

Case Studies In Higher Education Leadership And Management An Instructional Tool

The Hidden Curriculum in Higher Education Lifelong Learning in Higher Education Understanding Contemporary Issues in Higher Education Understanding Learning And Teaching The Heart of Higher Education Leading Higher Education As and For Public Good The Future of Higher Education Improving Teaching And Learning In Higher Education: A Whole Institution Approach Transformative Perspectives and Processes in Higher Education Questioning Excellence in Higher Education Values in Higher Education Teaching Current Trends and Issues in Higher Education An Introduction to Learning and Teaching in Higher Education Process and Structure in Higher Education Pursuing Teaching Excellence in Higher Education Innovations in Higher Education The Higher Education System Shaping Higher Education with Students Meaning-Centered Education Reconstructing Relationships in Higher Education Eric Margolis Christopher Knapper Brendan Bartram Prosser, Michael Parker J. Palmer Tone Dyrda Solbrekke Les Bell D'Andrea, Vaneeta Amber Dailey-Hebert Michele Rostan Tony Harland Nata a Baki -Miri Peter Scales Tony Becher Margaret Wood Allan M. Hoffman Burton R. Clark Vincent C. H. Tong Olga Kovbasyuk Celia Whitchurch

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Teaching in Higher Education Process and Structure in Higher Education Pursuing Teaching Excellence in Higher Education Innovations in Higher Education The Higher Education System Shaping Higher Education with Students Meaning-Centered Education Reconstructing Relationships in Higher Education *Eric Margolis Christopher Knapper Brendan Bartram Prosser, Michael Parker J. Palmer Tone Dyrda Solbrekke Les Bell D'Andrea, Vaneeta Amber Dailey-Hebert Michele Rostan Tony Harland Nata a Baki -Miri Peter Scales Tony Becher Margaret Wood Allan M. Hoffman Burton R. Clark Vincent C. H. Tong Olga Kovbasyuk Celia Whitchurch*

the hidden curriculum in higher education is a daring look at the way colleges and universities produce race class and gender hierarchies and reproduce conservative ideology these original and provocative essays shed light on all that remains hidden in higher education

lifelong learning in higher education examines how universities and colleges can prepare their students for lifelong learning not just by means of continuing education and specialized courses for adults but also through mainstream teaching programmes geared to traditional students fully revised and published in paperback for the first time the third edition of this well known book blends theory with practice and traces the much misunderstood concept of lifelong learning back to its roots the authors provide a critical overview of the way higher education institutions encourage students to become effective lifelong and life wide learners the book draws from a wide range of international sources with a particular emphasis on educational goals teaching methods and organizational structures that foster lifelong learning this established and authoritative book will be essential reading for academics and educators alike as well as educational managers policy makers and indeed anyone with an interest in learning and the future of education

this insightful book offers a wide ranging collection of lively discussions on contemporary issues policies and practices in higher education bartram integrates contributions from experienced academics teachers and students in a unique approach and structure designed to enable students with both specific and wide ranging interests in higher education to extend their

understanding including discussion points research tasks and suggestions on further reading in each chapter understanding contemporary issues in higher education discusses a range of topics such as universities and the mental health crisis knowledge the state and the market the role of technology in teaching and academic celebrification disability diversity and inclusive placement learning written specifically for education studies students this book constitutes a timely addition to student focused themed studies looking at aspects of higher education

prosser and trigwell argue that the question to how university teachers can improve the quality of student learning lies in determining how students perceive their unique learning situations their book outlines the key principles underlying successful teaching and learning in higher education and is a key resource for all university teachers

a call to advance integrative teaching and learning in higher education from parker palmer best selling author of the courage to teach and arthur zajonc professor of physics at amherst college and director of the academic program of the center for contemplative mind in society comes this call to revisit the roots and reclaim the vision of higher education the heart of higher education proposes an approach to teaching and learning that honors the whole human being mind heart and spirit an essential integration if we hope to address the complex issues of our time the book offers a rich interplay of analysis theory and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades presents parker palmer s powerful response to critics of holistic learning and arthur zajonc s elucidation of the relationship between science the humanities and the contemplative traditions explores ways to take steps toward making colleges and universities places that awaken the deepest potential in students faculty and staff offers a practical approach to fostering renewal in higher education through collegiality and conversation the heart of higher education is for all who are new to the field of holistic education all who want to deepen their understanding of its challenges and all who want to practice and promote this vital approach to teaching and learning on their campuses

