

RESEARCH AND KNOWLEDGE AT WORK

Perspectives, case-studies and innovative strategies

Edited by JOHN GARRICK
and CARL RHODES

Research And Knowledge At Work Perspectives Case Studies And Innovative Strategies

**Mary Ellen Belfiore, Tracy A. Defoe, Sue
Folinsbee, Judy Hunter, Nancy S.
Jackson**

Research And Knowledge At Work Perspectives Case Studies And Innovative Strategies:

Research and Knowledge at Work John Garrick, Carl Rhodes, 2002-09-11 Leading experts from North America Japan Britain and Australia illustrate both practice and theory issues making this a valuable resource for all those concerned with continuing professional development *Handbook of Experiential Learning and Management Education* Michael Reynolds, Russ Vince, 2007-11-15 While Experiential Learning EL has been an influential methods in the education and development of managers and management students it has also been one of the most misunderstood This Handbook explores current thinking on EL ideas and examples of EL in practice and the importance of EL to the future of management education

Reconstructing the Lifelong Learner Clive Chappell, 2003 This accessible book theorises education as a vehicle for self change and explores how such theorising impacts on the practices of educators *Foucault and Lifelong Learning* Andreas Fejes, Katherine Nicoll, 2008-01-14 Over the last twenty years there has been increasing interest in the work of Michel Foucault in the social sciences and in particular with relation to education This the first book to draw on his work to consider lifelong learning explores the significance of policies and practices of lifelong learning to the wider societies of which they are a part With a breadth of international contributors and sites of analysis this book offers insights into such questions as What are the effects of lifelong learning policies within socio political systems of governance What does lifelong learning do to our understanding of ourselves as citizens How does lifelong learning act in the regulation and re ordering of what people do The book suggests that understanding of lifelong learning as contributory to the knowledge economy globalisation or the new work order may need to be revised if we are to understand its impact more fully It therefore makes a significant contribution to the study of lifelong learning **Research Impact and the Early Career Researcher** Kieran

Fenby-Hulse, Emma Heywood, Kate Walker, 2019-05-24 Research Impact and the Early Career Researcher documents experiences and perspectives on the emerging concept of research impact from a range of disciplines and places them within an analytical and critical discursive framework Combining personal reflections with research essays it provides the reader with a multi dimensional perspective on research impact and how it connects to the research lives and practice of early career researchers Research impact is playing an ever increasing role in international research policy and government strategy This book Explores the arrival of impact into the national research consciousness Discusses how to build capacity and skills within research impact and how this might impact academic career progression in an international job market Offers advice on balancing national expectations with institutional expectations on research in terms of funding and career progression Offers suggested ways forward whilst actively challenging what constitutes research impact Research Impact and the Early Career Researcher provides a much needed research base for studies of research impact and the extent to which it has altered changed and influenced the research practice of early career academics It is an essential guide for any new and early career researchers wishing to navigate the complex landscape in order to meaningfully contribute to the

impact agenda **Reading Work** Mary Ellen Belfiore, Tracy A. Defoe, Sue Folinsbee, Judy Hunter, Nancy S. Jackson, 2004-02-04 This text explores changing understanding of literacy and its place in contemporary workplace settings It highlights questions and dilemmas to consider when planning and teaching workplace education and challenges traditional thinking about workplace literacy as functional skills *Contemporary Approaches to Dissertation Development and Research Methods* Storey, Valerie A., Hesbol, Kristina A., 2016-06-16 Uncovering the best methods for conducting and writing about research is vital to members of the academic community especially to those just beginning their careers In this regard graduate and post graduate degree programs are crucial in ensuring that future academic and professional progress will continue *Contemporary Approaches to Dissertation Development and Research Methods* is a pivotal reference source that focuses on current models used for doctoral dissertations and how these techniques impact future research and knowledge in various scholarly fields Featuring innovative perspectives on the design and function of doctoral programs this book is ideally designed for practitioners researchers and academicians *Authentic Professional Learning* Ann Webster-Wright, 2010-08-05 There is considerable and growing interest in professionals learning across their working lives The growth in this interest is likely premised upon the increasing percentage of those who are being employed under the designation as professionals or para professional workers in advanced industrial economies Part of being designated in this way is a requirement to be able to work autonomously and in a relatively self regulated manner Of course many other kinds of employment also demand such behaviours However there is particular attention being given to the ongoing development of workers who are seen to make crucial decisions and take actions about health legal and financial matters Part of this attention derives from expectations within the community that those who are granted relative autonomy and are often paid handsomely should be current and informed in their decision making Then like all other workers professionals are required to maintain their competence in the face of changing requirements for work Consequently a volume that seeks to inform how best this ongoing learning can be understood supported and assisted is most timely and welcomed This volume seeks to elaborate professional learning through a consideration of the concept of authentic professional learning What is proposed here is that in contrast to programmatic approaches towards professional development the process of continuing professional learning is a personal complex and diverse process that does not lend itself to easy prescription or the realisation of others intentions The Oxford Handbook of Organization Theory Haridimos Tsoukas, Christian Knudsen, 2005 2 How has organization theory developed over time and what structure has the field taken What assumptions does knowledge produced in organization theory incorporate and what forms do its knowledge claims take as they are put forward for public adoption 3 How have certain well known controversies in organization theory such as for example the structure agency dilemma the study of organizational culture the different modes of explanation the micro macro controversy and the different explanations produced by organizational economists and sociologists been dealt with 4 How and in what ways is knowledge generated in

