

REALIZING QUALITATIVE RESEARCH INTO HIGHER EDUCATION

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Realising Qualitative Research In Higher Education

Heather Piper, Ian Stronach



Realising Qualitative Research In Higher Education:

Realizing Qualitative Research into Higher Education Craig Prichard, Paul Trowler, 2018-10-10 Originally published in 2003 Realizing Qualitative Research into Higher Education looks at how qualitative research in broad terms confronts the question of the researcher's involvement in the production of knowledge However the method adopted even in highly positivist qualitative work has a history that bears on the research This volume provides examples of engaging research work outlining the key research process and examining the links between this and the final report

A Research Agenda for Global Higher Education Huisman, Jeroen, van der Wende, Marijk, 2022-02-11 This innovative Research Agenda critically reflects on the state of the art and offers inspiration for future higher education research across a variety of geographical disciplinary and theoretical perspectives It explores the impact of Covid 19 and the need to re-engage with the Global South and reconsider conventional paradigms and assumptions Leading international contributors address a set of salient issues ranging from research on macro level themes to meso and micro level phenomena

Cultures and Change in Higher Education Paul Trowler, 2008-08-20 Describes approaches to understanding cultures in higher education paying particular attention to cultures and cultural construction at departmental level Implications of cultural characteristics for issues around change initiatives including the enhancement of teaching learning and assessment are a key focus of this book

Global Trends in Higher Education Quality Assurance Susanna Karakhanyan, Bjørn Stensaker, 2020-09-07 Globalization massification of tertiary education and ICT revolution have radically altered the tertiary education environment posing new challenges to governments higher education providers and other key stakeholders in terms of relevance and credibility of provisions With the radical alterations it became clear that the traditional means for internal and external evaluations are no longer adequate to ensure the acceptable level of tertiary education performance to meet the society development needs Considering one of the primary roles of quality assurance in tertiary education is ensuring relevance and credibility of tertiary education provisions to the ever changing needs of the macro world of industry politics and society at large more and more governments are currently prioritizing quality assurance to drive the required changes in governance of higher education systems mutual recognition across national borders and accountability to the public in different parts of the world As part of its mission the INQAAHE has undertaken a Global Study of both external and internal quality assurance developments worldwide in cooperation with the regional QA networks e.g. ENQA CANQATE APQN ANQAHE CEENQA in 2017 2018 The regions covered in this scoping study are as follows Africa the Arab Region Asia Pacific Eastern and Western Europe Latin America and the Caribbean and Northern America Global Trends in Higher Education Quality Assurance Challenges and Opportunities in Internal and External Quality Assurance provides a comprehensive coverage of the trends and developments in higher education quality assurance as they refer to legitimacy trust efficiency and relevance

Research Journeys Chloe Blackmore, Elsa Lee, Emma Seal, 2013-12-12 The aim of this book is to provide prospective and current doctoral

students and their supervisors with a range of narratives of doctoral experiences The book is an outcome of a conference where both academic and professional doctorate students at different stages of their research shared their experiences of the process of completing a doctorate The ten candid accounts included in the volume provide a valuable insight into the kinds of challenges that arise and the ways in which these might or might not be overcome In so doing this book lifts the lid on some of the hitherto concealed aspects of the doctoral process The book also includes a chapter from an established academic with a record of writing about the doctoral student experience as well as inserts from a doctoral programme leader and an experienced academic supervisor In the Introduction the editors review some of the current literature on experiences of the doctoral research journey and the research process The book concludes with the editors reflections on both the unique nature of doctoral research for each individual and the common stages that students experience on the journey

Implementing Communities of Practice in Higher Education Jacquie McDonald,Aileen Cater-Steel,2016-11-23 In this edited collection the authors pick up the communities of practice CoP approach of sharing practice in their reflection on the experience of taking their CoP vision from a dream to reality Their stories articulate the vision the passion and the challenge of working within and or changing existing institutional culture and practice The book discusses strategies that worked and considers the lessons learnt to inspire future dreamers and schemers The multiple perspectives provided in the case studies will assist higher education leaders as well as academic and professional staff in establishing or assessing CoPs The book offers insights into implementation strategies practical guidelines and ideas on how CoP theoretical underpinnings can be tailored to the higher education context

Higher Education and Civic Engagement: International Perspectives Iain Mac Labhrainn,2016-12-05 This volume provides an original and powerful contribution to debates about the civic purpose of higher education It suggests that universities can best realize their civic mission by making it central to their policy and practice Bringing together researchers from three continents the book offers an international perspective based primarily upon first hand pedagogical experience A transatlantic overview of the purpose place and practice of one such pedagogy service learning is provided and its potential as a foundation for civic engagement assessed In its last section the book moves from the theory of citizenship to practical considerations In doing so the book offers advice on establishing civic engagement to all those involved in teaching and learning within higher education

Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks Edna O. Schack,Molly H. Fisher,Jennifer A. Wilhelm,2017-05-16 This book reflects on the continuing development of teacher noticing through an exploration of the latest research The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges brought forth in earlier research The authors also investigate teacher noticing in multiple contexts and frameworks including mathematics science international venues and various age groups

Learning Gain in Higher Education Christina Hughes,Malcolm Tight,2021-01-29 Responding to the larger amount of students that are bearing an

increasing proportion of the costs of their participation in higher education this volume pays attention to the issue of what higher education does for its students What do students gain from engaging in higher education and how might this be accurately measured *The British National Bibliography* Arthur James Wells,2003 Values and Virtues in Higher Education Research Jean McNiff,2016-06-10 Values and Virtues in Higher Education Research centres on practitioners studying and researching their practices in higher education settings in order to improve those practices for the benefit of others and themselves Making research public is a key aspect of ensuring the quality of educational research and educational practices Values and Virtues in Higher Education Research raises questions and develops conversations about why higher education practitioners should study and improve their work how this may be done and what might be some of the benefits of doing so What we do as practitioners is influenced by and linked with what we value what we believe is good Improving practices therefore involves becoming aware of and interrogating the values that enter into and inform those practices a study of practices becomes a study of the relationships between the practices in question and their values base From an international group of contributors in this growing field this book provides strong theoretical resources and case study material that shows how this transformation may be achieved including topics such as Theorising practices to show personal and organisational accountability Developing inter professional and inter disciplinary dialogues for social transformation Establishing communities of inquiry in higher education and other workplace settings Reconceptualising professional education as research informed practice Locating educational theory in the real world for human and environmental wellbeing Showing the evolution of theory through critical engagement this text will be a valuable companion for lecturers students and professional developers in higher education This book will form core reading for those who are interested in engaging in practice based research and as additional reading for those whose aim is to broaden their thinking in relation to the role of values and virtues in educational research Jean McNiff is an independent researcher and writer Professor of Educational Research at York St John University and Visiting Professor at Oslo and Akershus University College Beijing Normal University and Ningxia Teachers University She is also the author of key texts *Action Research Principles and Practice* *You and Your Action Research Project* and *Writing Up Your Action Research Project* Improving the Relational Space of Curriculum Realisation Claire Sinnema,Alan J. Daly,Joelle Rodway,Darren Hannah,Rachel Cann,Yi-Hwa Liou,2023-07-20 Improving the Relational Space of Curriculum Realisation outlines an approach to intervention that helps educators solve problematic patterns in their networks leverage resources better within and across school networks and embed relational conditions that are conducive to ambitious curriculum goals being realised Institutionalizing Interdisciplinarity and Transdisciplinarity Bianca Vienni-Baptista,Julie Thompson Klein,2022-04-06 Institutionalizing Interdisciplinarity and Transdisciplinarity fills a gap in the current literature by systematizing and comparing a wide international scope of case studies illustrating varied ways of institutionalizing theory and practice This collection comprises

three parts After an introduction of overall themes Part I presents case studies on institutionalizing Part II focuses on transdisciplinary examples while Part III includes cross cutting themes such as funding evaluation and intersections between epistemic cultures With expert contributions from authors representing projects and programs in Asia Africa Australia Europe Russia and South Caucuses Latin and North America this book brings together comparative perspectives on theory and practice while also describing strategies and models of change Each chapter identifies dimensions inherent in fostering effective and sustainable practices Together they advance both analysis and action related challenges The proposed conceptual framework that emerges supports innovative practices that are alternatives to dominant academic cultures and approaches in pertinent disciplines fields professionals and members of government industry and communities Applying a comparative perspective throughout the contributors reflect on aspects of institutionalizing interdisciplinarity and transdisciplinarity as well as insights applicable to further contexts This innovative volume will be of great interest to students scholars practitioners and members of organizations promoting and facilitating interdisciplinary and transdisciplinary research

Researching Educational Governance: Realizing UN 2030 Agenda and Beyond H.C. Pokhriyal, B.S. Nagi, M.C. Sati, Padmakar Mishra, R.P. Juyal and A.S. Khullar, 2023-01-01

Achieving the lofty Goal 4 of the UNSDGs which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all will require the entire education system to be reconfigured a fact as aptly underlined in the National Education Policy 2020 of India This would essentially entail putting in place a very effective educational governance devised and formulated on the basis of cutting edge research outputs Three Volumes of the present book is a modest yet maiden attempt to comprehend and unfold the blending of diverse research methodologies and amply demonstrate through empirical findings that innovative policies and interventions curated on the basis of this approach of research can ensure quality education Governance emerges as one of the core areas for research Therefore Volume I provides a wide canvas of governance in general and educational governance in particular for research along with a unique opportunity to elaborate both the theory and practice of Quantitative Qualitative and Participatory Methodologies in researching governance that is the frontier challenge looking for suitable answers Volume II uniquely comprehends multiple aspects of quality in dynamic and wider perspectives as perceived by the primary stakeholders including community Refreshing insight into the quality perspectives of educational governance will facilitate the researchers to explore innovative interventions in respective areas of human development Community is the third constituent of governance along with the state and the market Therefore Volume III explores a futuristic vision of community governance leading to quality education Also an attempt has been made to critically appraise the provisioning of community governance including the local self governments as well as free and compulsory elementary education The Book is a live comprehension of the conceptual framework of research and methods along with handling of research problems at the ground It is like explaining how to by giving suitable case studies conducted by the authors on educational governance It

