



MANAGING YOUR OWN LEARNING AT UNIVERSITY

A PRACTICAL GUIDE

AIDAN P. MORAN

Managing The Learning University

**Richard Pemberton, Sarah
Toogood, Andy Barfield**



Managing The Learning University:

Managing the Learning University Christopher Duke, 2002 This book debunks prevailing modern management theories and fashions as applied to higher education At the same time it provides practical guidance for a clear and easily understood set of principles as to how universities and colleges can be re energized and their staff mobilized to be effective in meeting the growing and changing needs of the global knowledge society It is anchored in knowledge of management and organizational theory and in the literature about higher education which is critiqued from a clear theoretical perspective based on and tested through long experience of university management and leadership Chris Duke offers challenging advice for managers in tertiary and higher education from self managing knowledge workers who may feel themselves to be the new academic proletariat through to institutional heads some of whose attempts to manage using strategic planning management by objectives and other techniques seriously unravel because they fail to benefit from the talents and networks which make up the rich underlife of the institution Loss of institutional memory and failure to tap tacit know how and mobilize commitment through genuine consultation and shared participatory management inhibits organizational learning and generates apathy or drives staff dedication and creativity into oppositional channels Managing the Learning University indicates how higher education institutions can link and network their internal energies with external opportunities and partners to be successful and dynamic learning organizations It points the way to enabling an enterprising and valued university to thrive in hard times and to be a community where it is actually a pleasure to work

Managing the Learning University Christopher Duke, 2002 This book debunks prevailing modern management theories and fashions as applied to higher education At the same time it provides practical guidance for a clear and easily understood set of principles as to how universities and colleges can be re energized and their staff mobilized to be effective in meeting the growing and changing needs of the global knowledge society It is anchored in knowledge of management and organizational theory and in the literature about higher education which is critiqued from a clear theoretical perspective based on and tested through long experience of university management and leadership Chris Duke offers challenging advice for managers in tertiary and higher education from self managing knowledge workers who may feel themselves to be the new academic proletariat through to institutional heads some of whose attempts to manage using strategic planning management by objectives and other techniques seriously unravel because they fail to benefit from the talents and networks which make up the rich underlife of the institution Loss of institutional memory and failure to tap tacit know how and mobilize commitment through genuine consultation and shared participatory management inhibits organizational learning and generates apathy or drives staff dedication and creativity into oppositional channels Managing the Learning University indicates how higher education institutions can link and network their internal energies with external opportunities and partners to be successful and dynamic learning organizations It points the way to enabling an enterprising and valued university to thrive in hard times

and to be a community where it is actually a pleasure to work **Managing the Curriculum** David Middlewood, Neil Burton, 2001-04-28 Each chapter in the book is firmly rooted in research and is well referenced as one would expect of such a book It will be of particular use to people with an academic interest in this aspect of school management but will also be thought provoking for those who are involved in the development of the curriculum within their institution escalate This book explores many of the new aspects of the core business of schools and colleges that is the curriculum Keeping the focus clearly on learning and teaching the contributors explore the practical issues for managers at institutional level within the context of their need to understand and analyze key educational values and principles Part One presents overviews of theories and models of curriculum while Part Two examines how these are applied through planning monitoring and evaluating Part Three explores in detail the various managerial roles within schools and colleges from leaders to those responsible for cross curriculum work and special educational needs The fourth part discusses the importance of effectively managing resources for the curriculum the environment support staff and finance Contributors use empirical research evidence to analyze current curriculum trends whilst proposing various new models which are likely to emerge in the 21st century **Handbook of Corporate University Development** Dr Scott Taylor, Professor Geoff Peters, Professor John Storey, Professor Rob Paton, 2012-09-01 The emphasis on corporate universities has been a driving force in moving companies beyond a restricted approach to training to a central vision for learning within the organization However there have been failures and many corporate universities have struggled to bring a business rigour to learning or to align their development with the key business and financial drivers of the organization It is time for the Corporate University to demonstrate how business rigour handled deftly and with strong and perceptive leadership can revolutionize learning both inside and outside the organization The Handbook of Corporate University Development is an important catalyst towards this process It draws on experience from around the world to provide anyone responsible for strategy and learning at senior levels in government education and business with a picture of current best practice *Managing Technology in Higher Education* A. W. (Tony) Bates, Albert Sangra, 2011-04-08 Universities continue to struggle in their efforts to fully integrate information and communications technology within their activities Based on examination of current practices in technology integration at 25 universities worldwide this book argues for a radical approach to the management of technology in higher education It offers recommendations for improving governance strategic planning integration of administrative and teaching services management of digital resources and training of technology managers and administrators The book is written for anyone wanting to ensure technology is integrated as effectively and efficiently as possible *Managing Learning in Organizations* David Casey, 1993 This practical book aims to improve management skills in organizations David Casey s criterion for effective learning is changed behaviour not simply understanding the principles Exploring ways of supporting people in their attempts to do things differently the book calls on much practical experience with examples and case studies from industry