organization theory related to action What features must organization theory knowledge have in order to be actionable and of relevance to the world out there How have ethical concerns been taken into account in organization theory 5 What is the future of organization theory What direction should the field take What must change in the way research is conducted and key theoretical terms are conceptualized so that organization theory enhances its capacity to generate valid and relevant knowledge

Action Research in Organisations Jean McNiff, Jack Whitehead, 2002-01-04 The current orthodoxy is that knowledge is the most powerful resource for organisational success So how can managers develop the appropriate knowledge base to make their organisations grow The answer lies in action research Action research is increasingly perceived and used as a powerful methodology to promote professional awareness and development However there are very few texts that demonstrate how this can be utilised to promote management and organisational improvement or that emphasise the reflective nature of improving professionalism Action Research in Organisations fills this gap Aimed at both practising managers and university students alike key features of this title include the location of management and organisational theory within a framework examination of the principles and practice of action research real world examples and case studies of people attempting to improve their own situations through action research

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

International Perspectives on Designing Professional Practice Doctorates Valerie A. Storey, 2016-04-08 An outcome of international conferences on the professional practice doctorate has been a continuing conversation amongst scholarly practitioners focused on addressing challenges and issues being encountered concerning in the number and variety of professional practice doctorates in the twenty first century These conversations have resulted in a proliferation of programs utilizing a variety of pedagogical models focused on practicing professionals undertaking research and development in the workplace Grounded by critical friend theory contributions from scholar practitioners in Australia Canada

England Ireland Israel New Zealand USA and Wales address trends and themes in international professional practice doctoral programs These include how knowledge is produced organized developed and used doctoral program design program capstone models insider outsider collaborative research partnerships and collaborative ways to work across national boundaries in different settings *Pedagogy and Practice* Patricia Murphy, Kathy Hall, Janet Soler, 2012-06-21 This book foregrounds pedagogy in a way that challenges readers to reflect on themselves as teachers and learners and to be reflexive about their own practices and contexts Learning involves a transformation of identity which occurs through negotiation and repositioning through new ways of relating and through different ways of participating in practices This book examines the meaning and implications for pedagogy in educational and workplace settings and the role of the teacher in this sociocultural view of learning By illustrating the mediated nature of agency and identity the chapters re conceptualise the teacher and the learner and show different ways of supporting learning and being a teacher The settings represented range from nursery to university and from out of school to institutionally based and work place situations Curricular aspects represented include popular culture critical literacy multimodality the arts and new technologies Teachers and student teachers as learners are also represented in the accounts assembled The book takes a sociocultural view of learning and considers the pedagogical implications of this view It explores different meanings of pedagogy and considers notions of cultural bridging and the process of transforming identities The contributions challenge ways of thinking about practice both teaching and assessment and argue for practices that bridge between learners worlds their communities and educational institutions Drawing on the international literature this book will be essential reading for students of curriculum learning and assessment in all sectors from pre primary to further and higher education It is suitable as a core text for masters and taught doctorate programmes It will also be of interest to a wide range of professionals involved with curriculum learning and the practice of teaching and assessment This book is relevant to those in work based and professional education and training and in informal educational settings as well as traditional educational institutions at all levels A unique collection in a field that is underrepresented it will also be of interest to an academic audience [An Online Doctorate for Researching Professionals](#) Swapna Kumar , Kara Dawson, 2018 The interest and demand for online terminal degrees across disciplines by professionals wishing to conduct research and fulfill doctoral degree requirements at a distance is only increasing But what these programs look like how they are implemented and how they might be evaluated are the questions that challenge administrators and pedagogues alike This book presents a model for a doctoral program that bridges theory research and practice and is offered completely or largely online In their described program model Kumar and Dawson enable researching professionals to build an online community of inquiry engage in critical discourse within and across disciplines learn from and with experts and peers and generate new knowledge Their program design is grounded in the theoretical and research foundations of online adult and doctoral education curriculum design and community building implementation and evaluation

