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Research into Higher Education
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(paulobotas@yahoo.com) This
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teachers reflect on and

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Biggs's (2003) remedy to this
situation is constructive alignment,
wherein all components in a
teaching system -the curriculum
and its intended outcomes,
teaching methods, and assessment
tasks ...

(PDF) Aligning Teaching for
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Aligning teaching for constructing learning John Biggs Summary
'Constructive alignment' starts with the notion that the learner constructs his or her own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes.

Aligning teaching for constructing learning
Teaching and Learning in Higher Education: New Trends and

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Innovations. University of Aveiro, 13-17 April, 2003. ALIGNING TEACHING AND ASSESSING TO COURSE OBJECTIVES John Biggs, jbiggs@bigpond.com. Teaching as a system. Teaching and learning take place in a whole system, which embraces classroom, departmental and institutional levels.

ALIGNING TEACHING AND ASSESSING TO COURSE OBJECTIVES John ...

Biggs, John Burville Biggs, Catherine So-kum Tang No preview available - 2007 About the author (2007) John Biggs is Honorary Professor of Psychology and Adjunct Professor, Centre for the Advancement of University Teaching, University of Hong

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Teaching for Quality Learning -
John Biggs, Catherine Tang ...
...coherence between assessment,
teaching strategies and intended
learning outcomes in an
educational programme. (McMahon
& Thakore 2006) As currently
articulated, the model is attributed
to Biggs (2003, 1999) but the
essentials were formulated by
Tyler (1949) some 50 years
earlier - and elaborated in the
1980s by Shuell (1986). At its
most basic, the model requires
alignment between the three key
areas of the curriculum, namely,
the intended learning outcomes,
what the student does in order ...

Using Biggs' Model of Constructive

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Learning in Curriculum ...

Teaching for Quality Learning at University, Buckingham: Open University Press/McGraw Hill, 2011. This fourth edition, rewritten with Catherine Tang, extends our third edition with a wider range of examples of constructive alignment on the basis of our work in several countries.

Constructive Alignment | John Biggs

Aligning teaching for constructing learning 'Constructive alignment' starts with the notion that the learner constructs his or her own learning through relevant learning activities. The teacher's job is to create a learning environment that supports the learning activities

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Learning At appropriate to achieving the
desired learning outcomes.

Aligning teaching for constructing
learning | Advance HE

Biggs, J and Tang, C. (2011):
Teaching for Quality Learning at
University, (McGraw-Hill and
Open University Press,
Maidenhead) Biggs, J (2003):
Aligning Teaching and Assessment
to Curriculum Objectives,
(Imaginative Curriculum Project,
LTSN Generic Centre)

Constructive alignment - Wikipedia
John Biggs (1999): Teaching for
Quality Learning at University,
(SRHE and Open University Press,
Buckingham) Norman Jackson
(2002) QAA: Champion for
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(Imaginative Curriculum
Symposium, November 2002) John
Biggs (2003): Aligning Teaching
and Assessment to Curriculum
Objectives, (Imaginative
Curriculum Project, LTSN Generic
Centre)

Constructive Alignment - and why
it is important to the ...

John Biggs has held Chairs in
Education in Canada, Australia, and
Hong Kong. He has published
extensively on student learning
and the implications of his
research for teaching. Catherine
Tang is the former Head of
Educational Development Centre in
the Hong Kong Institute of
Education and also in the Hong
Kong Polytechnic University.

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University (Society for ...

John Burville Biggs AM (born 25 October 1934, in Hobart, Tasmania) is an Australian educational psychologist and novelist who developed the SOLO taxonomy for assessing the quality of learning outcomes, and the model of constructive alignment for designing teaching and assessment.

John B. Biggs - Wikipedia

John Biggs 6 those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained. Such a teaching design is assumed in everyday learning. For example, a mother teaching her child how to tie a shoelace focuses

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Constructive alignment in
university teaching

According to Biggs (2003, p.27):
The 'constructive' aspect refers
to what the learner does, which is
to construct meaning through
relevant learning activities. The
'alignment' aspect refers to what
the teacher does, which is to set
up a learning environment that
supports the learning activities
appropriate to achieving the
desired learning outcomes.

Linking learners to their learning
goals: constructive ...

John Biggs (UTAS, 1957) ... This
is a design for teaching and
assessment that brought together
my research over the years. Now I

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Learning and my wife, Catherine, who was previously head of staff development in two Hong Kong tertiary institutions, consult on implementing constructive alignment in Australia, Hong Kong, Malaysia and most recently, the ...

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