

Lähdeluettelo / Källor / References

- Andersen, L. W. & Webb, C.A. (2000). *Discovering the scholarship of teaching*. Unpublished report: University of Western Sydney Hawkesbury.
- Biggs, J. B. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(1), 1-18.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Cambridge, B. L. (2001). Campus conversations on the scholarship of teaching. *Paper presented as part of the Symposium "More on the scholarship of teaching: Follow-up studies, reactions, and the possible future"*. American Educational Research Association, Division J, Post-Secondary Education, Seattle, WA.
- Chism, N. V. N. & Szabo, B. (1997). Teaching awards: The problem of assessing their impact. In D. DeZure (Ed.), *To improve the academy: Yearbook of the Professional and Organizational Development Network in Higher Education* (pp. 181–199). Still- water, OK: New Forums Press.
- Elton L. (1998). Dimensions of excellence in university teaching. *The International Journal for Academic Development*, 3(1), 3-11.
- Glassick C, Huber M & Maeroff G. (1997) *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Huusko, M. (2009). *Itsearviointi suomalaisissa yliopistoissa: arvoja, kehittämistä ja imagon rakentamista*. Kasvatusalan tutkimuksia. Jyväskylä: Suomen kasvatustieteellinen seura.
- Kreber C. (2002). Teaching excellence, teaching expertise and the scholarship of teaching. *Innovative Higher Education*, 27, 5-23.
- McNaught, C., & Anwyl, J. (1993). *Awards for teaching at Australian universities* (Centre for the Study of Higher Education Research Working Papers, 93.1). Victoria, Australia: University of Melbourne. (ERIC Document Reproduction Service No. ED 368 291)
- Menges, R. J. & Weimer, M. (1996). *Teaching on solid ground: Using scholarship to improve practice*. San Francisco: Jossey-Bass.
- Olsson, T. & Roxå, T. (2008). Evaluating rewards for excellent teaching – a cultural approach, *The HERDSA (Higher Education Research and Development Society of Australia) International Conference*.
- Prosser M & Trigwell K. (1999). *Understanding learning and teaching. The experience in higher education*. Buckingham, UK: SRHE and Open University Press.
- Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge.
- Rehtorin päätös 168/2011. Hyvien opettajien akatemiaa valmistelevan työryhmän perustaminen. Helsingin yliopisto. <http://savotta.helsinki.fi/halvi/asianhallinta/dynasty/Rehtori.nsf?OpenDatabase> (Luettu 13.2.2012)
- Rice, R. E. (1992). Towards a broader conception of scholarship: The American context. Teoksessa T Whiston & R Geiger (toim.), *Research and higher education: The United Kingdom and the United States*. Buckingham: SRHE and Open University Press.
- Schön, D. A. (1995). The new scholarship requires a new epistemology. *Change*, November/December, 27-34.
- Shulman, L. S. (1998). Introduction. Teoksessa P. Hutchings (toim.) *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning*. Washington DC, American Association for Higher Education.

Ote muistiosta "Helsingin yliopiston Opettajien akatemia" - liite rehtorin päätökseen 106/2012

Ett utdrag från promemorian "Helsingfors universitets Lärarakademi" - bilaga till rektors beslut 106/2012

An extract from the memo "University of Helsinki Teachers' Academy" - Appendix to Rector's Decision 106/2012

Stenhouse, L. (1980). Reflections. Teoksessa L. Stenhouse (toim.) *Curriculum research and development in action*. London: Heinemann Educational Books.

Thibault, G. E., Neill, J. M. & Lowenstein, D. H. (2003). The academy at Harvard Medical School: Nurturing teaching and stimulating innovation. *Academic Medicine*, 78, 673-681.

Trigwell, K., Martin, E., Benjamin, J. & Prosser, M. (2000). Scholarship of teaching: a model. *Higher Education Research & Development*, 19, 155-168.

Warren, R., & Plumb, E. (1999). Survey of distinguished teacher award schemes in higher education. *Journal of Further and Higher Education*, 23(2), 245-255.