

Facing up to Radical Changes

in

Universities and Colleges

STEVE ARMSTRONG,
GAIL THOMPSON AND
SALLY BROWN

Staff and Educational
Development Series



Facing Up To Radical Change In Universities And Colleges

Hilary Burgess, Imogen Taylor



Facing Up To Radical Change In Universities And Colleges:

Facing Up to Radical Changes in Universities and Colleges Steve Armstrong, Gail Thompson, Sally Brown, 1997 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company Facing Up to Radical Change in Universities and Colleges Steve Armstrong, Gail (both Senior Lecturers Thompson, 2012-12-06 This text explores how academics face up to radical changes in the learning environment With the implementation of new technologies to support teaching and learning there is a need for more strategic approaches to teaching and learning *Assessment Matters in Higher Education* Sally Brown, Angela Glasner, 1999-02-16 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning *Assessment Matters in Higher Education* provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students *Effective Learning and Teaching in Social Policy and Social Work* Hilary Burgess, Imogen Taylor, 2004-11-10 Written to meet the needs of teachers lecturers and tutors working at different levels and in many situations this is an authoritative guide to understanding the key issues best practice and new developments in social work and social policy **Assessment in Higher Education** John Heywood, 2000 This book examines not only the assessment of student learning but the assessment of institutions the programmes they offer and the teaching they provide It describes in detail the significant developments that have taken place over the last decade in the field and clarifies the different meanings of the term assessment that are now in use New Paradigm for Re-engineering Education Yin Cheong Cheng, 2006-01-17 In response to the challenges of globalization and local development educational reforms are inevitably becoming one of the major trends in the Asia Pacific Region or other parts of the world Based on the most recent research and international observations this book aims to present a new paradigm including various new concepts frameworks and theories for reengineering education This book has 21 chapters in three sections Section I New Paradigm of Educational Reform containing eight chapters illustrates the new paradigm and frameworks of reengineering education fostering human development and analysing reform policies and also discusses the trends and challenges of educational reforms in the Asia Pacific Region Section II New Paradigm of Educational Leadership with five chapters aims to elaborate how the nature role and practice of school leadership can be transformed towards a new paradigm and respond to the three waves of education

reforms Section III Reengineering School Management for Effectiveness with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices *EBOOK: Improving Teaching and Learning in Higher Education: A Whole Institution Approach* Vaneeta D'Andrea, David Gosling, 2005-08-16 What are the aims of higher education What are the strategies necessary for institutional improvement How might the student experience be improved The emergence of the discourse around learning and teaching is one of the more remarkable phenomena of the last decade in higher education Increasingly universities are being required to pay greater attention to improving teaching and enhancing student learning This book will help universities and colleges achieve these goals through an approach to institutional change that is well founded on both research and practical experience By placing learning at the centre of organizational change this book challenges many of the current assumptions about management of teaching supporting students the separation of research and teaching the use of information technology and quality systems It demonstrates how trust can be restored within higher education while advancing the need for change based on principles of equity and academic values for students and teachers alike *Improving Teaching and Learning in Higher Education* is key reading for anyone interested in the development of teaching and learning in higher education as well as policy makers *Foundations Of Problem-Based Learning* Savin Baden, Maggi, Howell Major, Claire, 2004-08-01 This title outlines different approaches to problem based learning suggests reasons for its growth and details its use across all disciplines **Resources in Education** ,1998 *Practical Leadership in Community Colleges* George R. Boggs, Christine J. McPhail, 2016-06-17 Anticipate manage and overcome the complex issues facing community colleges *Practical Leadership in Community Colleges* offers a path forward through the challenges community colleges face every day Through field observations reports news coverage and interviews with leaders and policy makers this book digs deep into the issues confronting college leaders and provides clear direction for managing through the storm With close examination of both emerging trends and perennial problems the discussion delves into issues brought about by changing demographics federal and state mandates public demand economic cycles student unrest employee groups trustees college supporters and more to provide practical guidance toward optimal outcomes for all stakeholders Written by former presidents including a past president of the American Association of Community Colleges this book provides expert guidance on anticipating and managing the critical issues that affect the entire institution Both authors serve as consultants executive coaches and advisors to top leaders higher education institutions and leadership development programs throughout the United States Community colleges are facing increasingly complex issues from both without and within Some can be avoided others only mitigated but all must be managed and college leaders must be fully prepared or risk failing the students and the community This book provides real world guidance for current and emerging leaders and trustees seeking more effective management methods with practical insight and expert perspective Tackle the college completion challenge and performance based