leading higher education as and for public good asserts that the purpose of higher education is twofold for public good and

as public good acknowledging that the notion of public good increasingly cannot be taken for granted the book argues that leading teaching and learning must be directly connected to its pursuit it avers and demonstrates how this may be accomplished articulating specific approaches and dispositions that require cultivation within university communities this volume argues that leading higher education occurs within competing and sometimes conflicting webs of commitments necessitating a capacity to negotiate legitimate compromises its empirical chapters expand on this providing examples of academic developers who use deliberate communication as a method in cultivating leading and teaching praxis what emerges is the potential of deliberative leadership to be transformative in building sustainable leadership in higher education while simultaneously renewing commitments to education and contributing to public good leading higher education as and for public good is essential reading for policy makers university leaders and administrators academics students and all those interested in building a sustainable future for higher education that also contributes to public good

the future of higher education explores policy pedagogy and the student experience at a conceptual level enabling university staff to place their own work within a wider theoretical framework and to develop their own understandings of some of the key controversies that surround teaching and learning in higher education the book is divided into three parts part 1 explores key policies that have shaped higher education since the late twentieth century and traces the impact that these policies have had on the extent and nature of higher education provision part 2 explores how these emerging policies and the need for higher education institutions to respond to them have produced a radical re evaluation of what higher education is and how it might best be delivered at an institutional level part 3 gives consideration to pedagogy and the student experience in contemporary higher education the future of higher education will be invaluable to all university staff especially those following the pgcerthe and other programmes within institutional cpd frameworks it will also be of interest to researchers in this field

universities are increasingly being required to pay greater attention to improving teaching and enhancing student learning

this text will assist universities and colleges to achieve these goals by establishing an approach to institutional change which is well founded on both research and practical experience

this book aims to provide insight into the complexities confronting higher education today and to highlight tangible opportunities that exist to address such issues we are in a constant state of flux and higher education needs to respond in more proactive intentional and innovative ways to remain a relevant cornerstone to society and culture the editors begin by asking how our collective reality might change if the complexity and uncertainty surrounding us were embraced and leveraged to serve the learner and society as a whole they invite the reader to explore collaborative approaches to individualized learning pathways networked learning and a reimagined ecosystem of academia the chapters are arranged to inform the reader seeking knowledge on how to 1 reshape and redefine the 21st century university with its evolving role in these transformative times 2 design and implement courses that address the changing needs of the university and the non traditional student and 3 utilize research on innovative strategies with processes that promote organizational learning the chapters profile the fluid nature of learning as it evolves in higher education and the workplace often with a blurred line separating the two environments exciting ideas related to heutagogy problem based learning innovative constructivist strategies authentic learning and self regulated learning all converge in this volume

excellence in higher education is as old as university but nowadays the concept is widely emphasized and its meaning has been redefined on the basis of different values and goals especially those related to market excellence has become the meter on which institutions are assessed and public funding allocated the tool by which worldwide comparisons and rankings of institutions are built and a marketable brand used by higher education institutions to present themselves this book offers an international and comparative view on excellence in higher education ranging from policies to practices mainly based on research results and empirical evidence aiming at questioning the concept and its uses which are not only social constructions but also political ones far from being a neutral or technical concept excellence is heavily infused with

values which must be traced analysed and made critical to understand its impacts backlashes and unintended outcomes on higher education systems institutions academics and students the book is addressed to an international audience and in particular to higher education scholars and professionals those who are involved in higher education assessment members of professional bodies and organizations in the higher education field students in education but also policy makers and the public opinion at large will profit from the works of a selected group of scholars coming from a variety of countries a sense of disquietude seems ever present when discussing new digital practices the transformations incurred through these can be profound troublesome in nature and far reaching moral panics remain readily available

