



Effective Teaching In Higher Education

**Bruce Macfarlane, Roger Ottewill, Bruce
J. McFarlane**



Effective Teaching In Higher Education:

Effective Teaching in Higher Education Raymond P. Perry, John C. Smart, 1997 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities

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Preparing to Teach Graham Gibbs, 1998

Learning to Teach in Higher Education Paul Ramsden, 2003-09-02 This bestselling book is a unique introduction to the practice of university teaching and its underlying theory This new edition has been fully revised and updated in view of the extensive changes which have taken place in higher education over the last decade and includes new material on the higher education context evaluation and staff development The first part of the book provides an outline of the experience of teaching and learning from the student s point of view out of which grows a set of principles for effective teaching in higher education Part two shows how these ideas can enhance educational standards looking in particular at four key areas facing every teacher in higher education Organising the content of undergraduate courses Selecting teaching methods Assessing student learning Evaluating the effectiveness of teaching Case studies of exemplary teaching are used throughout to connect ideas to practice and to illustrate how to ensure better student learning The final part of the book looks in more detail at appraisal performance indicators accountability and educational development and training The book is essential reading for new and experienced lecturers particularly those following formal programmes in university teaching such as courses leading to ILT accreditation

Teaching for Effective Learning in Higher Education N. Hativa, 2001-01-31 This book identifies strategies that are consistently associated with good teaching and presents them within a theoretical framework that explains how they promote students active and meaningful learning The book promotes teachers pedagogical knowledge and their perception of teaching as scholarly intellectual work and provides extensive practical advice

Leading Learning and Teaching in Higher Education Doug Parkin, 2016-08-19 Leading Learning and Teaching in Higher Education brings together contemporary ideas on leadership engagement and student learning into a practical solutions based resource designed for those undertaking the challenge of leading a university level teaching module programme or suite of programmes particularly through periods of transformation or change It encourages both first time academic leaders and those who have held teaching leadership roles for some time to review and formalise their development in a systematic simple way and acts as a framework for navigating the opportunities and challenges involved in inspiring shared purpose strong commitment and innovation in higher education teaching With a clear focus on the energy of leadership rather than the practice of management and with a strong emphasis on collaborative engagement running throughout this books offers insightful guidance which is not bound to subject specific requirements making it relevant across the spectrum of course offerings at

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any one institution An enabling people focussed foundation for leadership Tools and frameworks which can be readily applied or adapted for the reader A focus on core elements of teaching leadership such as design delivery assessment and building a programme team A flexible and pragmatic approach to leadership which avoids a definitive approach instead encouraging a dynamic method of engaging leadership Values that assert that leadership and learning go hand in hand A wide ranging discussion of leadership theories ideas and values related to the university context This book puts forward a multifaceted model of programme leadership and links this to a scaffolding of key attributes skills and qualities that fit the environment of leading learning and teaching in the university Particularly interested readers will be those beginning to lead teaching in a university setting as well as those who have been leading programme teams and the wider provision of teaching for some time wanting to enhance their skills and perspective *Effective Teaching with Technology in Higher Education* Tony Bates, Gary Poole, 2003-08-15 Universities today are faced with difficult decisions about how to integrate technology into their curriculum Rather than merely offering advice on the applications of technology to teaching this book provides a pedagogical foundation for decisions about and use of technology within the curriculum *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective* Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices *Teaching Information Literacy in Higher Education* Mariann Lokse, 2017 Why do we teach information literacy This book argues that the main purpose of information literacy teaching in higher education is to enhance student learning With the impact of new technologies a proliferation of information sources and a change in the student demography information literacy has become increasingly important in academia Also students that know how to learn have a better chance of adapting their learning strategies to the demands of higher education and thus completing their degree The authors discuss the various aspects of how academic integrity and information literacy are linked to learning and provide examples on how our theories can be put

