maintain the latest developments in technology to the extent that it adds value to the learning process in the specific context of Lingnan University.
8. To promote and encourage the scholarship of teaching.
9. To facilitate the recognition of good teaching in the substantiation, promotion and merit decision making process.

Strategies

Objective 1: To develop a definition of good university teaching that crosses disciplinary boundaries and is widely accepted by the university as a whole

The Teaching and Learning Centre will:

- ♦ Review the scholarship on excellent university teaching to arrive at a set of university teacher attributes e.g., the characteristics of transformational classroom leadership, that are widely accepted in the world of academia and also viewed as a good fit for the university
- ♦ Keep abreast of the latest research in the teaching excellence and evaluate its applicability to the university.
- ♦ Present the relevant scholarship to Deans, Heads and faculty in university-wide and faculty

based workshops to ensure full understanding and acceptance of the excellent university teacher attributes.

- ♦ Where applicable, organize and promote workshops involving recognized experts in the field of university teaching.

Objective 2: To foster a culture of self-reflection among teaching faculty aimed at enhancing learning and teaching

The Teaching and Learning Centre will:

- ♦ Develop a university wide system of peer and student observation that will facilitate self-reflection on teaching performance resulting from collegially based feedback.
- ♦ Promote systems of individually based reflection, based, for example, on the transformational classroom leadership self-assessment instrument and the mid-class on-line course, teaching and learning enhancement facility.
- ♦ Introduce a learning and teaching development programme (LTDP) for all faculty and graduate students new to university teaching (3 years or less) that will focus of critical self-reflection.
- ♦ Establish communities of practice to facilitate cooperation across traditional boundaries of the university in learning and teaching via an on-line discussion facility associated with the LTDP.

Objective 3: To refine and promote liberal arts education, with the international flavour advocated by the university, and place teaching and learning developmental activities within that culture.

The Teaching and Learning Centre will:

- ♦ Develop a repository of scholarship and best practice in liberal arts education generally and teaching and curriculum, in particular.
- ♦ Promulgate the liberal arts culture of Lingnan University at various points of interaction with students and faculty e.g., new faculty orientation, orientation of undergraduate, non-local and graduate students, workshops on liberal arts education and the implications for learning and teaching.
- ♦ Advise faculty on how to ensure that Lingnan's liberal arts education is acknowledged by students and (a) impacts their assessment of overall satisfaction with their education and (b) results in positive feedback from the professions and employers
- ♦ Review the current academic advising system to ensure that it is consistent with a liberal arts university experience.
- ♦ Investigate and assess the effect of internationalisation on local, full time international/non-local and international exchange students

Objective 4: To promote the latest thinking on good practice in learning and teaching as it applies to the university

The Teaching and Learning Centre will:

- ♦ Scan multiple sources to identify the latest developments in learning and teaching practice.
- ♦ Mount workshops introducing these developments on the basis of consultation with Deans, Heads and faculty regarding the matching of these developments with faculty needs.
- ♦ Invite academic staff who use cutting-edge teaching approaches in their subjects to give master lectures in their subjects.
- ♦ Invite experts in the general field of learning and teaching to share their expertise in specialised areas.
- ♦ Identify and actively engage with a small number of national and international benchmarking partners in relation to teaching and learning.

Objective 5: To seek creative ways of assessing and developing good teaching.

The Teaching and Learning Centre will:

- ♦ Regularly review and modify the CTLE system where appropriate, to improve its effectiveness as a mechanism for assessing teaching and learning.
- ♦ Consistently seek for methods, other than the CTLE system, for assessing, developing and recognising good teaching.
- ♦ Provide a suite of innovative professional development opportunities for staff at all stages in their careers.
- ♦ Support staff in gathering, analysing and acting upon evidence about teaching, including data from student feedback.

Objective 6: To promulgate best practice in curriculum and course design.

The Teaching and Learning Centre will:

- ♦ Develop a model of good practice in curriculum and course design and communicate this model throughout the university
- ♦ Collaborate with academic staff to review courses to ensure alignment of learning outcomes, teaching and learning activities and assessment
- ♦ Promote curriculum design and teaching collaborations within and across Faculties where appropriate
- ♦ Engage with relevant external bodies with expertise in curriculum and course design such as the Higher Education Academy (HEA), The Higher Education Research and Development Society of Australasia (HERDSA) etc.
- ♦ Encourage and support faculty in the internationalisation of curricula and pedagogy where appropriate.

