

Developing Excellence in Teaching and Learning in Higher Education through Observation

Matt O'Leary and Vanessa Cul



Developing Teaching And Learning In Higher Education

Cristine Smith, Katherine Hudson



Developing Teaching And Learning In Higher Education:

Developing Teaching and Learning in Higher Education Gill Nicholls, 2002 This book provides an easy and accessible approach to the planning and preparation of teaching sessions teaching in different settings and teaching across a diverse student population *Developing Teaching and Learning in Higher Education*, 1993 **Developing teaching and learning in higher education** Rosalind Mary Duhs, 2007 Developing Teaching and Learning Skills at a Higher Education Institution Paul Rampaola Mokhele, 2013 **Teaching for Learning Gain in Higher Education** Diane Montgomery, 2020-07-14 With practical advice that can be immediately applied to a higher education setting Teaching for Learning Gain in Higher Education provides materials and methods specifically designed to improve teaching learning and assessment for students in higher education through student centric methods Considering how to improve students learning strategies and thus their learning gain this book answers key questions about how students can be helped to construct meaning and their own knowledge and knowledge hierarchies Based on education and psychological theory it examines nine cognitive approaches that have been tried and tested and explores how motivation can be both set up and maintained Unpacking the concept of learning gain to be both accessible and constructive this book includes chapters on The nature of higher learning gain and how programmes have achieved it Theories and practice of teaching and learning in higher education Problems and issues for distance and blended learning programmes Strategies to promote learning gain in higher education Teaching for Learning Gain in Higher Education fully explores the nature of self regulated learning and how it can be promoted and maintained to improve student learning This book is ideal reading for anyone involved in teaching in higher education **Culturally Responsive Teaching and Learning in Higher Education** Tripp, Lucretia Octavia, Collier, Rhonda M., 2019-09-20 As diversity continues to increase in classrooms teachers need to be culturally aware and sensitive in order to ensure student success It is important to understand what best practices are available to support this ever increasing awareness of learning to respect those who are different and to understand how this is key to orchestrating a series of social interactions and social contexts Culturally Responsive Teaching and Learning in Higher Education is an essential scholarly reference source that provides comprehensive research on culturally responsive teaching and the impact of culture on teaching and contextualizes issues related to cultural diversity and inequity in education Featuring a broad range of topics such as gender bias STEM and social media the goal of the book is to build transformative educators and administrators equipped to prepare 21st century global citizens It is ideal for faculty teachers administrators principals curriculum developers course designers professionals researchers and students seeking to improve teaching methodologies and faculty development Developing Excellence in Teaching and Learning in Higher Education through Observation Matt O'Leary, Vanessa Cui, 2023-04-20 Offering interdisciplinary evidence informed discussion and practical resources for using observation as a tool of educational inquiry to enhance understanding and the quality of teaching and learning in higher

education this book draws on forward thinking contemporary research Illustrated with real examples and case studies of collaborative observation from a range of subject areas it provides a conceptual and practical guide for harnessing observation to better understand the relationship between teaching and learning This is a must read book for all those interested and involved in using observation to understand develop and improve the quality of teaching and learning in higher education Rethinking Teaching in Higher Education Alenoush Saroyan, Cheryl Amundsen, 2004 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University s week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop s evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill s Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning **Developing Teaching and Learning** Bob Burkill, Ray Eaton, 2010-11-25 An invaluable resource for all teachers seeking to update and improve their professional skills Written in a lively accessible style the authors draw heavily from the experience of teachers they have worked with in different parts of the world The book s thought provoking contents will be an invaluable resource not only for Certificate candidates but for all teachers and trainers who are seeking to update and improve their professional practice

Developing Expertise for Teaching in Higher Education Helen King, 2022-03-21 This book provides a contemporary view of the characteristics of expertise for teaching in higher education based on the strong foundation of research into expertise and empirical and practical knowledge of the development of teaching in higher education Taking key themes related to the characteristics of expertise this edited collection delivers practical ideas for supporting and enabling professional learning and development in higher education as well as theoretical constructs for the basis of personal

reflection on practice Providing an accessible evidence informed theoretical framework designed to support individuals wishing to improve their teaching Developing Expertise for Teaching in Higher Education considers teaching excellence from an expertise perspective and discusses how it might be supported and available to all It invites a call to action to all policymakers and strategic leaders who make a claim for teaching excellence to consider how professional learning and the development of expertise can be embedded in the culture environment and ways of working in higher education institutions Full of practical examples based on scholarship and experience to guide individual teachers educational developers and policymakers in higher education this book is a must read text for those new to teaching in higher education and those looking to improve their practice

Changing Higher Education Paul Ashwin,2006 In this book leading researchers in the field analyse in depth the many changes that have taken place in learning and teaching in higher education over the last thirty years with a detailed look at likely and desirable scenarios in the future

Learning, Teaching and Assessing in Higher Education Anne Campbell,Lin Norton,2007-07-12 This is an up to date guide to teaching and learning in higher education addressing issues raised by the Professional Standards Framework It encourages the development of thoughtful reflective teaching practitioners in higher education and is useful for the review of existing courses The authors and editors acknowledge the distinctive nature of teaching in higher education explore a variety of creative and innovatory approaches and promote reflective inquiry based and evaluatory approaches to teaching The book supports the professional development of staff involved in teaching supporting and assessing students

