

377 Centre For Higher Education Studies

Barbara M. Kehm, Christine Musselin

Teaching and Learning in Higher Education Linda Evans, Ian Abbott, 1998-01-01 This study examines the quality of teaching in higher education. It highlights and analyzes the fundamental issues which influence and underlie the quality of teaching in higher education. In particular, it focuses on students' and tutors' perceived needs, requirements and practices. It also addresses the question of whether, and in what ways, it is possible for teaching in higher education to meet the requirements and to satisfy the needs and preferences of both students and tutors.

Introduction to University Teaching Richard Bale, Mary Seabrook, 2021-09-08 The essential guide to teaching and learning in higher education for anyone in teaching and learning support roles at university, including early career academics, postgraduate researchers and graduate teaching assistants.

An evaluation of the centre for administrative and higher education studies, faculty of education University of New England, New South Wales, 1982

Enhancing Teaching Practice in Higher Education Helen Pokorny, Digby Warren, 2021-05-05 This book integrates a wide body of theory and pedagogical research to enrich and empower teaching in universities, with a focus on transformational practice and education for social justice. In this fully updated second edition, you will be provided with ideas and practical strategies drawn from literature and real-life experience across a range of academic disciplines. This second edition includes:

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- Innovations in learning environments including responses to the pandemic, university writing and developing learning through, and for, work
- A new feature: case studies in every chapter to illustrate theoretical ideas across disciplines

The Institutional Basis of Higher Education Research Stefanie Schwarz, Ulrich Teichler, 2000-10-31 This book provides readers with a profound, up-to-date analysis of most recent developments in higher education institutions worldwide. The internationally acclaimed group of authors provide an in-depth analysis of the structure of the field of higher education research, and provide practical examples of the founding and managing of higher education institutes in the United States, Europe, Latin America, Africa, and Australia. The topic of training in higher education researchers is widely discussed. A cross-national comparison demonstrates the different training modes of higher education institutes and programmes for

young scholars who plan a career in higher education. The volume will be of relevance to all higher education researchers, administrators, policy makers, and graduate students who work in the field of higher education.

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.

Professional Development in Higher Education Gill Nicholls, 2001 First Published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Understanding Contemporary Issues in Higher Education Brendan Bartram, 2020-10-29 This insightful book offers a wide-ranging collection of lively discussions on contemporary issues, policies and practices in higher education. Bartram integrates contributions from experienced academics, teachers and students in a unique approach and structure, designed to enable students with both specific and wide-ranging interests in higher education to extend their understanding. Including discussion points, research tasks and suggestions on further reading in each chapter, Understanding Contemporary Issues in Higher Education discusses a range of topics, such as: universities and the mental health 'crisis'; knowledge, the state and the market; the role of technology in teaching and academic celebrification; disability, diversity and inclusive placement learning. Written specifically for Education Studies students, this book constitutes a timely addition to student-focused themed studies looking at aspects of higher education.

Studies in Higher Education Society for Research into Higher Education, 1978

Meeting the Challenges of Change in Postgraduate Education Trevor Kerry, 2012-01-26 Calls for a radical reappraisal of postgraduate education.

The Development of Higher Education Research in Europe Barbara M. Kehm, Christine Musselin, 2013-10-30 Though the book is a contribution to celebrate the 25th anniversary of the Consortium of Higher Education Researchers (CHER), it is not just about the history of the organisation as such. The contributions provide an account of the emergence of higher education as a field of study and research in Europe, its institutionalisation, and its relationships to higher education policy and practice. Furthermore, higher education research in Europe is contrasted to and contextualised by the example of higher education research and scholarship in Australia. The book is useful as an account about the emergence and development of higher education research as a field of study and research in Europe. It will be an interesting and insightful read for all

scholars and young researchers wanting to know about higher education research but also for scholars in fields like history of science, disciplinary differentiation, institutionalisation of fields of knowledge and research.

