Contents

Preface to the third edition viii
Acknowledgements xi

1 Learning – a natural human process 1
   Intended outcomes of this chapter 1
   Never mind the teaching – feel the learning! 1
   Theories and models of learning 1
   Deep, surface or strategic learning? 4
   Factors underpinning successful learning 7
   How can we increase students’ motivation? 13
   Developing students’ competences 17
   Confidence and self-concept 20
   Learning and understanding 21
   Positioning the goalposts – designing and using learning outcomes 22
   Conclusions about learning 26

2 Designing assessment and feedback to enhance learning 27
   Intended outcomes of this chapter 27
   Putting assessment and feedback into perspective 27
   Values for assessment 29
   Why should we assess? 31
   Concerns about assessment 33
   Pros and cons of fifteen assessment techniques 37
      1 Traditional unseen, time-constrained written exams 37
      2 Open-book exams 44
      3 Open-notes exams 45
      4 Structured exams 46
      5 Essays 49
      6 Reviews and annotated bibliographies 51
      7 Reports 54
      8 Practical work 56
      9 Portfolios 58
## Contents

10 Presentations 61  
11 Vivas — oral exams 63  
12 Student projects 65  
13 Poster displays and exhibitions 67  
14 Dissertations and theses 70  
15 Work-based learning 72  
Making formative feedback work 74  
Quality of feedback 79  
Feedback and competence development 81  
Reducing your load: short cuts to good feedback 83  
Involving students in their own assessment 85  
Conclusions 93

### 3 Refreshing your lecturing

Intended outcomes of this chapter 95  
How important is the act of lecturing? 95  
Why have lectures? 97  
Some things students do in lectures 98  
Some productive lecture processes 99  
Using handouts to enhance students’ learning 100  
Causing learning to happen in lecture contexts 104  
Using technologies — old and new 109  
Peer-observation of lecturing 119  
Making the most of lectures 121

### 4 Making small-group teaching work

Intended outcomes of this chapter 125  
Why is small-group learning so important? 125  
Deciding on group size 126  
Ways of forming groups 128  
Small-group process techniques 133  
Leading and following 137  
What goes wrong in small groups? 138  
A closer look at tutorials 147  
Practical pointers for group work 150

### 5 Resource-based and online learning

Intended outcomes of this chapter 157  
Some terms and buzz-phrases 158  
What are the main components of resource-based learning materials? 159  
Adopt, adapt, or start from scratch? 160  
A strategy for designing resource-based learning materials 161  
A quality checklist for resource-based learning materials 163
Contents vii

Learning from screens? 172
Practical pointers on resource-based learning 175

6 Looking after yourself 186
Intended outcomes of this chapter 186
Managing your workload 186
Managing your stress levels 187
Managing your appraisal 189
Managing your feedback from students 192

7 Issues, challenges and reflections 206
Intended outcomes of this chapter 206
Equal opportunities and inclusive practice 206
Plagiarism 218
Working with international students 220
Evidencing your reflections on assessment, learning and teaching 223

References and further reading 229
Index 233