

2ND EDITION

ACADEMIC PRACTICE

Developing as a Professional in Higher Education



SARANNE WELLER



Academic Practice Developing Professional Education

Drew H. Gitomer



Academic Practice Developing Professional Education:

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 Developing Professional Knowledge And Competence Michael Eraut, 2002-11 This volume analyzes different types of knowledge and know how used by practising professionals in their work and how these different kinds of knowledge are acquired by a combination of learning from books learning from people and learning from personal experience Drawing on various examples problems addressed include the way theory changes and is personalized in practice and how individuals form generalizations out of their practice Eraut considers the meaning of client centredness and its implications and to what extent professional knowledge is based on intuition understanding and learning He considers the issue of competence versus knowledge and the effect of lifelong learning on the quality of practice

ICEL2015-10th International Conference on e-Learning Dr Carlton Watson, 2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www.ejel.com These will be chosen for their quality of writing and relevance to the Journal's objective of publishing papers that offer new insights or practical help into the application e Learning **Developing Practice Capability** Narelle Patton, Joy Higgs, Megan Smith, 2018-04-16 This book focuses on professional practice capability development in workplace contexts It is built around the idea of workplace learning spaces being like crucibles in which many human material and ephemeral factors are brought together through

interactive exchanges of purpose and energy A Crucible Model for Professional Development is presented and explored as a means for better understanding workplace learning as a place and vehicle for learning for professional practice The power and potential for such learning spaces resembles the power of the apparently simple bowl of a crucible However when combined with the fire of enthusiasm for learning and teaching and the rich learning resources and opportunities these settings can provide the resultant catalytic reactions of professional growth and development can be both rewarding and outstanding This book challenges contemporary models of workplace learning and their ability to develop a broad range of professional practice capabilities The authors examine the nature and context of workplace learning in relation to capability development explore the potential of the Crucible Model to enhance workplace learning and provide narratives of professional practice capability development in action The discussions generate a range of implications and recommendations for workplace learning and capability development relevant to workplace learning educators and supervisors academic educators practitioners students and those with the power to shape the future direction of workplace learning for professional practice We invite you as readers of this book to consider the themes we have presented to reflect on your own experiences whether as a student workplace learning educator supervisor academic educator or a practitioner seeking to enhance your own capability development to re imagine workplace learning pedagogy and in so doing harness the potency of workplace learning experiences to develop professional practitioners capable of flourishing in and constructively contributing to 21st Century professional practice contexts **"Proof," Policy, and Practice** Paul E.

Lingenfelter, 2023-07-03 How can we fix our schools Improve graduation rates in college What works These are questions that make the headlines and vex policy makers practitioners and educational researchers While they strive to improve society there are frequently gulfs of mutual incomprehension among them Academics longing for more influence may wrongly fault irrationality ideology or ignorance for the failure of research to inform policy and practice more powerfully Policy makers and practitioners may doubt that academics can deliver ideas that will reliably yield desirable results This book bridges the divide It argues that unrealistic expectations lead to both unproductive research and impossible standards for evidence based policy and practice and it offers promising ways for evidence to contribute to improvement It analyzes the utility and limitations of the different research methods that have been applied to policy and practice as well as the strengths and weaknesses of educational reform strategies It explains why using evidence for accountability often makes things worse rather than better Paul Lingenfelter offers educational researchers and policy makers a framework for considering such questions as What problems are important and accessible What methods will be fruitful Which help policy makers and practitioners make choices and learn how to improve What information is relevant What knowledge is valid and useful How can policy makers and practitioners establish a more productive division of labor based on their respective capabilities and limitations He cautions against the illusion that straight forward scientific approaches and data can be successfully applied to society's most

complex problems While explaining why no single policy or intervention can solve complex problems he concludes that determination measurement analysis and adaptation based on evidence in specific situations can lead to significant improvement This positive even handed introduction to the use of research for problem solving concludes by suggesting emerging practices and approaches that can help scholars practitioners and policy leaders become more successful in reaching their fundamental goals

Motivation in Learning and Performance in the Arts and Sports Adina

Mornell, Frank Heuser, Margaret S. Osborne, Noa Kageyama, 2025-02-27 Motivation is a crucial factor in achieving success in any field but especially in the performing arts and sports where consistent practice discipline and creativity are required to maintain a high level of performance The science of motivation is relevant today more than ever for several reasons First motivation is a fundamental aspect of human behavior and understanding what drives individuals to perform at their best is essential in many contexts including education athletics and the workplace In this period of recovery and reset after pandemic related lockdowns knowledge about motivation can inform personal and policy decisions moving forward Second motivation is critical for achieving goals and an understanding of what motivates individuals can help them aspire to set and achieve realistic and meaningful aims Third motivation is essential for maintaining mental and physical health and wellbeing and an exploration of contributory factors can help individuals manage stress and anxiety

Universities in Crisis Eric

Lybeck, Catherine O'Connell, 2023-01-26 This book goes beyond now familiar analyses of neoliberal governmentality which tend to characterise academics as passive subjects or as strategic actors drawing on and cynically exploiting metrics as a form of capital exchangeable across different fields Instead Universities in Crisis draws on newer paradigms by drawing on processual post critical and phenomenological approaches that leave room for new spaces of negotiation discursive and practical for understanding and advancing academic professionalism in this rapidly changing context Contributors reflect various manifestations of the changing political and public climate as well as the unease that surrounds contemporary debates which position the academy in troubling ways Unifying concepts such as academic work jurisdiction and transdisciplinarity are deployed to transcend functional divisions within and between academics administrators managers and students Drawing on these theoretical and conceptual resources contributors engage in critical consideration of whether the potential for push back lies both in re emphasising the specialness of academic professionalism and in defining the commonalities with other professional groups of knowledge workers The book offers an unflinching analysis on the conditions which frame the darker side of professionalism and which are associated with increased precarity and reduced autonomy The contributors explore the dilemmas challenges and possibilities of professionalism for both early career academics and senior academic leaders

Handbook of Research on Educational Technology Integration and Active

Learning Keengwe, Jared, 2015-05-31 As today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but only how Forced to combat shorter attention spans

and an excess of stimuli teachers sometimes see technology as a threat rather than a potential enhancement to traditional teaching methods The Handbook of Research on Educational Technology Integration and Active Learning explores the need for new professional development opportunities for teachers and educators as they utilize emerging technologies to enhance the learning experience Highlighting the advancements of ubiquitous computing authentic learning and student centered instruction this book is an essential reference source for educators academics students researchers and librarians

Universities with a Social Purpose Kerry Shephard,V. Santhakumar,2024-01-05 This book is a narrative of conversations between two professors with different backgrounds academic disciplines life experiences and from different continents It shows how their discourse has brought them to a single destination defined by a mutual interest in the social purposes of universities and a hope in common that their academic efforts will somehow do good in the world The seventeen internationally agreed Sustainable Development Goals SDGs provide focus for aspirations and plans regarding sustainability but notably the SDGs targets and indicators rarely provide detailed accounts of who is expected to enact change This book addresses the role of higher education in this context and explores the social purposes of universities and their relation to the Sustainable Development Goals It presents an academic analysis of this complex situation based on insights from published literature on higher education and the personal but very different experiences of two professors with this shared interest

Measurement Issues and Assessment for Teaching Quality Drew H. Gitomer,2009 A comprehensive text that allows headteachers and school managers to monitor teacher quality

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