

Reconstructing Professionalism in University Teaching

Teachers and Learners
in Action

edited by
Melanie Walker

Reconstructing Professionalism In University Teaching

Walker, Melanie



Reconstructing Professionalism In University Teaching:

Reconstructing Professionalism In University Teaching Walker, Melanie, 2001-07-01 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

Teaching History at University Alan Booth, Jeremy Black, 2003 Drawing on a wide range of international research reflections and experiences of university historians this book links theory and practice and examines how high quality history teaching and learning can be achieved today in universities world wide

Student Evaluation in Higher Education Stephen Darwin, 2016-07-15 This book provides a comprehensive and engaging analysis of the purpose and function of student evaluation in higher education It explores its foundations and the emerging functions as well as its future potential to improve the quality of university teaching and student learning The book systematically assesses the core assumptions underpinning the design of student evaluation models as a tool to improve the quality of teaching It also analyses the emerging influence of student opinion as a key metric and a powerful proxy for assuring the quality of teachers teaching and courses in universities Using the voices of teachers in the day to day practices of higher education the book also explores the actual perceptions held by academics about student evaluation It offers the first real attempt to critically analyse the developing influence of student evaluation on contemporary approaches to academic teaching Using a practice based perspective and the powerful explanatory potential of cultural historical activity theory CHAT the implications of the changing focus in the use of the student voice from development to measurement are systematically explored and assessed Importantly using the evidence provided by a unique series of practice based case studies the book also offers powerful new insights into how the student voice can be reconceptualised to more effectively improve the quality of teaching curriculum and assessment Based on this empirical analysis a series of practical strategies are proposed to enhance the work of student evaluation in the future university to drive pedagogical innovation This unique

volume provides those interested in student evaluation with a more complex understanding of the development contemporary function and future potential of the student voice It also demonstrates how the student voice in combination with professional dialogue can be used to encourage more powerful and substantial forms of pedagogical improvement and academic development in higher education environments **EBOOK: E-Learning Groups and Communities** David

McConnell,2006-03-16 How can we design networked e learning courses to ensure students participate in them and engage in quality learning outcomes What happens in an e learning course that is designed to foster group work and a sense of community How can we research e learning practice in ways that will enhance the processes of learning and teaching This book outlines approaches to networked e learning course design that are underpinned by a belief that students learn best in these contexts when they are organised in groups and communities As such the book is one of the first to provide a detailed analysis of what goes on in e learning groups and communities But how do students react to working in e learning groups and communities What determines their willingness to adopt new forms of learning in order to participate in these new courses What actually happens in an e learning community and what impact does this have on students and tutors This book examines these key questions through a variety of research approaches aimed at exploring the experience of e learners as they participate in successful e groups and communities It also offers ways in which learning outcomes may be achieved in these communities and outlines the specific skills that students would develop through e learning E learning Groups and Communities is essential reading for teachers trainers managers researchers and students involved in e learning courses as well as people interested in improving the quality of the learning experience *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 *Entrepreneurialism In Universities And The Knowledge Economy: Diversification And Organizational Change In European Higher Education* Shattock, Michael, 2008-12-01 This book which is the product of a major EU funded research programme and is based on twenty seven institutional case studies attempts to offer answers to these questions through a series of cross national thematic studies

Academic Research and Researchers Angela Brew, Lisa Lucas, 2009-10-16 University research is of central political cultural and economic importance for nations and is currently the subject of considerable debate and discussion in universities worldwide Research has become highly competitive though scarce resources In recent years research policies and strategies at different levels have called into question researcher autonomy problematised academic freedom created new disciplinary hierarchies skewed publication rates and processes created powerful ways to measure research outputs and demanded new working habits This book is concerned with how individual researchers experience and respond to this scenario It brings together research and scholarship examining the socio political context of university research and explores how researchers perceptions and identities are changed by political and cultural agendas for research The book brings together the work of leading international scholars from different countries who have investigated theoretically and empirically the nature of research research cultures and academic researcher identities It brings together work that has hitherto only been reported in isolated and esoteric contexts internationally thus consolidating the nature of research as an important field of study in its own right and providing important new understandings of how research is experienced in universities A range of different theoretical positions taken by different authors is indicative of a lively and robust field of developing knowledge Contributors Dr Gerlese S Akerlind Dr Christine Asmar Professor David Boud Dr Harry de Boer Dr Jurgen Enders Dr Margaret Kiley Dr Liudvika Leisyte Professor Alison Lee Dr Catherine Manathunga Professor Emeritus Ian McNay Dr Ocean Ripeka Mercier Dr Mari Murtonen Associate Professor Susan Page Professor Betty Rambur Professor Sir Peter Scott Professor Margaret Thornton Professor Malcolm Tight **Academic Research And Researchers** Brew,