Objective 7: To introduce, implement and maintain the latest developments in technology to the extent that it adds value to the learning process in the specific context of Lingnan University

The Teaching and Learning Centre will:

- ♦ Review the current technology platform for learning and teaching to ensure that it meets institutional requirements.
- ♦ Conduct on-going monitoring of the latest developments in eLearning education e.g., Moodlerooms, with reference to the needs of students and faculty.
- ♦
- ♦ Ensure that 100% of the undergraduate units have an online presence using an appropriate Learning Management System (LMS), currently Moodle and Mahara.

- ♦ Provide group and, where necessary, individual training to enable these technological developments to be successfully utilised by faculty.

Objective 8: To promote and encourage the scholarship of teaching.

The Teaching and Learning Centre will:

- ♦ Disseminate and encourage the dissemination of outlets e.g., peer reviewed journals, conference, for the scholarship of teaching generally and in the various disciplines
- ♦ Administer the Teaching Development Grant (TDG) system and assist in turning the outcomes of TDG projects into scholarly output.
- ♦ Encourage and mentor staff to ensure an increase in the number of staff applying for, and successful in obtaining TDG's
- ♦ Initiate projects via the TDG scheme or other funding sources, the objectives, process and outcomes of which can be publishable.
- ♦ Encourage and mentor staff to ensure an increase in the number of nominations and applications for the Lingnan University Teaching Excellence Award Scheme (TEAS), the UGC Teaching Award scheme, or any other awards that recognise quality teaching.

Objective 10: To facilitate the recognition of good teaching in the substantiation, promotion and merit decision making process.

The Teaching and Learning Centre will:

- ♦ Administer the Lingnan University Teaching Excellence Award Scheme (TEAS) and seek for ways to improve the criteria and process with a view to enhancing the visibility and credibility of the awardees within the university and by the UGC in general (via, for example, the UGC Annual Teaching Award).
- ♦ Examine ways of solidifying the link between excellent classroom performance and student educational achievement.
- ♦ Advocate, wherever and whenever possible, the recognition of good teaching as a significant

factor in personnel administrative decision making.

- ♦ Review the criteria relating to teaching as a contribution to the substantiation, promotion and merit decision making process and make recommendations that give due recognition to quality teaching in this process.

Major Teaching and Learning Initiatives Since 2012

The initiatives are briefly described below:

An On-line Course, Teaching and Learning Enhancement System

This system has now been developed having originally been approved for development via a Teaching Development Grant (TDG). It rebuilds the current system that has proven inflexible, under-utilised and not supported by current technology. The main features of the new system are that it enables faculty to gauge student perceptions of the courses they are teaching, either mid-course, or at the end of the course, or both, as a supplement to the paper-based system. It also allows faculty to utilise questions from the current CTLE instrument, add their own questions and analyse the results.

The purpose of the on-line system is to enable faculty, if they so choose, to self-assess their teaching and their courses with a view to enhancing both. It also provides more time for students to reflect on the quality of the instruction they are receiving from this faculty member than does the paper based system. Similarly, given that the on-line system allows faculty to obtain student feedback mid-course, students are likely to give more expansive feedback than with the paper-based CTLE system because any benefits derived from the on-line system will accrue to them directly.

A System of Peer Observation

A Peer Observation system has been designed which is a voluntary agreement between two or more colleagues to observe each other's teaching with a view to sharing teaching skills and bringing about mutual enhancement of teaching. In this sense, it is a community of good practice. The TLC will be involved in providing structure for this process and training in Peer Observation techniques.

