



RETHINKING UNIVERSITY TEACHING

*a framework for the
effective use of
educational technology*

DIANA LAURILLARD

Rethinking University Teaching A Framework For The Effective Use Of Learning Technologies

Diana Laurillard



Rethinking University Teaching A Framework For The Effective Use Of Learning Technologies:

Rethinking University Teaching Diana Laurillard, 2002-09-11 An invaluable aid in increasing teachers understanding of the new technological media showing how it can improve student learning and teaching efficiency **Rethinking University Teaching** Diana Laurillard, 1993-01-01 *Rethinking University Teaching* Diana Laurillard, 2002 Teachers in higher education have had to become more professional in their approach to teaching matching their professionalism in research The first edition of this book prepares teachers to do and undergo quality audits and appraisals and to achieve their personal aims of improving their teaching and their students learning The strength of this book is that it provides a sound theoretical basis for designing and using learning technologies in university teaching This new edition builds upon the success of the first and contains major updates to the information on learning technologies and includes the implications of using technology for the university context both campus and electronic which suggests a new approach to managing learning at institutional level *Applied E-Learning and E-Teaching in Higher Education* Donnelly, Roisin, McSweeney, Fiona, 2008-07-31 This book presents international practices in the development and use of applied e Learning and e Teaching in the classroom in order to enhance student experience add value to teaching practices and illuminate best practices in the area of e Assessment This book provides insight into e Learning and e Teaching practices while exploring the roles of academic staff in adoption and application Provided by publisher [ECEL2004-3rd European Conference on E-Learning](#) D. Remenyi, 2004-01-01 *EJEL Volume 8 Issue 2* , **Handbook on Information Technologies for Education and Training** Heimo H. Adelsberger, Betty Collis, Jan Martin Pawlowski, 2013-03-09 Information Technologies for Education and Training have gained increasing attention and significance in the past decade Accordingly the availability of an enormous amount of information sources through the Internet the technological progress in the ICT sector and an increasing flexibility in organizations and enterprises have accelerated the information and knowledge growth in our society Knowledge and Lifelong Learning have become critical success factors for the long term positioning on the global market Recent mergers of globally distributed enterprises show that knowledge has to be available and transferable within a short time frame Global flexible and service oriented organizations need highly qualified employees These trends also show the rapidly growing significance of new aspects of basic and further education Traditional education ending with a graduation will be complemented by a lifelong learning process Every individual is required to continuously learn new and changing knowledge Consequently the support of learning processes through innovative technologies becomes an elementary component of every educational level The Handbook is a comprehensive guide for researchers and practitioners working with Educational Technologies Its overall goal is to enable the reader to gain a deep understanding of past current and future research and applications in the field of Educational Technologies It will provide a reference source for both practitioners and researchers in the enterprise and educational sector From a research perspective the reader will gain an in depth

understanding of complex theories strategies concepts and methods of Educational Technologies **The Sage Handbook of Nursing Education** Carol Hall, Mary Gobbi, Kathryn Parker (Whitcomb), Patricia Yoder-Wise, 2024-05-01 In the past several years a revival of research devoted to nursing education has emerged This emergence has changed the way many educators engage in their practice of working with learners and learners have come to expect that they will have a rich learning experience designed to develop new or enhance prior knowledge skills and attitudes The SAGE Handbook of Nursing Education provides a detailed map of the current discipline with a carefully selected team of international contributors offering the latest thinking about education in nursing across key areas This handbook will be a key resource for academic educators as well as graduate and postgraduate learners *Changing Cultures in Higher Education* Ulf-Daniel Ehlers, Dirk Schneckenberg, 2010-03-10 More and more educational scenarios and learning landscapes are developed using blogs wikis podcasts and e portfolios Web 2 0 tools give learners more control by allowing them to easily create share or reuse their own learning materials and these tools also enable social learning networks that bridge the border between formal and informal learning However practices of strategic innovation of universities faculty development assessment evaluation and quality assurance have not fully accommodated these changes in technology and teaching Ehlers and Schneckenberg present strategic approaches for innovation in universities The contributions explore new models for developing and engaging faculty in technology enhanced education and they detail underlying reasons for why quality assessment and evaluation in new and often informal learning scenarios have to change Their book is a practical guide for educators aimed at answering these questions It describes what E learning 2 0 is which basic elements of Web 2 0 it builds on and how E learning 2 0 differs from Learning 1 0 The book also details a number of quality methods and examples such as self assessment peer review social recommendation and peer learning using illustrative cases and giving practical recommendations Overall it offers a step by step guide for educators so that they can choose their own quality assurance or assessment methods or develop their own evaluation methodology for specific learning scenarios The book addresses everyone involved in higher education university leaders chief information officers change and quality assurance managers and faculty developers Pedagogical advisers and consultants will find new insights and practices for the integration and management of novel learning technologies in higher education The volume fosters in lecturers and teachers a sound understanding of the need and strategy for change and it provides them with practical recommendations on competence and quality methodologies **Re-imagining Academic Staff Development** Lynn Quinn, 2012-11-01 Re-imagining Academic Staff Development Spaces for Disruption a book with a strong commitment to social transformation is a welcome addition to the field of academic development studies South Africa may have unique social challenges but in highlighting higher education's central role in responding to them this book reminds academic developers everywhere of the intrinsic politicalness of our work In a series of theoretically diverse chapters all written by members of the Centre for Higher

Education Research Teaching and Learning at Rhodes University we are provoked to reconsider the meaning of our practice and why we do it An enlivening read Barbara Grant The University of Auckland New Zealand

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