

Reconstructing Professionalism in University Teaching

Teachers and Learners
in Action

edited by
Melanie Walker

Reconstructing Professionalism In University Teaching Teachers And Learners In Action

Alan Skelton



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

EBOOK: The Moral Foundations of Educational Research Pat Sikes, John Nixon, William Carr, 2003-04-16 This is a book for everyone doing educational research It is not simply a routine provocation directed at positivists by a group of researchers advocating qualitative methods The book makes a valuable contribution to the literature on the ethics of educational research by offering something more than opposition to the narrow utilitarian research agenda *British Journal of Educational Studies* *The Moral Foundations of Educational Research* 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 Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical reconceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter

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 Higher Education and the Public Good Jon Nixon, 2011-01-13 *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 **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 Reflective Teaching in Higher Education Paul Ashwin, David Boud, Susanna Calkins, Kelly Coate, Fiona Hallett, Gregory Light, Kathy Luckett, Iain MacLaren, Katarina Mårtensson, Jan McArthur, Velda McCune, Monica McLean, Michelle Tooher, 2020-02-20 Reflective Teaching in Higher Education is the definitive textbook for those wanting to excel at teaching in the sector Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education In addition to new case studies from a wider variety of countries than ever before this new edition includes discussion of What is meant by agency Gender ethnicity disability and university teaching Digital learning spaces and social media Teaching career development for academics Decolonising the curriculum Assessment and feedback practices Teaching excellence and learning gain 2015 UN General Assembly 2030 Agenda for Sustainable Development reflectiveteaching.co.uk provides a treasure trove of additional support It includes supplementary sector specific material to support for considering questions around society's educational aims and much more besides **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 *Unaccomplished Utopia*, 2010-01-01 This is a stimulating and original collection of chapters produced by an impressive group of international scholars It provides a vital critical perspective that will strengthen our understanding of what the very important Bologna project means for Universities in Europe and beyond Roger Dale University of Bristol UK *Higher Education for the Public Good* Brenda Leibowitz, 2012-11-01 The authors of this inspiring collection discuss philosophical approaches and present empirical and practical ideas for teaching and learning at university for the public good Four major aspects of transforming universities are explored the purpose and ethos of the university its conception of graduate attributes the way programmes and teaching are delivered and the institution's approach to academics and their professional development The book will be

indispensable to all universities who are evaluating their own principles and practice **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

The RoutledgeFalmer Reader in Higher Education Malcolm Tight, 2004 All those with an interest in higher education and higher education research will find this comprehensive collection of the past two decades most influential readings on the topic an absolutely essential companion **The RoutledgeFalmer Guide to Key Debates in Education** Dennis

Hayes, 2005-09-29 In this lively and challenging book over 40 contributors have written short accessible informed and lively articles for students teachers and others involved in education Improving Teacher Education Practice Through Self-study

John Loughran, Tom Russell, 2004-11-23 Self study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre service teachers This book is designed to introduce teacher educators to the theory and practice of self study in order to explore understand and improve their teaching about teaching With studies from an international range of contributors this book illustrates a variety of approaches to self study It describes the issues that teacher educators have chosen to study how they carried out their research and what the learning outcomes were Throughout the emphasis is on placing teacher educators knowledge and practice at the centre of their academic work This book will be of interest to all teacher educators wishing to improve their knowledge and practice **Amartya Sen's**

Capability Approach and Social Justice in Education Melanie Walker, Elaine Unterhalter, 2007-07-09 This compelling book introduces Nobel laureate Amartya Sen's capability approach and explores its significance for theory policy and practice in education The book looks particularly at questions concerning the education of children gender equality and higher education Contributors hail from the UK USA Australia Italy and Mexico *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' intents.

Person-Centred Healthcare Research Brendan McCormack, Sandra van Dulmen, Hilde Eide, Kirsti Skovdahl, Tom Eide, 2017-08-01. *Person Centred Healthcare Research* provides an innovative and novel approach to exploring a range of research designs and methodological approaches aimed at investigating person centred healthcare practice within and across healthcare disciplines. With contributions from internationally renowned experts in the field this engaging resource challenges existing research and development methodologies and their relevance to advancing person centred knowledge generation dissemination translation implementation and use. It also explores new developments in research methods and practices that open up new avenues for advancing the field of person centred practice. *Person Centred Healthcare Research* Enables students practitioners managers and researchers to gain a solid understanding of the complexity of person centred thinking in research designs and methods. Explores the theories and practices underpinning a topical subject within current healthcare practice. Is edited by an internationally recognised team who are at the forefront of person centred healthcare research. For more information on the complete range of Wiley nursing publishing please visit www.wileynursing.com. To receive automatic updates on Wiley books and journals join our email list. Sign up today at www.wiley.com email. This new title is also available as an e book. For more details please see www.wiley.com buy 9781119099604.

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.

Modern Languages Alison Phipps, Mike Gonzalez, 2004-05-24. This accessible book is written by teachers of modern languages and tackles the specifics of the discipline while situating it within the literature on teaching *Modern Languages in Higher Education*.

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