
TEACHING IMPROVEMENT PRACTICES

*Successful Strategies
for Higher Education*

**W. Alan Wright
and Associates**

Foreword by
Wilbert J. McKeachie and Barbara K. Hofer

Teaching Improvement Practices Successful Strategies For Higher Education

J.C. Smart



Teaching Improvement Practices Successful Strategies For Higher Education:

Teaching Improvement Practices W. Alan Wright, 1995 Routledge Library Editions: Higher Education

Various, 2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology **University Teaching** James Forest, 2018-10-10 Originally published in 1998 University Teaching looks at the world of university and college teaching in the study of higher education Providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions The book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide Higher Education: Handbook of Theory and Research J.C.

Smart, 2006-01-18 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers and policymakers Published annually since 1985 Pathways to the Profession of Educational Development Jeanette

McDonald, Denise Stockley, 2010-07-13 The contributors to this volume are academics working directly or indirectly with teaching and learning centers and professional communities serving in the capacity of educational developer researcher or specialist unit manager or director or senior administrator Drawing on survey and interview data individual experience or perspective and familiarity with the educational literature they offer a context to understand and appreciate how the field of educational development developer practice and individual pathways have evolved further highlighting what territory

remains to be explored and uncovered Over the last fifty years educational development has evolved from an informal set of instructional improvement activities championed by individuals to a scholarly field of study and practice that aims to advance teaching and learning at the individual institutional and more recently sector levels During this time educational development work has moved from the fringes to the mainstream of the higher education landscape bringing to the community a diverse group of dedicated academic professionals This volume draws on their experience and insight to provide an invaluable guide to future challenges and issues This is the 122nd volume of the Jossey Bass higher education quarterly report series New Directions for Teaching and Learning which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

Resources in Education ,1997 **The University in the Age of Globalization** W. Bienkowski,J. Brada,G. Stanley,2012-07-06 An informed discussion of the global education market analysing the rankings system and the determinants which help universities to advance The authors examine possible improvements in the promotion and commercialization of university research and the role of universities in the social and economic development of transition economies

Teaching and Learning in Medical and Surgical Education Linda H. Distlehorst,Gary L. Dunnington,J. Roland Folse,2000-04-01 The idea for this book was originally conceived by Terrill Mast in conversations with Roland Folse Dr Mast was dedicated to the belief that all medical teachers should be generalists with skills and knowledge in all aspects of the field Before his untimely death he recruited most of the prestigious contributors to this important new book This comprehensive volume features a review of the major topics in medical and surgical education by today s leading authorities in the field The assembled authors represent a Who s Who in medical education around the world Each chapter provides a state of the art overview of the topic along with the projected changes most likely to occur over the next decade A must have for anyone responsible for educating students residents and physicians in the medical and surgical fields this new book addresses the critical medical educational issues of the next millennium in one comprehensive volume

Quality Management Principles and Policies in Higher Education Baporikar, Neeta,Sony, Michael,2019-08-02 One of the key elements in determining the socio economic significance of education is quality Quality management plays an integral role in higher education by ensuring that quality benchmarks are being met thereby attributing to its prestige increased enrollment and student success Quality management policies must be successfully implemented for the institution to thrive With quality management still in the growing stage research is needed regarding the applications challenges and benefits of these policies within advanced academics Quality Management Principles and Policies in Higher Education provides emerging research exploring the theoretical aspects of quality management policies and applications within the educational field Featuring coverage on a broad range of topics such as faculty involvement administration practices and critical success factors this book is ideally designed for educators administrators educational consultants researchers

policymakers stakeholders deans provosts chancellors academicians and students seeking current research on successfully implementing quality management systems in teaching learning and administrative processes *The Learning Portfolio*

John Zubizarreta, 2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios **Enhancing Teaching and Learning Through**

Collaborative Structures Jeffrey L. Bernstein, Brooke A. Flinders, 2017-01-12 In this volume the authors contend that teaching and learning must be viewed as communal work whether conducted in one classroom with colleagues at a programmatic level or when tackled on a university wide scale When educators partner with faculty colleagues or students in teaching and learning it becomes possible to improve the educational experiences of all students model professional behaviors that students will soon be expected to embrace and positively impact graduates peers campuses and even communities at large By intentionally creating collaborative structures for communal work to occur educators can broaden access to opportunities for students improve engagement experiences within the community and improve faculty support and scholarship Exploring multiple perspectives on collaborative structures in teaching and learning this volume discusses ways to consider the collaborative structures within education that allow for shared contributions to teaching and learning It discusses the need for practitioners to view teaching and learning as truly communal work regardless of the type of setting This is the 148th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers *Building Faculty Learning Communities* Milton D. Cox, Laurie Richlin, 2011-10-07 Changing our

colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult Faculty learning communities have proven to be effective for addressing institutional challenges from preparing the faculty of the future and reinvigorating senior faculty to implementing new courses curricula and campus initiatives on diversity and technology The results of faculty learning community programs parallel for faculty members the results of student learning communities for students such as retention deeper learning respect for other cultures and greater civic participation The chapters in this issue of New Directions for Teaching and Learning describe from a practitioner s perspective the history development implementation and results of faculty learning communities across a wide range of institutions and purposes Institutions are invited to use this volume to initiate faculty learning communities on their campuses This is the 97th issue of the quarterly journal New Directions for Teaching and Learning *Nursing Education*

