

Summer School Preparations: Reading List and Associated Tasks

Preparatory Reading or Video (Required)

The items below should be read or watched before the actual session they are assigned for. You are very strongly recommended to read and watch the required material before arriving to the summer school as during the summer school you will have a series of activities to complete and it will be very difficult to keep up with both the reading and related task as well as summer school activities at the same time.

Where relevant, exercises related to reading/video material are also included. When you have completed these exercises, submit them via the relevant submission link at the course website. Each document you submit should 1) be named including your last name (e.g. Smith.docx); 2) include your full name in the document itself; 3) use a common file type such as .doc, .docx, .pdf. The list is ordered chronologically by summer school sessions.

1. Session 3: Student-Centeredness and Institutional Context, Tuesday, August 29, 9:00-10:30.
Reading: Saranne Weller. 2016. "[Becoming a teacher in higher education.](#)" In *Academic practice: developing as a professional in higher education*. London: Sage. pp. 1-7.
2. Session 4: Course Design, Tuesday, August 29, 11:00-12:30.
Reading: John Biggs. [An introduction to Constructive Alignment](#). (1 page)
3. Session 7: Learning Activities for Small Groups, Wednesday, August 30, 11:00-12:30.
Reading: Kate Exley and Reg Dennick. 2004. "Chapter 4: Working with Student Groups. Techniques and Methods in the Classroom." In *Small Group Teaching. Tutorial Seminars and Beyond*. London and New York: RoutledgeFalmer. pp. 50-75.
Task: After reading the required text, draw up two columns: in one list those methods that you think can be applied in the course you are going to teach this fall and in the other that you think would not work. List all the methods that you read about in the column you think they belong to.
4. Session 8: Learning Activities for Large Groups, Wednesday, August 30, 13:45-15:15.
Reading: Linda B. Nilson. 2014. "Making the Lecture a Learning Experience." In *Teaching at its Best. A Research-Based Resource for College Instructors*. San Francisco: Jossey-Bass, pp. 113-125.
5. Session 10: Assessment 1: Theoretical Background, Thursday, August 31, 11:00-12:30.
Reading: Phil Race. 2003. "[Why Assess Innovatively.](#)" In *Assessment Matters in Higher Education: Choosing and Using Diverse Approaches*, eds. Sally Brown and Angela Glasner. Buckingham: The Society for Research in Higher Education and Open University Press, pp. 57-70.
6. Session 11: Assessment 2: Practical Implementation, Thursday, August 31, 13:45-15:15
Reading: Rebecca Attwood. 2009. "[Well, what do you know?](#)" *Times Higher Education*, January 29. Thursday, August 31, 13:45-15:15.

Task: Based on this article, summer school participants should write a list of the shortcomings of traditional final exams and essays, and think of a method of assessment that would meet most of the 10 principles of effective assessment formulated by the National Union of Students (towards the end of the article).

7. Session 13: Supervision, Friday, September 1, 11:00-12:30.

Video: Griffith University, Australia. [Qualities of a good research supervisor.](#)

8. Session 14: Technology Enhanced Learning, Friday, September 1, 13:45-15:15.

Video: 1) Concordia University: [Technology-Enhanced Learning](#); 2. Jen Johnson: [Blended Learning and Technology Integration](#).

Task: Whilst watching the clips, complete the grid below to capture the main points of the clips and think about them within your own learning and teaching context.

	Technology-Enhanced Learning (Concordia University)	Blended Learning and Technology Integration (Jen Johnson)
What are the main pedagogies used within the TEL examples outlined?		
In what ways might you think of using these TEL elements within your own teaching?		
What challenges might you encounter in trying to integrate these approaches within your own practice?		
What professional development might you need to undertake to help you integrate these TEL elements within your own practice?		

9. Session 15: Using Feedback to Enhance Teaching, Saturday, September 2, 8:30-10:00.

Reading: University of Edinburgh: [Feedback FAQs for staff](#). (2 pages)

Task: Prior to accessing the webpage above, complete the first columns of the grid below to analyze your current thoughts and/or practice with regard to feedback. Afterwards, read the webpage and make a note of their ideas in the second column. Finally, think about any similarities and/or differences between your own attitude and practice and those of the article.

	Your thoughts and beliefs	Ideas from Feedback FAQs for staff (University of Edinburgh)
Why does feedback matter?		
What is feedback given on?		
What counts as 'feedback'?		
What forms does feedback take?		
Who can give feedback?		
What evidence is there that feedback actually makes a difference?		
Why might feedback become a cause for concern?		

Follow-up Reading (Recommended)

The items on this list discuss topics covered in selected summer school sessions and provide additional information on those issues. You are recommended to consult these in order to refresh what you learnt in the summer school and/or to seek out further information on a topic, for example, during the preparation of your teaching innovation. Works are listed alphabetically by author last name.

Kugel, Peter. 1983. "How professors develop as teachers." *Studies in Higher Education* 18(3): 315-328.

Higher Education Academy. 2012. [10 strategies to engage students with feedback](#). York: HEA. (5 pages)

Pickering, James. 2015. [How to start using technology in your teaching](#). York: Higher Education Academy. (15 pages)

Race, Phil. 2009. [In at the Deep End – Starting to Teach in Higher Education](#). Leeds: Leeds Metropolitan University. (55 pages)