local government and education groups as well as individuals and several chapters are devoted to managing learning in groups particularly groups working together as teams The role of group facilitator is analyzed in a practical way One chapter describes exciting new work in Digital helping teams to become self managed Another records breaking new ground at Ashridge where a learning based consultancy company has been developing A separate chapter is devoted to practical steps chief executives can take to promote their own learning Casey has some challenging suggestions about managing learning for the organization as a whole The book throws light on how a top consultant works and gives a glimpse of how consultants talk among themselves about their client systems **EBOOK: The Enquiring University** Stephen Rowland,2006-10-16

What is the purpose of higher education How do teaching and research relate Are the intellectual purposes of higher education in need of restoration The Enquiring University explores the ways in which teaching research and learning are related to each other and to a wider social context one in which ideas about the nature of the university and knowledge are changing The book is readily accessible drawing upon insights that emerge from a wide range of disciplines Throughout the book Stephen Rowland develops a conception of enquiry which can play a central role in how we are to understand academic work It is a concept which values the academic tradition of a love for the subject while at the same time encouraging exploration across disciplinary and other cultural boundaries While such a notion of enquiry may seem to be under threat from many of the recent developments in higher education this book indicates ways in which the appropriate spaces can be opened up to enhance a spirit of enquiry amongst academic staff and their students The Enquiring University is key reading for university lecturers those studying for higher degrees in higher education and policy makers **Managing Your Own**

Learning at University Aidan Moran,2018 **Managing Technological Change** Tony Bates,2000 A required read for every university administrator grappling with the complexities of technology and education Bates has combined an impressive depth of experience and practice to produce an authoritative and well reasoned approach Bruce Pennycook vice principal Information Systems and Technology McGill University Digital technologies are revolutionizing the practices of teaching and learning at colleges and universities all around the world This book will be helpful for all those who are planning and managing such organizational and technological change on their campuses Timothy W Luke executive director Institute for Distance and Distributed Learning Virginia Tech Implementing new technology at a college or university requires more than simply buying new computers and establishing a Web site The successful use of technology for teaching and learning also demands major changes in teaching and organizational culture In Managing Technological Change Tony Bates a world renowned expert on the use of technology in university teaching reveals how to create the new technologically competitive academic organization He draws from recent research and best practice case studies as well as on his thirty years of experience in using technology for teaching to provide practical strategies for managing change to ensure the successful use of technology Readers will learn how to win faculty support for teaching with technology and get advice on appropriate

decision making and reporting structures Other topics covered include reward systems estimating costs of teaching by technology and copyright issues Bates also details the essential procedures for funding new technology based systems managing the technology and monitoring its ongoing educational effectiveness in anticipation of future changes Throughout the book he maintains a focus on the human factors that must be addressed identifying the risks and penalties of technologically based teaching and showing how to manage those hazards

The Digital University - Building a Learning Community Reza Hazemi, Stephen Hailes, 2012-12-06 This is the thoroughly revised second edition of one of the first books to provide an overview of how key aspects of university life such as teaching academic research administration management and course design are being affected by digital and web enabled technologies More than three quarters of the material has been revised and updated Still further three new chapters now address the following aspects the virtual classroom vicarious learning and educational metadata The main body of the text focuses on asynchronous collaboration by examining the following four key topics principles experiences evaluation and benefits A timely and up most important guide to all aspects of modern university education in the digital age

Managing Effective Learning and Teaching Ann R J Briggs, Daniela Sommefeldt, 2002-07-23 Presenting the theory underlying management of teaching and learning as well as discussion of good practice in schools and colleges the authors of this volume discuss the rationale for learning and teaching though a consideration of curriculum design This is linked to models of learning and teaching and the management of contexts for learning together with the roles and responsibilities of curriculum managers Examples are drawn from international settings as well as from the United Kingdom encouraging the reader to explore the context of managing learning and teaching within his her own institution The authors provide self study material with extensive links to other key texts in the field This book is a valuable source book for curriculum managers at all levels in schools and colleges as well as a course book for Masters level study in educational management