into practice The book also provides insight on the normative side of higher education namely academic formation and the personal development process of students The cognitive aspects of the transition to higher education including learning strategies and critical thinking are explored and finally the book asks how information literacy teaching in higher education might be improved to help students meet contemporary challenges Presents critical thinking and learning strategies as a basic foundation for information literacy Covers information literacy as a way into deep learning higher order thinking Provides self regulation motivation and self respect as tools in learning Emphasizes the interdependence of learning academic integrity critical thinking and information literacy A practical guide to teaching information literacy based on an increased focus on the learning process an essential for Information literacy graduate students and higher education teaching staff in relevant fields *Effective Teaching* Shelley B. Harris,2018-04-30 This peer reviewed volume features essays by university professors on effective teaching practices in higher education It examines program demographics vision preparation process and outcomes focusing on best practices in teacher education and evaluation **Effective Teaching in Adult and Higher Education** Paul Westmeyer,1988-01-01 **Criteria of Effective Teaching in an Institution of Higher Education** University of Toledo. Office of Institutional Research,1966* **Designing Learning** Christopher Butcher,Clara Davies,Melissa Highton,2019-09-25 Bridging the gap between theory and practice this fully updated new edition of *Designing Learning* offers accessible guidance to help those new to teaching in higher education to design and develop a course With new considerations to the higher education context this book uses current educational research to support staff in their endeavour to design and develop modules and degree courses of the highest quality Offering guidance on every stage from planning to preparing materials and resources with a focus on the promotion of learning this book considers Course design models and shapes and their impact on learning How the external influences of learning and teaching are translated by different institutions How to match the content of a course to its outcomes Frameworks to enable communication between staff and students about expectations and standards Taking into account the diverse student population when designing a course The place of Virtual Learning Environment VLE communication tools and systems for monitoring students engagement The importance of linking all aspects of the taught curriculum and wider co extra curricular activities to support learning Ways to evaluate and enhance a course and to develop oneself as a teaching professional in HE Providing advice illustrative examples and case studies *Designing Learning* is a comprehensive guide to designing a high quality course This book is a must read for any academic looking to create or update their course or module *Effective Teaching in Higher Education* Manjula Narula,2000 With reference to India **Effective Teaching in Higher Education** Madeleine Atkins,George Brown,2002-09-11 Assists academic staff to develop their effectiveness as teachers and improve their students learning by giving practical guidelines and suggestions for teaching and a series of activities Effective Teaching in Higher Education Wilson Muyinda Mande,2001 **Teacher Thinking, Beliefs and Knowledge in Higher**

Education N. Hativa, Jeffrey Goodyear, 2001-11-30 This volume addresses the important problem of understanding good university teaching and focuses on the thinking beliefs and knowledge which accompany teachers actions It is the first book to address this area and it promises to become a landmark volume in the field helping us to understand a complex area of human activity and improve both teaching and learning It is for education researchers staff faculty developers and educational developers

Effective Learning and Teaching in Business and Management Bruce Macfarlane, Roger Ottewill, Bruce J. McFarlane, 2001 Covering all the key issues of effective teaching of business and management this guide includes chapters from a wide range of contributors in the field and takes a broad and international perspective

The Pedagogy of Lifelong Learning Michael Osborne, Muir Houston, Nuala Toman, 2007-06-11 Reviewing the emerging issues from researching teaching and learning in different post school contexts this book focuses on a wide range of issues related to lifelong learning including higher education and community based learning

A Handbook for Teaching and Learning in Higher Education Stephanie Marshall, Heather Fry, Steve Ketteridge, 2014-08-21 This entirely new edition of a very successful book focuses on developing professional academic skills for supporting and supervising student learning and effective teaching It is built on the premise that the roles of those who teach in higher education are complex and multi faceted A Handbook for Teaching and Learning in Higher Education is sensitive to the competing demands of teaching research scholarship and academic management The new edition reflects and responds to the rapidly changing context of higher education and to current understanding of how to best support student learning Drawing together a large number of expert authors it continues to feature extensive use of case studies that show how successful teachers have implemented these ideas It includes key topics such as student engagement and motivation internationalisation employability inclusive strategies for teaching effective use of technology and issues relating to postgraduate students and student retention Part 1 explores a number of aspects of the context of UK higher education that affect the education of students looking at the drivers of institutional behaviours and how to achieve success as a university teacher Part 2 examines learning teaching and supervising in higher education and includes chapters on working with diversity encouraging independent learning and learning gain Part 3 considers approaches to teaching and learning in different disciplines covering a full range including arts and humanities social sciences experimental sciences through to medicine and dentistry Written to support the excellence in teaching and learning design required to bring about student learning of the highest quality this will be essential reading for all new lecturers particularly anyone taking an accredited course in teaching and learning in higher education as well as those experienced lecturers who wish to improve their teaching practice Those working in adult learning and educational development will also find the book to be a particularly useful resource In addition it will appeal to staff who support learning and teaching in various other roles

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