is hoped that the three Volumes will be an exciting learning experience that would enable us to address researching challenges over which the public policy makers researchers development administrators planners and students may build their concepts logical structures and planned interventions facilitating the achievement of effective educational governance at micro level ensuring quality education in the coming decades

Working Abroad in Higher Education Dr. Michael Clarke, 2015-11-12 Everyone knows that there has been a marked increase in transnational higher education activity over the past twenty years But it is unclear how this has affected those who make their living in higher education which is why this research study is so important Dr Michael Clarke currently the Principal of Global College Malta explores the challenges that come along with the increased mobility that transnational higher education has allowed academics to enjoy focusing specifically on British expatriate academics based in the UAE Get answers to questions such as What are the benefits and drawbacks for British academics working abroad How does working overseas affect long term career aspirations What are conditions like at higher education institutions located overseas How can educational practices from overseas be used to improve education at home Whether you are an educator or an administrator in a higher education setting the insights and recommendations in this study will equip you with the tools you need to improve the learning experience for students and working conditions for staff

Goal-Setting and Problem-Solving in the Tech-Enhanced Classroom Pete Atherton, 2023-02-28 Goal Setting and Problem Solving in the Tech Enhanced Classroom explores how educators can use technology to create opportunities for more immersive and rewarding learning As child age students demonstrate increasing competence with digital tools and investment in learning technologies continues to climb teachers need grounded pedagogically attentive insights to help them leverage these devices and platforms in their profession This book offers a variety of ideas for how pre and in service teachers can successfully deploy today's educational technology platforms to serve confident meaningful teaching and learning Each chapter includes a concrete learning goal or problem a narrative of an instructional experience with a specific technology relevant theoretical and empirical underpinnings and practical recommendations

Educational Research Heather Piper, Ian Stronach, 2004 In the first chapter of this collection Liz Stanley calls for a more sympathetic and compassionate approach to educational research Other essays question current methodologies and approaches reflecting the remit of this Cardiff series

Competencies, Higher Education and Career in Japan and the Netherlands Jim Allen, Yuki Inenaga, Rolf van der Velden, Keiichi Yoshimoto, 2007-09-20 This book investigates how social and cultural factors affect the education training and career development of graduates of higher education in Japan and the Netherlands The aim of this book is to explore how Dutch and Japanese graduates choose and develop their careers in reference to the above mentioned challenges It is based on a unique data set consisting of surveys held among graduates three and eight years after leaving higher education

Women Education in 21st Century Riley Witt &, 2019-09-17 In no society do women yet enjoy the same opportunities as men They work longer hours and they are paid less both in total and prorata Their choices as to how

they spend their time in both work and leisure are more constrained than they are for men These disparities generate substantial gaps between how much women and men can contribute to society and how much they respectively share in its benefits In most countries a fundamental aspect of these disparities is inequality in access to and performance in education The education of girls and women has been recognized for several decades as a fundamental human right and a developmental necessity Never the less large gender disparities in enrolment and learning achievements persist Eradicating these disparities is well within the power and spending capacity of the world s governments This book covers all the issues related to women education which makes it a comprehensive and an authentic work on the subject It will be a highly beneficial reference tool for education administrators government and non governmental organizations policy makers teachers and students of women studies and all who work for women s welfare

Developing Habits of Noticing in Literacy and Language Classrooms Alyson Simpson,Francesca Pomerantz,Douglas Kaufman,Sue Ellis,2019-08-15 Noticing is an essential aspect of professional expertise in teaching a skill that draws on deep professional knowledge in ways that affect how teachers are aware of respond to and meet the needs of their students Being a noticing teacher in the language and literacy classroom can make a real difference to students progress as readers and writers to their literacy attainment and to their engagement with learning This international research informed book is unique in its focus on literacy and language The authors explore models and methods to embed both noticing and the development of teacher agency and grounded knowledge into teacher education programs and school practices To further the professional knowledge and agency of noticing teachers the authors argue that research policy and the professional community need to understand how noticing skills can be woven into the policy and practice contexts of the literacy teacher s work Developing Habits of Noticing in Literacy and Language Classrooms Research and Practice across Professional Cultures is designed to help teachers researchers and school leaders think in new ways about how noticing operates in the context of the literacy classroom and how it can be supported Each chapter provides a valuable insight into how teachers learn from their students in the course of teaching activities to be responsive analytical and inspirational

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