values in higher education teaching explores the way in which teaching research learning and higher education are a values enterprise and that an exploration of values is necessary to work out the full purposes of a higher education to guide practices and help academics understand academic work values inform thinking and actions and although this is well recognized values are seldom brought to the forefront of inquiries as practices in higher education are developed this book argues that by putting values firmly on the agenda of those who teach work and learn in higher education the academic profession can open up new spaces for value conversations and potentially transform the way in which they practice values in higher education teaching is key reading for university lecturers those with responsibility for leadership and management of higher education and postgraduates studying for higher degrees in higher education there are few books that directly address the broad and complex question of values in teaching in higher education yet at the same time values are widely recognised as permeating all our practices in this sense an accepted part of academic life remains in the realm of taken for granted rather than being consciously and explicitly explored and practiced the book deals with the idea of values in both a philosophical and practical manner it is based on original research and uses both empirical data and theory to address teaching values in higher education and the current values of the higher education system it explores what academics have valued historically in teaching and also addresses the major reforms of the last 20 years reforms have essentially changed the nature of western higher education but have made little real difference to the outcomes for student learning and society

whereas teaching with values in all subjects has the potential to radically alter student experiences

this volume is a collection of eleven papers written by scholars from around the world who came together in their shared interest to discuss current trends and issues in higher education rich in a diversity of topics current trends and issues in higher education represents a valuable contribution to the fields of language culture teaching methodology education linguistics and central asian studies this book synthesises current theoretical and practical insights in higher education provided by active researchers and practitioners in their respective areas it is comprehensive in dealing with the issues facing educators today such as changing perceptions in education and research and learning and teaching in traditional and non traditional settings with today s constant changes in the field of education as a result of new legislation and globalization and new instructional practices and research investigations this book will help all involved in education to keep up with these transformations and be up to date in all areas relating to higher education

this book is a comprehensive yet accessible introduction to learning and teaching in higher education and an invaluable resource if you are seeking to enhance and develop your teaching in the context of the teaching excellence framework tef it also supports your progress towards fellowship of the higher education academy hea with an overview of the uk professional standards framework ukpsf and linking content to the framework this book is for new and existing teachers in higher education and those teaching higher education programmes in further education colleges as well as helping you enhance and extend your understanding of the theory and practice of learning and teaching this book encourages you to reflect on and improve your teaching in higher education to meet the needs of a diversity of students in the changing landscape of higher education together with its progressive and logical sequencing of topics covering planning and preparation techniques methods and resources assessment quality and evaluation the book provides a core text and resource for new teachers in higher education undertaking postgraduate programmes in learning and teaching an accessible and practical introduction to the knowledge and skills required to become a confident and effective lecturer in

higher education mapping to the hea uk professional standards framework to provide guidance and support for those working towards fellowship of the hea together with sample fellowship applications pause reflect boxes to reinforce your professional learning journey this book is not only an excellent introduction to learning and teaching in university but also for those providing higher level learning in further education colleges vicky duckworth reader in education edge hill university uk this wide ranging almost encyclopedic book touches on all the topics and issues that someone new to higher education is required to address scales provides a guide for the new higher education teacher through the confusing and confused world of higher education in order that they can remain a teacher despite institutional distractions dennis hayes professor of education university of derby uk this book provides a welcome and timely addition which will be of huge value to anybody with an interest in teaching and learning in higher education it will be of particular value to those new to teaching in the higher education sector as well as more experienced staff who wish to update their skills or apply for higher education academy recognition chris wakeman head of education and inclusion studies university of wolverhampton uk peter scales shares my dislike for the word delivery to describe teaching and clearly explains why the text is passionate readable and engaging with a logical presentation of the lived experiences of teaching in higher education beverley hale professor of learning and teaching university of chichester uk