Barbara Ann Moyer, Ruth A Wittman-Price, 2007-08-10 Whether you are new to teaching or an experienced educator looking for innovative techniques this new resource offers a wealth of theoretical knowledge and practical guidance from a who s who of nursing education leaders From foundational concepts curriculum development and instructional principles and methods through intervention and evaluation methods for didactic and clinical settings to technology and visions for nursing education s future every aspect of teaching is covered in step by step detail The Realities of Change in Higher Education Lynne Hunt, Adrian Bromage, Bland Tomkinson, 2006-09-27 The Realities of Change in Higher Education explores the theory and practice of the everyday reality of change to promote learning and teaching in universities Drawing on international case studies it analyses a range of practical strategies to promote change that enhance students learning Structured to flow from analysis of policy level change through to small scale change at curriculum level experienced practitioners consider key topics including national policies and strategies different leadership styles the advancement of teaching and learning through research and scholarship how communities of practice may be effective agents for change in higher education the relationship between technology and change student assessment as a strategic tool for enhancing teaching and learning With practical advice to enhance the learning experience of increasing numbers of university students this book will appeal to all practitioners involved in improving learning and teaching outcomes in higher education Academic Working Lives Lynne Gornall, Caryn Cook, Lyn Daunton, Jane Salisbury, Brychan Thomas, 2014-01-30 Provides a fine grained multidisciplinary multi context and inclusive set of approaches to the challenges and complexities within contemporary academic working lives

Virtual Mentoring for Teachers: Online Professional Development Practices Keengwe, Jared, 2012-08-31 A major investment in professional development is necessary to ensure the fundamental success of instructors in technology integrated classrooms and in online courses However while traditional models of professional development rely on face to face instruction online methods are also gaining traction viable means for faculty development Virtual Mentoring for Teachers Online Professional Development Practices offers peer reviewed essays and research reports contributed by an array of scholars and practitioners in the field of instructional technology and online education It is organized around two primary themes professional development models for faculty in online environments and understanding e Learning and best practices in teaching and learning in online environments The objective of this scholarship is to highlight research based online professional development programs and best practices models that have been shown to enhance effective teaching and learning in a variety of environments Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes

of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

Faculty Mentoring Susan L. Phillips, Susan T. Dennison, 2023-07-03 Faculty mentoring programs greatly benefit the institutions that have instituted them and are effective in attracting and retaining good faculty Prospective faculty members commonly ask about mentoring at on campus interviews and indicate that it is a consideration when choosing a position Mentoring programs also increase the retention rate of junior faculty greatly reducing recruitment costs and particularly help integrate women minority and international faculty members into the institution while providing all new hires with an orientation to the culture mission and identity of the college or university The book provides step by step guidelines for setting up planning and facilitating mentoring programs for new faculty members whether one on one or using a successful group model developed and refined over twenty five years by the authors While it offers detailed guidance on instituting such programs at the departmental level it also makes the case for establishing school or institutional level programs and delineates the considerable benefits and economies of scale these can achieve The authors provide guidance for mentors and mentees on developing group mentoring and individual mentor prot g relationships the corresponding chapters being available online for separate purchase as well as detailed outlines and advice to department chairs administrators and facilitators on how to

establish and conduct institution wide group mentoring programs and apply or modify the material to meet their specific needs For training and faculty development purposes we also offer two chapters as individual e booklets Each respectively provides a succinct summary of the roles and expectations of the roles of Mentor and Mentee Faculty Mentoring Mentor Guide Faculty Mentoring Mentee Guide The booklets are affordably priced and intended for individual purchase by mentors and mentees and are only available through our Web site

Building Teaching Capacities in Higher Education

Alenoush Saroyan, Mariane Frenay, 2023-07-03 This book is the culmination of three years work by teams from eight institutions in five different European and North American countries The teams included faculty developers professors and graduate students interested in developing and disseminating a more profound understanding of university level pedagogy The purpose of the project was first to conceptualize what an internationally appropriate formal academic program for faculty development in higher education might look like taking into account differing national contexts from national standards for faculty development U K and Scandinavia almost universal institutional support North America to virtually no activities France The intention was to create and nurture a community of practice enriched and informed by a range of expertise and different higher education traditions cultures and languages To do so the book begins with a section of five case studies that describe current practice in Belgium Canada Denmark France and Switzerland The second purpose was to define a common curriculum or core course with common foundations for faculty and graduate students based on a distributed learning model The final section of the book presents a concrete concept map used to define the curriculum and to educational developers with useful tool for furthering their work and explains the rationale for redefining faculty development as educational development This book offers practitioners around the world a framework and model of educational development that can serve a number of purposes including professional development monitoring and assessment of effectiveness and research as they seek to meet increasing demands for public accountability For North American readers it offers insight into the vision and aims of the Bologna Process with which they may need to engage to maintain international competitiveness

To Improve the Academy

Judith E. Miller, 2010-10-18 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants

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