The authors who draw on their experience of implementing a similar program at the University of Florida not only share data collected from students and faculty members but also reflect on lessons learned working on the program in diverse educational contexts An important guide for program leaders who wish to develop implement and sustain an online professional doctorate An Online Doctorate for Researching Professionals will also be a valuable resource for higher education professionals seeking to include e learning components in existing on campus doctoral programs

Reshaping Teaching in Higher Education Rosanna Breen,Angela Brew,Alan Jenkins,Roger Lindsay,2003-12-16 Linking research with teaching is one of the main topics in the educational development world This practice based guide shows how academic research activity can be connected to academic teaching activity to ensure that neither operates in a vacuum and each can be enhanced by the other Addressing issues at the individual course and institutional level and written for an international readership this will be a key book for course leaders and educational developers

Neoliberal Governance and Health Jessica Polzer,2016-09-01 Provoking urgent questions about the politics of health in the twenty first century this collection interrogates how neoliberal approaches to governance frame health and risk in ways that promote individual responsibility and the implications of such framings for the well being of the collective The essays examine a range of important issues including childhood obesity genetic testing HPV vaccination Aboriginal health pandemic preparedness environmental health disability policy aging contingent work and women s access to social services With specific attention to the Canadian context contributors reveal how neoliberal practices and policies shape the health experiences of individuals disadvantaged groups and communities by cultivating self discipline while further exposing to harm the lives and bodies of those already marginalized in consumer society Building on the theoretical conceptualizations of power and government of French philosopher Michel Foucault the case studies extend our understanding of the effects of neoliberal practices and policies in relation to social class gender racialized identity colonization and ability and provide insight into how health related discourse creates new requirements for citizenship and forms of social stratification A timely intervention in the field of health studies *Neoliberal Governance and Health* establishes the need for critical interdisciplinary scholarship to counter the individualizing and marginalizing tendencies of health related policy practice and research

Work Based Learning in Health Care Katherine Rounce,2005-02-10 This book is about sharing knowledge and practice It arose from a conference that was hosted by the Work Based Learning and Accreditation Unit of the School of Health and Social Sciences at Middlesex University We believed that as a Unit and within the University we have the expertise and experience to make a significant contribution to the debates surrounding the development and implementation of work based learning in health care However we were also aware that we are by no means alone in this and that excellent work is being developed and practised in many other universities and organisations and so the idea of the conference as a platform from which to share knowledge and practice was born Whilst this book doesn t provide a how to guide it addresses a topic that has become increasingly

important in government business and education the role of the workplace in the generation of knowledge in a complex and changing society The book presents a range of ideas and practice that cross many of the debates in work based learning including the student experience the organisational experience of accreditation and professional impact as well as academic and policy reviews As such we believe that those who are experienced in work based learning and those who are just beginning to think about it will find something here to stimulate thinking and the development of new ideas *Changing Practices of Doctoral Education* David Boud, Alison Lee, 2009-05-07 This fascinating book draws on the expertise of those currently making a stimulating contribution to the literature on doctoral education Questions are posed about the purposes of doctoral study and how it is changing *The Illusion of Management Control* N. Thygesen, 2011-12-15 This book shows how a system theoretical concept of technology helps us to understand the paradoxes of control It describes a phenomenon which shows regularity that is unexpected against the background of received knowledge within management studies It presents a series of cases which touch upon a range of technologies within the public sector Toward a Global PhD? Maresi Nerad, Mimi Heggelund, 2011-12-01 Universities and nations have long recognized the direct contribution of graduate education to the welfare of the economy by meeting a range of research and employment needs With the burgeoning of a global economy in the twentieth and twenty first centuries the economic outcome of doctoral education reaches far beyond national borders Many doctoral programs in the United States and throughout the world are looking for opportunities to equip students to work in transnational settings with scientists and researchers located across the globe Nations competing within this global economy often have different and not always compatible motives for supporting graduate training In this volume graduate education experts explore some of the tensions and potential for cooperation between nations in the realm of doctoral education The contributors assess graduate education in different systems around the world including Australia Brazil Canada Germany India Japan Mexico the Nordic countries South Africa the United Kingdom and the United States Many factors motivate the need for a global understanding of doctoral education including the internationalization of the labor market and global competition the expansion of opportunities for doctoral education in smaller and developing nations and a declining interest among international students in pursuing their graduate education in the United States

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