Angela, Lucas, Lisa, 2009-10-01 This book is concerned with how individual researchers experience and respond to this scenario It brings together research and scholarship examining the socio political context of university research and explores how researchers perceptions and identities are changed by political and cultural agendas for research **EBOOK:**

Entrepreneurialism in Universities and the Knowledge Economy: Diversification and Organizational Change in European Higher Education Michael Shattock, 2008-12-16 How entrepreneurial are European universities Perhaps more than is generally realised What are the factors that encourage entrepreneurialism to flourish in research technology transfer teaching regional engagement and internationalization How do different kinds of HEIs comprehensive specialist regional or private address these issues What are the conditions which stimulate or inhibit the academic intrapreneur And in what forms

does entrepreneurialism contribute to the knowledge economy This book which is the product of a major EU funded research programme and is based on twenty seven institutional case studies attempts to offer answers to these questions through a series of cross national thematic studies It considers how national systemic characteristics in financial arrangements human resource management and institutional governance impact on entrepreneurialism and suggests ways in which individual initiative can be released and universities freed up to make their contribution to the EU Lisbon Strategy Higher Education And The Lifecourse Slowey, Maria, Watson, David, 2003-10-01 Annotation How can the concept of lifelong learning be refreshed and expanded to provide an effective focus for higher education development at the start of the 21st century What kinds of changes in the student population require what kinds of response from institutions This volume is structured around resulting arguments EBOOK: Learning Spaces: Creating Opportunities for Knowledge Creation in Academic Life Maggi Savin-Baden, 2007-11-16 This is a timely and important book which seeks to reclaim universities as places of learning It is jargon free and forcefully argued It should be on every principal and vice chancellor s list of essential reading Jon Nixon Professor of Educational Studies University of Sheffield The ability to have or to find space in academic life seems to be increasingly difficult since we seem to be consumed by teaching and bidding overwhelmed by emails and underwhelmed by long arduous meetings This book explores the concept of learning spaces the idea that there are diverse forms of spaces within the life and life world of the academic where opportunities to reflect and critique their own unique learning position occur Learning Spaces sets out to challenge the notion that academic thinking can take place in cramped busy working spaces and argues instead for a need to recognise and promote new opportunities for learning spaces to emerge in academic life The book examines the ideas that Learning spaces are increasingly absent in academic life The creation and re creation of learning spaces is vital for the survival of the academic community The absence of learning spaces is resulting in increasing dissolution and fragmentation of academic identities Learning spaces need to be valued and possibly redefined in order to regain and maintain the intellectual health of academe In offering possibilities for creative learning spaces this innovative book provides key reading for those interested in the future of universities including educational developers researchers managers and policy makers The Research Game in Academic Life Lisa Lucas, 2006-10-16 What are the implications of an increasingly competitive global system of higher education research In what ways have policy changes to the evaluation and funding of university research impacted on higher education institutions in the UK and in other countries How do institutional and departmental managers and individual academics organise and manage research to best maximise the gains of being successful in research The Research Game in Academic Life turns a spotlight on the importance of research in determining the reputation and success of universities and the academics who work within them It provides an overview of the changing policies of funding and evaluating university research during the last twenty years and analyses how this has impacted on the status and hierarchical positioning of universities in the United Kingdom Comparisons of

research policies in other national systems of higher education are also made with examples from Hong Kong the Netherlands and Australia Empirical data is drawn from qualitative case studies of two UK universities and focuses on the way in which the management and organisation of research within these institutions has responded to the demands of economic and accountability pressures and successive rounds of the Research Assessment Exercise More particularly the book reflects the human stories and accounts from the individuals who serve to maintain the important research and teaching work of these institutions The Research Game in Academic Life offers a thoughtful analysis and will make essential reading for researchers department leaders policy makers and managers in higher education

Being A Teacher In Higher Education Knight, Peter, 2002-07-01 Being A Teacher in Higher Education draws extensively on research literatures to give detailed advice about the core business of teaching instruction learning activities assessment planning and getting good evaluations It offers hundreds of practical suggestions in a collegial rather than didactic style This is not however another book of tips or heroic success stories For one thing Peter Knight appreciates the different circumstances that new part time and established teachers are in For another he insists that teaching well and enjoying it is as much about how teachers feel about themselves as it is about how many slick teaching techniques they can string together He argues that it is important to develop a sense of oneself as a good teacher particularly in increasingly difficult working conditions and it is for this reason that the final part of this work is about career management and handling change This is a book about doing teaching and being a teacher about reducing the likelihood of burn out and improving the chances of getting the psychic rewards that make teaching fulfilling It is an optimistic book for teachers in universities many of whom feel that opportunities for professional fulfilment are becoming frozen