Enhancing Teaching Practice in Higher Education Helen Pokorny, Digby Warren, 2016-03-26 This book explores ways in which pedagogical research, theory, models and frameworks can be used pragmatically to enhance teaching practice in higher education. It provides practical strategies, ideas, techniques and approaches drawn from literature and real-life experience, using examples from a variety of disciplines. Cross-cutting themes include developing resilience and care for ourselves, our colleagues and our students, engaging with diversity in teaching and promoting dialogue and enquiry. It also addresses the dimensions of the UK Professional Standards Framework. Key coverage includes: Models of course and learning design and evaluation Teaching in different contexts including lectures and small groups, laboratory, studio and practice settings and supervising student research Enhancing assessment and feedback, student engagement and academic writing through inclusive practice Promoting participation in blended learning Developing students' work-relevant skills, attributes and practices Approaches to professional development including the role of mindfulness in teaching This is essential reading for lecturers on Higher Education Academy-accredited programmes, such as PGCTLHE, PGCAP, PG Cert HE, and for staff seeking HEA fellowship through experience-based routes, or who wish to develop more scholarly approaches to their practice.

Reconstructing Identities in Higher Education Celia Whitchurch, 2013 First Published in 2013. Routledge is an imprint of Taylor & Francis, an informa company.

The Centre for Higher Education Transformation , 2007

The Future of Higher Education Les Bell, Mike Neary, Howard Stevenson, 2009-05-11 The Future of Higher Education explores policy, pedagogy and the student experience at a conceptual level, enabling university staff to place their own work within a wider theoretical framework and to develop their own understandings of some of the key controversies that surround teaching and learning in higher education. The book is divided into three parts: Part 1 explores key policies that have shaped higher education since the late twentieth century, and traces the impact that these policies have had on the extent and nature of higher education provision. Part 2 explores how these emerging policies, and the need for higher education institutions to respond to them, have produced a radical re-evaluation of what higher education is and how it might best be delivered at an institutional level. Part 3 gives consideration to pedagogy and the student experience in contemporary higher education. The Future of Higher Education will be invaluable to all university staff, especially those following the PG Cert HE and other programmes within institutional CPD frameworks. It will also be of interest to researchers in this field.

Universities in the Flux of Time Paul Gibbs, Oili-Helena Ylijoki, 2015 Higher education and the institution of the university exist in time, their essential nature now continually subject to change; change in students, in knowledge, in

structure and in their own communities and those service. The nature of time in all the contemporary work on the university has been largely overlooked. This is an important omission and *Universities in the Flux of Time* has gathered leading academics whose contributions to the volume raise a debate as to the influence and use of time in the university. They do this in an exploration of how these changes are perceived in higher education and how these affect its temporality from local, national and global perspectives. The book opens new spaces for the development of the university and civic society. The book develops an interdisciplinary understanding of the temporal issues of engaging with the past, present and future of higher education and its institutions, through consideration of the increased speed demanded for the production of able students and innovative research, to the accountability pressures from central governments and commerce. Reflecting on these issues in the higher education sector, *Universities in the Flux of Time* is split into three parts, with each one addressing time and its multiple relationships with the university: - Past, Present and Future - Knowledge and Time - Living with Time This volume will provide essential reading for those on Higher Education Studies courses as well as a wider audience of managers, practitioners, policy makers, academics and students and from many disciplinary perspectives including sociology, organisation studies, social psychology and the philosophy of education--

Writing Centres in Higher Education Sherran Clarence, 2017-10-11 This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A Archer and R Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Teaching and Learning in Higher Education Elizabeth Cleaver, Maxine Lintern, Mike McLinden, 2018-09-26 This book explores best practice approaches to undertaking enquiry into learning and teaching in higher education for staff from all academic disciplines. A general introduction to the methods most commonly used in undertaking enquiry in the field of education is complemented by chapters exploring how research methods from a range of disciplinary areas can be adapted and used for educational enquiry. New to this second edition: · Chapters on interdisciplinary educational enquiry in geography and using ethnographic methods for educational enquiry · New case studies and suggested activities · A reflective final chapter inviting readers and their institutions to develop and promote an organisational culture founded on critical enquiry This is essential reading for anyone undertaking HE qualifications in learning and teaching (including PGCTLHE and

PGCAP) and for academics wishing to apply their skills of research and enquiry to their learning and teaching practice.

Reshaping Teaching in Higher Education ,2003 This practice-based guide shows how academic research activity can be connected to academic teaching activity in higher education to ensure that neither operates in a vacuum and that each can be enhanced by the other. It addresses issues at the individual, course and institutional level.

HE 2001 Susan Weil,1991

377 Centre For Higher Education Studies Book Review: Unveiling the Power of Words

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