Learning and Teaching Development Programme

This is a new professional development programme designed to assist current educators and practitioners from a variety of disciplines, who seek to enhance their understanding of learning and teaching issues for adult learners in a university setting. It is mandatory for new faculty with less than three years' experience in university teaching and is available to more experienced faculty who wish to enhance their existing teaching skills. It consists of seven (7) workshops of two hours each in the following content areas: course construction; English medium instruction; teaching/instructional methods and presentation skills; student outcomes and assessment/evaluation, the internationalisation of students' education experience, effective classroom leadership and reflective practice. The workshops are also tailored to help faculty quickly adapt to a liberal arts context and to the use of our learning management system i.e. Moodle.

While the programme is mandatory for those engaged in teaching with less than three years' experience in the university classroom, it is also available to existing faculty who wish to take one or more of the modules in areas where they would like to hone their skills.

A Faculty Mentoring Scheme

This teaching mentoring scheme is primarily designed to provide new faculty (less than three years' university teaching experience) with quality guidance in teaching in order to build a long and productive career in university instruction. Faculty with less than three years' teaching experience are identified by the Human Resource Office who will convey to the relevant Dean that this faculty member should be informed of the existence of the Mentoring Scheme and given the opportunity to participate in it. In consultation with the Director of the TLC, any faculty member wishing to participate is allocated a mentor who is an award winning teacher at Lingnan University, either a current or former recipient of the Lingnan Teaching Excellence Award and/or a Certificate of Merit.

As far as possible, the mentor will be drawn from the same or related academic field as the new faculty member. Furthermore, each mentor will have no more than two (2) new faculty to mentor in a single academic year with the ideal being a one to one ratio. The overall purpose of the scheme is to stimulating some dialogue, reflection and action over instructional approaches that are likely to be well accepted in the university and highly relevant to teaching in a liberal arts environment.

A Student Consultant Programme

This programme is designed to enhance teaching and learning at Lingnan through seeking to create faculty-student partnerships in the form of pedagogical "student consultants." By means of regular classroom observations, consultation, dialogue, discussion, and critical reflection, student consultants provide faculty across disciplines with feedback from the perspective of trained students who are not enrolled in their courses. Partnerships allow faculty insight into how their teaching practices and assignments are perceived and received by their students. Through partnership, a new forum is created where students and teachers can collaborate on how they both function as teachers and learners. This challenges faculty to take risks in their pedagogy and reassess the traditional roles of student and teacher.

At the same time, this program offers students opportunities to participate in and take ownership of their education. Emphasis is on interactions between students and teachers in the exploration, discussion and solving of pedagogical issues and, as a result, better teachers and better students should emerge. As it is absolutely necessary to provide a safe and supportive space for faculty and students to engage in such important work, this program will not be formally evaluative and will be strictly confidential and totally voluntary on the part of the faculty and student.

Bibliography

- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development*, 18(1), 57-75.
- Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Open University Press.
- Brew, A., & Boud, D. (1995). Teaching and Research: Establishing the Vital Link with Learning. *Higher Education*, 29(3), 261-273. Retrieved from <http://www.jstor.org/stable/3447715>.
- Gibbs, G., & Habeshaw, T. (1992). *Preparing to Teach: An Introduction to Effective Teaching in Higher Education* (2nd ed.). Technical & Educational Services Ltd.
- James, R., McInnis, C. & Devlin, M. (2002). Assessing learning in Australian Universities. Ideas, strategies and resources for quality in student assessment. Canberra: Centre for the Study of Higher Education, The University of Melbourne, Retrieved 2 Aug. 2011 from <http://www.cshe.unimelb.edu.au/assessinglearning/docs/AssessingLearning.pdf> .
- Kember, D., & McNaught, C. (2007). Enhancing university teaching: Lessons from research into

- award-winning teachers. London: Routledge Falmer.
- Laurillard, D. (1993). *Rethinking university teaching: A framework for the effective use of educational technology*. London: Routledge.
- Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies* (2nd ed.). London: Routledge Falmer.
- Prosser, M., & Trigwell, K. (1999). *Understanding Learning and Teaching: The Experience in Higher Education*. Open University Press.
- Ramsden, P. (2003). *Learning to teach in higher education*. London: Routledge.
- Samuelowicz, K., & Bain, J. D. (2001). Revisiting academic beliefs about teaching and learning. *Higher Education Research & Development, 41*, 299-325.

Updated in January 2014

JT/ay/Revised Learning and Teaching Statement