Developing a Center for Teaching Excellence Lawrence A. Tomei,James A. Bernauer,Anthony Moretti,2016-09-23 Developing a Center for Teaching Excellence A Case Study Using the Integrated Readiness Matrix builds on the 2015 text Integrating Pedagogy and Technology Improving Teaching and Learning in Higher Education with a focus on teaching in higher education Developing a Center for Teaching Excellence is premised on our contention in the first book that while individual faculty members can independently begin to use the IRM to improve their pedagogical and technological skills in their content areas an organizational structure is needed to sustain ongoing improvement In addition while the first book provided a primer on learning theory as it relates to pedagogy Developing a Center for Teaching Excellence plumbs this topic more deeply from the perspective of the college instructor Further the second book is dedicated to demonstrating how the IRM can be institutionalized as the foundation for providing the structure and support to faculty and how they can help shape centers for teaching excellence by becoming more familiar with relevant learning theories and related pedagogical and technological approaches

Rethinking Teaching in Higher Education Alenoush Saroyan,2011

Faculty Development in Developing Countries Cristine Smith,Katherine Hudson,2016-11-18 Learner centered approaches to teaching such as small group discussions debates role plays and project based assignments help students develop critical thinking creativity and problem solving skills However more traditional lecture based approaches still predominate in classrooms in higher education institutions around the world Faculty

development programs can support faculty members to adopt new teaching methods even in situations where they face significant challenges due to lack of resources on going conflict political upheaval or the legacy of colonialism in their educational systems This volume presents research and practice on faculty development for improving teaching in developing countries Based on the concept that we teach as we were taught the case studies in this volume describe ways to organize professional development to help higher education faculty members shift from lecture based to active learning teaching for students who will become the next generation of teachers practitioners professionals and policymakers in their respective countries *Teaching Learning and New Technologies in Higher Education* N. V. Varghese, Sayantan Mandal, 2020-12-14 This book discusses emerging issues related to teaching learning in Indian higher education and the integration of technology It brings together a host of national and international experts specializing in various aspects of teaching learning in higher education technology and classroom practices to present policy and organizational strategies for enhancing innovation in teaching learning processes and offers a comprehensive overview of teaching learning in connection with broader themes and concerns such as academic freedom globalization and new technologies Reviewing a wide range of current practices and discussing specific teaching learning challenges in depth the book will be of interest to researchers and students of education practitioners of higher education policy and teacher educators alike **Developing Academics**

Shelda Debowski, 2016-08-12 Academics work in a highly complex world where they must build integrative capabilities and outcomes as teachers researchers and leaders As they progress from novice to expert their evolving identities methodologies and strategies need to be well attuned to their own strengths and the sectoral expectations a process that is greatly facilitated by the guidance of leaders and specialist developers *Developing Academics* offers guidance to developers senior leaders and academics on the principles and practices that support high performing and adaptive academic communities As the first work to explore the complex nature of academic capacity building it offers comprehensive development principles learning theories and specific strategies to support academic growth and development *Developing Academics* explores academic capacity from a range of perspectives including What makes a high performing well rounded academic How can our academics be equipped to meet the demands of their current and future roles What are the essential characteristics of an outstanding developer and development service How can leaders support and guide high performing academics who wish to excel This book is divided into five parts The first explores academic capacity building and the role developers leaders and academics play The second part offers comprehensive guidance to higher education developers providing the theoretical grounding methodologies and advanced professional techniques that support their service delivery The third explores the academic development context mapping the key capabilities that academics need to acquire as they progress from early career to senior roles across their various portfolios The fourth explores strategies to evaluate and research the impact of higher education development on learners and their performance In the final part the design of higher education services

and their interaction with university leaders is explored illustrating the critical importance of building influence and impact across the university community The positioning of higher education development as a discipline is also mapped Developers leaders and academics will find this handbook to be an essential resource for regular reference full of useful insights tips and strategies to help them increase their outcomes and impact Readers are challenged to reflect on their own leadership and effectiveness throughout this work as individuals and contributors to academic capacity building

Academic Practice Saranne Weller,2019-04-01 This book gives a broad overview of the issues faced by early career academics and explores a variety of topics from curriculum planning to employability Fully updated throughout key features of this second edition include Two new chapters on HE assessment and becoming a supervisor New case studies in every chapter What the TEF means for universities This is essential reading for higher education faculty undertaking professional development courses such as the PG Certificate in Academic Practice PGCAP the PG Certificate in Teaching and Learning in Higher Education PGCTLHE PGHE and related courses and also for early career academics wishing to deepen their understanding of contemporary higher education

Resources in Education ,1997-04 **Higher Education** Lee Waller,Sharon Waller,2022-07-13 The world of education is experiencing a time of unprecedented change In our modern Covid racked world educational institutions and their respective delivery methodologies have been forcibly and forever transformed Most educators realize that these transformations are likely permanent and that procedures and systems of the past will no longer be relevant for the emerging post Covid educational environment The future provides countless challenges and great opportunities Those embracing the transformation will be poised to usher in a new age of educational achievement They will certainly unleash new educational methodologies techniques and strategies These institutions and educators will chart tomorrow s pathway

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