The Learning University Christopher Duke, 1992

Managing Your Own Learning at University Aidan P. MORAN, 2018-04

EBOOK: Reshaping the University: New Relationships between Research, Scholarship and Teaching Ronald Barnett, 2005-09-16 What is the emerging shape of the University Are there spaces for present activities to be practised anew or even for new activities If these questions have force they show that the metaphors of shapes and spaces can be helpful in understanding the contemporary university Research teaching and scholarship remain the dominant activities in universities and so it is their relationships that form the main concerns of this volume Are these activities pulling apart from each other Or might these activities be brought more together in illuminating ways Is there space to redesign these activities so that they shed light on each other Is there room for yet other purposes In this volume a distinguished set of scholars engage with these pertinent but challenging issues Ideas are offered and evidence is marshalled of practices that suggest a re shaping of the University may be possible Reshaping the University appeals to those who are interested in the future of universities including students researchers managers and

policy makers It also addresses global issues and it will therefore interest the higher education community worldwide
Contributors Ronald Barnett David Dill Carol Bond Lewis Elton Mick Healey Mark Hughes Rajani Naidoo Mark Olssen Bruce Macfarlane Kathleen Nolan Jan Parker Michael Peters Alison Phipps Jane Robertson Peter Scott Stephen Rowland

Managing Learning in Virtual Settings: The Role of Context de Figueiredo, Antonio Dias,Afonso, Ana Paula,2005-10-31
This book emphasizes the role of context in the development and management of virtual learning environments Provided by publisher
Managing Online Learning John Vivolo,2019-10-02 Managing Online Learning is a comprehensive guide to planning and executing effective online learning programs Featuring contributions from experienced professionals across operations in university and corporate settings this all in one resource provides leaders and administrators with informed strategies for supporting learners and instructors evolving needs implementing and evaluating pedagogically sound technologies projecting revenue generating models and anticipating future scaling challenges These highly applied chapters cover essential topics such as unit design management of staff and finances student engagement user experience and interface data analytics and more
Managing Your Own Learning at University Aidan Moran,2018
Benchmarking for School Improvement Anthony Kelly,2004-08-02 Benchmarking is a term used by the DfEE and OFSTED to describe a school s performance against a national or local average This useful guide helps senior management teams of schools or colleges to undertake their own benchmarking with the aim of increasing effectiveness and improvement Tony Kelly looks at the different types of benchmarking and what should be benchmarked and why He discusses the possibility of forming a benchmarking partnership with another organisation which is acknowledged to be better performing He also addresses the process of forming a benchmarking team within a school or college Practical guidance is provided on techniques such as making an effectiveness comparison targeting for improvement and producing target setting tables and benchmarking comparison charts The content of the book has been based on extensive research from the UK and overseas It provides step by step advice photocopiable templates and suggestions for further reading
Maintaining Control Richard Pemberton,Sarah Toogood,Andy Barfield,2009-05-01 This work explores how to make sense of autonomy in language learning It also looks at controlling learning learner autonomy in a mainstream writing course reflective lesson planning autonomy and control in curriculum development and much more
Instructional Design Fieldbook Kathryn A. Wolfe,Josh Herron,Wanda V. Chaves,2022-08-01 From a field developed out of the need to train military personnel at scale to its current role in enabling virtual learning and training experiences instructional design has developed into a complex multifaceted discipline The modern instructional design process goes by many names e g learning experience design learning engineering training and development organizational development and continues to adapt with continual changes in society and skill development needs From mobile to remote learning as well as online and traditional classrooms instructional designers are faced with meeting the learner where they are to design authentic and engaging learning experiences

Additionally learning development needs have expanded outside of formal learning into professional development on the job training and continuous learning

The book delves into Managing The Learning University. Managing The Learning University is a crucial topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Managing The Learning University, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Managing The Learning University
 - Chapter 2: Essential Elements of Managing The Learning University
 - Chapter 3: Managing The Learning University in Everyday Life
 - Chapter 4: Managing The Learning University in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Managing The Learning University. This chapter will explore what Managing The Learning University is, why Managing The Learning University is vital, and how to effectively learn about Managing The Learning University.
 3. In chapter 2, this book will delve into the foundational concepts of Managing The Learning University. This chapter will elucidate the essential principles that must be understood to grasp Managing The Learning University in its entirety.
 4. In chapter 3, the author will examine the practical applications of Managing The Learning University in daily life. This chapter will showcase real-world examples of how Managing The Learning University can be effectively utilized in everyday scenarios.
 5. In chapter 4, the author will scrutinize the relevance of Managing The Learning University in specific contexts. The fourth chapter will explore how Managing The Learning University is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Managing The Learning University. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Managing The Learning University.

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