funding initiatives Manage through economic cycles declining support and calls for accountability Delve into the issues of privatization and employee unionization Execute strategies to align institutional goals and mission Manage organizational change and new ways of thinking that are essential in today's competitive environment Manage issues involving diversity inclusiveness and equity Prepare adequately for campus emergencies Community colleges are the heartbeat of the nation's higher education system and bear the tremendous responsibility of serving the needs of a vast and varied student body Every day may bring new issues but effective management allows institutions to rise to the challenge rather than falter under pressure Practical Leadership in Community Colleges goes beyond theory to provide the practical guidance leadership needs to more effectively lead institutions to achieve results and serve the students and the community **The Effective**

Academic Heather Fry, Steve Ketteridge, Stephanie Marshall, 2014-03-18 Offers discussion advice expert opinion and case studies of best practice covering the various parts of academic practice that are associated with career progression and promotion The book is particularly aimed at education professionals aspiring to develop leadership responsibilities

EBOOK: Towards Strategic Staff Development in Higher Education Richard Blackwell, Paul Blackmore, 2003-07-16 This book focuses on strategic staff development in higher education a sector in which it has been largely viewed as an operational activity with little organizational relevance The book demonstrates how staff development needs to be based on modern theories of organizational learning aligning itself with institutional and departmental needs as well as the wants and needs of individual staff The book takes a broad definition of staff development and seeks to cover all aspects of the academic role and the interests of all staff The traditional focus on teaching and learning is covered but not to the exclusion of other aspects or the interface between different roles In order to achieve a strategic focus authors are drawn from a range of backgrounds including senior staff with strategic leadership roles The book is therefore directed to a wider readership than the community of staff development professionals and designed partly to challenge the dominant discourse and established priorities of staff developers Towards Strategic Staff Development in Higher Education seeks to combine scholarly review of relevant literature with practical strategies and suggestions for the intended readership principally senior staff heads of department and staff development professionals *Developing Effective Part-time Teachers in Higher Education* Fran Beaton, Amanda Gilbert, 2013 This book drawing on the voices of part time teachers and the expertise of those who support them considers whole institution strategies to promote individual and collective professional development Amanda Gilbert from Victoria University of Wellington New Zealand *In Search of Technological Excellence* John Heywood, 2025-09-04 The notion that Britain was losing its international industrial competitiveness has preoccupied governments since the Second World War Policymakers have sought to address this over the years and yet Britain's relative industrial decline has appeared to continue raising questions about its root causes In Search of Technological Excellence analyses the policymaking and policy implementation in the education of engineers and technologists from the 1945 report of the Percy Committee on

Higher Technological Education to the conclusion of the Thatcher government's Enterprise in Higher Education Initiative Using a plethora of previously unpublished sources this book focuses on the untold story of what the reports of the three key committees in this fifty year period Percy 1945 Fielden 1963 and Finniston 1980 actually achieved in secondary and higher technological education The core themes of this volume include industrial training and its assessment the controversy over the structure of industrial sandwich courses the perceived requirements for qualified specialists the manpower controversy curriculum development creativity and innovation in engineering engineers as managers and engineering in schools Thought provoking and comprehensive In Search of Technological Excellence reflects on perennial problems to help clarify how this history can inform policymaking today and will be of interest to policymakers practitioners and students in engineering education and public administration

