

Reconstructing Professionalism in University Teaching

Teachers and Learners
in Action

edited by
Melanie Walker

Reconstructing Professionalism In University Teaching Teachers And Learners In Action

Jon Nixon



Reconstructing Professionalism In University Teaching Teachers And Learners In Action:

EBOOK: Reconstructing Professionalism In University Teaching Melanie Walker, 2001-07-16 How can academics carve out new and effective ways of working with students against a background of constant change and policy pressure How can university teachers both enhance student learning and realize their own educational values What might be the shape of a new professionalism in university teaching At the heart of this book is a small group of academics from very different disciplines making sense of their teaching situations We witness each of their struggles and celebrations in designing a new course engaging a large first year class introducing a mentoring programme nurturing independent learning through project work using debates to develop students critical thinking and evaluating the success of their teaching This book is the story of a higher education project and central to the story are the attempts of university teachers to enact a critical professionalism in their everyday lives in teaching and learning and also their development of a shared and collaborative dialogue Each of the team seeks not only to improve their practice of teaching but also to explore amongst themselves what kind of professional they want to be and how to realize it in their work with students *Reconstructing Professionalism in University Teaching* reveals how academics working together on researching their own teaching can both improve their students learning and start to redefine their own professional roles

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Understanding Teaching Excellence in Higher Education Alan Skelton, 2005 What makes a university teacher excellent As debates rage about whether this is down to subject knowledge communication skills taking a research led approach or being a technological whiz this book provides the first in depth examination of teaching excellence in higher education Identifying and examining interpretations of teaching excellence it considers what excellent means and implies for practice **Being**

and Becoming Through Higher Education Gloria Dall'Alba, 2024-07-10 This book focuses on the importance of an ontological dimension for today's higher education with critical attention to implications for the student experience engagement satisfaction wellbeing employability dis embodiment and activism in which students take a stand on their own being and becoming In accessible language key philosophical ideas are explored for their relevance to contemporary higher education integrating philosophical with pedagogical perspectives Although much of the material has been published previously there is value in bringing it together into a single volume in exploring an ontological dimension of higher education as it is embodied In doing so the book demonstrates benefits to pedagogy through sustained attention to philosophy and theory and vice versa thereby contributing to recent heightened interest in the philosophy and theory of higher education This book is intended to prompt re imagining the ways in which higher education is conceived and conducted An argument is put forward for greater emphasis on expanding possibilities for knowing acting and being toward fuller lives of interdependence with others and things in an interconnected world Through highlighting an ontological dimension in this manner a hope filled future emerges for higher education

The Moral Foundations Of Educational Research Sikes, Pat, Nixon, John, Carr, William, 2003-04-01 This book considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations

Teacher Agency and Policy Response in English Language Teaching Patrick C. L. Ng, Esther F. Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and language planning Those

interested in the latest development of English language teaching will also find this book a valuable resource

Authenticity in and Through Teaching in Higher Education Carolin Kreber, 2013 In developing the notion of the scholarship of teaching as an authentic practice the author draws on several complementary philosophical ideas to explore the nature of this practice why it is imperative for universities to engage in it what meaningful engagement would look like and the conditions under which it might qualify as authentic Core constructs employed include practice virtue communicative action being power critical reflection and transformation The scholarship of teaching is described as a practice sustained through critical reflection and critical self reflection Being a scholar of teaching is viewed as an ongoing transformative learning process a process of becoming authentic the latter ultimately aimed at both helping students to become authentic and creating a better world in which to teach learn and live

Academic Working Lives Lynne Gornall, Caryn Cook, Lyn Daunton, Jane Salisbury, Brychan Thomas, 2014-01-30 Provides a fine grained multidisciplinary multi context and inclusive set of approaches to the challenges and complexities within contemporary academic working lives

Higher Education and the Public Good Jon Nixon, 2011-01-13

Staff and Educational Development David Baume, Helen Edwards, Graham Webb, 2003-12-16 Maintaining the practical and interactive focus of the series this book features a collection of case studies of best practice from around the world covering different situations environments and course types They include key areas such as skills research supervision and curriculum change and development support services implementing change leadership quality assurance and improvement and accreditation The studies are presented in such a way as to encourage readers to engage in critical reflection After each one its author provides a thorough analysis of the case teasing out key issues and providing links to research and experience in the area

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