during the 1980s the whole higher education scene in britain shifted dramatically originally published in 1980 and here reissuing the second edition of 1992 process and structure in higher education presents a synoptic model of how the system as a whole now functions and how its various components are interconnected drawing on detailed interview data from leading figures in british higher education on their own inside knowledge and research and on an extensive review of the relevant research literature the authors explore the characteristic values and practices of the four main levels in the system the central authorities the institution the basic unit and individual and analyse the pattern of relationships between them they note the changes that have taken place in the last decade and look ahead to how the system seems likely to develop in the future although the analysis is based on the uk much of it is relevant to higher education in other countries in

its unravelling of complex issues such as academic freedom the tensions between research and teaching the influence of market forces on institutions of higher education and the apparent resistance of leading universities to change process and structure in higher education does much to demystify the nature of higher education it will be of lively interest both to those engaged in academic activity and those concerned in its management

teaching excellence is a topic of international significance having importance for higher education worldwide yet is generally considered to be poorly defined and understood the current discourse of teaching excellence is narrowly framed instrumental and performative with an onus on measurement and quantification wood and su investigate and rethink excellence in higher education connecting this to the understanding of the role and purpose of higher education stakeholder perspectives on teaching excellence are explored and the authors argue that it is through engaging with higher education constituencies to examine teaching excellence from different angles and stances that more inclusive understandings may be built these stakeholder perspectives which form the central chapters of the book include higher education institutions academics students employers and parents the importance of a commitment to engaging with understandings situated in the diverse experiences and contexts of stakeholders for an inclusive perspective on teaching excellence is affirmed at the close of the book the coda examines some of the implications of the responses to the covid 19 global pandemic for inclusive perspectives on teaching excellence in higher education

rising costs and increasing global competition press institutions to do more with less at the same time deep budget cuts and a general social and political impatience have revived calls for reform in educational affordability curriculum and outcome measurement yet within this environment a myriad of success stories are being forged among educational institutions supporting industries and educational consortia that are embracing innovative approaches to all aspects of the higher education system this book spotlights those fresh approaches and aims to bring higher education professionals together as part of a broad national movement to motivate reflection and encourage similar dynamic efforts the editors and expert

contributors focus in particular on areas such as measures of academic quality benchmarking faculty development retention curriculum development technology and facilities in each case this book illustrates successful pilot programs and documents tools that have proven to maximize efficiencies crucial to the continued success of the entire higher learning community

how can we compare national systems of higher education since their organization varies from country to country clark identifies the basic elements common to all such systems and proceeds to thematic comparisons among a number of countries

forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world as student engagement takes centre stage in academic life how can academics and university leaders engage with their students to connect research and teaching more effectively in this highly accessible book the contributors show how students and academics can work in partnership to shape research based education featuring student perspectives it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy including principles of working with students as partners in higher education connecting students with real world outputs transcending disciplinary boundaries in student research activities connecting students with the workplace and innovative assessment and teaching practices written and edited in full collaboration with students and leading educator researchers from a wide spectrum of academic disciplines this book poses fundamental questions about learning and learning communities in contemporary higher education

in a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches meaning centered education explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices in one contributed volume meaning centered education provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education international contributors explore how modern

educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom this edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education

drawing on two international research projects reconstructing relationships in higher education challenging agendas looks behind formal organisational structures and workforce patterns to consider the significance of relationships particularly at local and informal levels for the aspirations and motivations of academic faculty in practice and day to day such relationships can overlay formal reporting lines and therefore inform to a greater or lesser extent the overall relationship between individuals and institutions as a result from an institutional point of view relationships may be a critical factor in the realisation of strategy and can in practice have a disproportionate effect both positively and negatively however little attention has been paid to the role that they play in understanding the interface between individuals and institutions at a time of ongoing diversification of the workforce for instance they may provide space which in turn may be implicit and discretionary in which negotiation and influence can occur in this context reconstructing relationships in higher education also reviews ways in which institutions are responding to more agentic approaches by academic faculty particularly younger cohorts and the significance of local managers mentors and academic networks in supporting individuals and promoting career development the text which examines the dynamics of working relationships at local and institutional level will be of interest to senior management teams practising managers at all levels academic faculty and researchers in the field of higher education

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