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Press, ISBN

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author, is intended to
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John Biggs has held
Chairs in Education in
Canada, Australia, and
Hong Kong. He has

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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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John Biggs Summary
'Constructive
alignment' starts with
the notion that the

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A 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**

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Teaching For
Learning at University

Fourth Edition John

Biggs and Catherine

Tang Teaching for

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University Fourth

Edition “Biggs and

Tang present a unified

view of university

teaching that is both

grounded in research

and theory and replete

with guidance for

novice and expert

instructors. The book

will inspire,

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All content in this area was uploaded by John B Biggs on Sep 03, 2014 ... Biggs, J.B. (2003). Teaching for quality learning at university. ... In the words of Biggs (2003), assessment should not ...

**(PDF) Aligning
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John Burville Biggs AM
born in Hobart,
Tasmania on 25
October 1934, 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 -
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Wikipedia

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.

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**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 appropriate

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to achieving the
desired learning
outcomes.

**Aligning teaching for
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The fundamental idea
was presented by John
Biggs in his text
entitled —Teaching for
Quality Learning at
University|| (1999) and
was revised in 2003
which is now accepted
as an essential

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hypothesis in Higher
Education (Biggs,
1999c).

**The Design of
Curriculum,
Assessment and
Evaluation in ...**

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

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Assumed in everyday learning. For example, a mother teaching her child how to tie a shoelace focuses on that outcome,

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

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**Linking learners to
their learning goals:
constructive ...**

Constructive alignment is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes (ILOs) in a way not typically achieved in traditional lectures, tutorial classes and

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examinations.

Constructive alignment
was devised by
Professor John B. Biggs,
and represents a
marriage between a
constructivist
understanding of ...

**Constructive
alignment -
Wikipedia**

Teaching and Learning
in Higher Education:
New Trends and
Innovations. University
of Aveiro, 13-17 April,

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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 ...
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Since the first edition of Teaching for Quality Learning at University, the tertiary sector has changed dramatically. Individual teachers, as reflective practitioners, still need to make their own decisions about how they are going to get students actively involved in large classes, to teach international students, and to assess in ways that enhance the quality of learning

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**Teaching for Quality
Learning at
University by John
Biggs**

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in 2003), 0335242758

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in 2011), (Kindle Edi...

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The main theoretical underpinning of the outcomes-based curriculum is provided by Biggs (2003). He calls the model constructive alignment which he defines as: ...coherence between assessment, teaching strategies and intended learning outcomes in an educational programme. (McMahon & Thakore 2006)

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