Quality And Power In Higher Education Morley, Louise, 2003-04-01 Quality and Power in Higher Education covers a wide range of issues including the policy contexts new managerialism the costs of quality assurance collegiality peer review gender and equity implications occupational stress commodification and consumer values in higher education performance league tables benchmarking increasing workloads and the long term effects on the academy

Towards Strategic Staff Development In Higher Education Blackwell, Richard, Blackmore, Paul, 2003-07-01 This book focuses on strategic staff development in higher education a sector in which it has been largely viewed as an operational activity with little organizational relevance The book demonstrates how staff development needs to be based on modern theories of organizational learning aligning itself with institutional and departmental needs as well as the wants and needs of individual staff

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

EBOOK: Professional Doctorates: Integrating Academic and Professional Knowledge David Scott, Andrew Brown, Ingrid Lunt, Lucy Thorne, 2004-03-16 What are professional doctorates How do they change professional knowledge and improve practice How can universities organise doctoral programmes to facilitate professional learning and development What is the most appropriate relationship between professional and academic knowledge This book examines the relationship between advanced study on higher education courses and professional practice It explores contributions made by research on practice to professional development The editors document and explain strategies that universities use in recruitment aims and purposes of the degree selection of content and focus assessment procedures curricular structures pedagogy teaching strategies conditions for learning support for professionals relations with interested bodies and stakeholders The book uses in depth case studies of three professional doctorates the doctorate in business administration DBA the engineering doctorate DEng and the education doctorate EdD Examining Professional Doctorates makes an important contribution to this neglected area of research Essential reading for policy makers in higher education and anyone interested in professional doctoral study

On Becoming an Innovative University Teacher: Reflection in Action John Cowan, 2006-03-16 This innovative and readable book is not something to be cherry picked for quick hints and tips It is a work to be read and re read and savoured for its humanity sagacity practicality and reflection upon the all important relationships between teaching and learning and the teacher and the learner British Journal of Educational Technology a delightful and unusual reflective journey the whole book is driven by a cycle of questions examples strategies and generalizations from the examples In all it is the clearest example of practise what you preach that I have seen John Biggs Honorary Professor of Psychology University of Hong Kong This is a unique book written by a well known figure in HE who has broad experience and a long track record as an exemplary and caring teacher The book is unique because it is written in a very personal manner with a sharing of the author s varied experiences and great enthusiasm for the processes of teaching and communication Jenny Moon Bournemouth Media Centre and Independent Consultant Cowan s innovative approach to the authorship of a well researched and practical book is worthy of particular mention Practitioners that are keen to allow spaces for innovative approaches to professional development in learners will find this text readable and thought provoking

Teaching in Higher Education On Becoming an Innovative University Teacher shows readers how to plan and run innovative activities to engage their students in effective reflective learning The book uses an unusual and accessible method each chapter begins by posing a question with which university and college teachers can be expected to identify then answers the question by presenting a series of examples thereafter the writer frankly airs his own second thoughts on what he has offered In the second edition of this popular book Cowan maintains his relaxed and readable style and the book features revised coverage to make it even more accessible and useful The examples have been updated throughout and a new chapter looks at innovation and reflection in the context of contemporary higher education This is key reading for all university teachers whether new or experienced who want to revitalise their teaching *Learning to be Professionals* Gloria Dall

'Alba,2009-08-07 Preparing professionals to meet the demands of changes in practice is a compelling issue for the development of society professions and individual professionals A key tenet of this book is that we currently prepare professionals for the world of work in ways that are generally limited in scope and inadequate for addressing contemporary professional practice The book critically investigates professional education programmes and the assumptions upon which they are based It argues for an ontological turn in which professional education attends not only to what students know and can do but also who they are becoming as professionals In a scholarly well grounded account the book closely interweaves theory and empirical material on learning to be professionals It provides a fresh innovative approach to designing professional education programmes as well as to research about this important enterprise This book makes a timely insightful contribution to debate about educating for the professions **Education, Theory and Pedagogies of Change in a Global Landscape** Victoria Perselli,2016-01-26 Where does theory come from in educational research and how is it operationalized in diverse interdisciplinary contexts and professional settings This volume examines the places and spaces of theory in doctoral work across a wide range of interdisciplinary themes and fields of inquiry on a global scale

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