Engineering Education John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author's first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum's internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

International Simulation and Gaming Yearbook Peter Saunders, Benita Cox, 2014-03-18 This text brings together topical contributions from figures in the field of games and simulations representing the current international thinking and best practice

Engaging Resistance Aaron Anderson, 2011-01-25 Engaging Resistance How

Ordinary People Successfully Champion Change offers an empirically based explanation that expands our understanding about the nature of resistance to organizational change and the effects of champion behavior The text presents a new model describing how resistance occurs over time and details what change proponents can do throughout three engagement periods to effectively work with hesitant colleagues The book's findings are illuminated by examples of six different resistance cases embedded in the transformation sagas of two real world organizations A fundamental premise of this work is that resistance should not be something to avoid or squash as people work to change their organizations In fact resistance can be viewed as a natural healthy part of an organic process When engaged properly resisters can help to improve change efforts and strengthen an organization's overall transformation

The Lecturer's Toolkit Phil Race, 2014-11-27

The Lecturer's Toolkit is a wide ranging down to earth practical resource for lecturers and teachers in universities and colleges Jargon free and written with authority clarity and candour the Toolkit addresses a broad range of aspects of assessment feedback learning and teaching and helps develop many facets of professional practice Built around a central agenda of improving the quality of student learning the Toolkit is outcomes focused Building on the strengths of its predecessors this fourth edition includes strengthened emphasis on assessment and feedback and designing large group teaching for the digital age when students can get easy access to a vast range of learning resource materials online Coverage includes how students really learn designing assessment and feedback to enhance learning lectures in the digital age making small group teaching work resource based learning in the digital age looking after yourself challenges and reflections Fully updated and expanded this fourth edition of the Toolkit will be an essential and flexible resource for every higher education professional

Freedom to Learn Bruce Macfarlane, 2016-08-12 The freedom of students to learn at university is being eroded by a performative culture that fails to respect their rights to engage and develop as autonomous adults Instead students are being restricted in how they learn when they learn and what they learn by the so called student engagement movement Compulsory attendance registers class contribution grading group project work and reflective learning exercises based on expectations of self disclosure and confession take little account of the rights of students or individual differences between them This new hidden university curriculum is intolerant of students who may prefer to learn informally are reticent shy or simply value their privacy Three forms of student performativity have arisen bodily participative and emotional which threaten the freedom to learn Key themes include A re imagining of student academic freedom The democratic student experience Challenging assumptions of the student engagement movement An examination of university policies and practices Freedom to Learn offers a radically new perspective on academic freedom from a student rights standpoint It analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re frame student academic freedom It argues that students need to be thought of as scholars with rights and that the phrase student centred learning needs to be reclaimed to reflect its original intention to allow students to develop as persons

Student rights to non indoctrination reticence in choosing how to learn and in being treated like an adult ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university Written for an international readership this book will be of great interest to anyone involved in higher education policy and practice drawing on a wide range of historical and contemporary literature related to sociology philosophy and higher education studies

Grading Student Achievement in Higher Education Mantz Yorke, 2007-09-12 A lot hangs on the summative grades that students are given A good degree opens doors which otherwise might remain closed Yet as higher education is now a mass rather than an elite system what is expected of its graduates is different from the expectations of previous generations Students are expected not only to be able to demonstrate high standards of academic achievement but also a variety of capabilities that have at different times been given labels such as generic skills and transferable skills These abilities are difficult to grade for a variety of reasons and some graduates may be losing out because their particular strengths are given insufficient acknowledgement in current summative assessment practices Using the UK honours degree classifications as a case study this book appraises the way in which summative assessment in higher education is approached and shows that the foundations of current practices in the UK and elsewhere are of questionable robustness It argues that there is a need to widen the assessment frame if the breadth of valued student achievements is to be recognised adequately

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