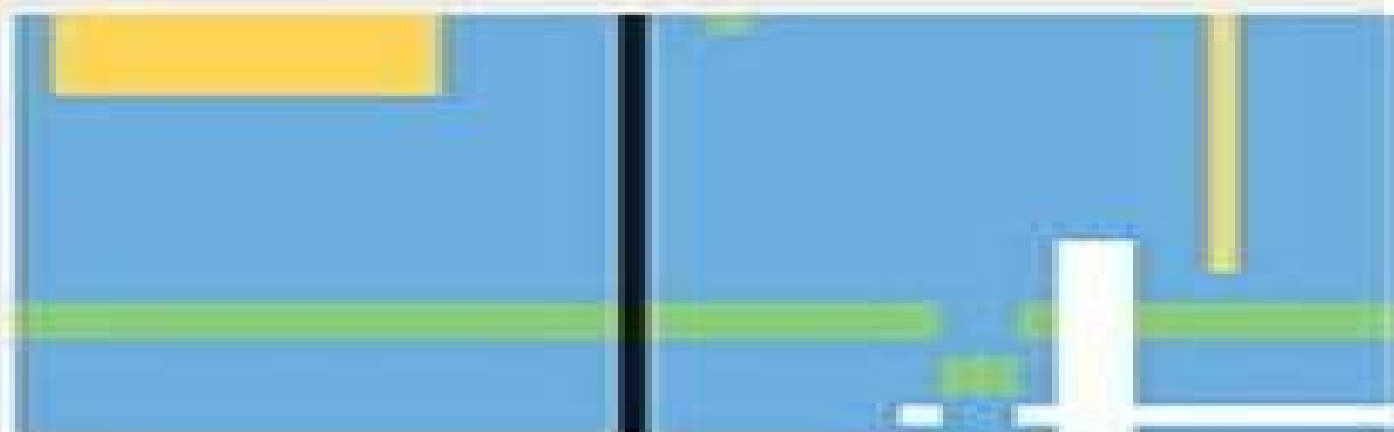


Improving Teaching and Learning in Higher Education

A whole institution approach



Vaneeta D'Andrea
David Gosling

Improving Teaching And Learning In Higher Education

**Deutsche Stiftung für Internationale
Entwicklung**



Improving Teaching And Learning In Higher Education:

Improving Teaching And Learning In Higher Education: A Whole Institution Approach D'Andrea, Vaneeta, Gosling, David, 2005-08-01 Universities are increasingly being required to pay greater attention to improving teaching and enhancing student learning This text will assist universities and colleges to achieve these goals by establishing an approach to institutional change which is well founded on both research and practical experience *Learning to Teach in Higher Education* Paul Ramsden, 2003-09-02 This bestselling book is a unique introduction to the practice of university teaching and its underlying theory This new edition has been fully revised and updated in view of the extensive changes which have taken place in higher education over the last decade and includes new material on the higher education context evaluation and staff development The first part of the book provides an outline of the experience of teaching and learning from the student s point of view out of which grows a set of principles for effective teaching in higher education Part two shows how these ideas can enhance educational standards looking in particular at four key areas facing every teacher in higher education Organising the content of undergraduate courses Selecting teaching methods Assessing student learning Evaluating the effectiveness of teaching Case studies of exemplary teaching are used throughout to connect ideas to practice and to illustrate how to ensure better student learning The final part of the book looks in more detail at appraisal performance indicators accountability and educational development and training The book is essential reading for new and experienced lecturers particularly those following formal programmes in university teaching such as courses leading to ILT accreditation Improving Teaching, Learning, Equity, and Success in Gateway Courses Andrew K. Koch, 2018-01-24 Gateway courses college credit bearing and or developmental education courses that enroll large numbers of students and have high rates of Ds Fs withdrawals and incompletes are a ubiquitous part of the undergraduate experience in the United States As long as there have been U S colleges and universities there have been entry courses that pose difficulties for students courses that have served more as weeding out rather than gearing up experiences for undergraduates This volume makes the case that the weed out dynamic is no longer acceptable if it ever was Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students and this new level of access is coupled with increased scrutiny of retention and graduation outcomes Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching learning and outcomes in these foundational components of the undergraduate experience Back cover Integrating Pedagogy and Technology James A. Bernauer, Lawrence A. Tomei, 2015-06-08 Integrating Teaching and Technology A Matrix for Professional Faculty Development provides college faculty and administrators with the foundations for a new model for integrating the two most critical dimensions of teaching and learning pedagogy and technology the Integrated Readiness Matrix IRM Integrating Teaching and Technology began as dialogue among the authors and their university peers focusing on how best to integrate

technology into instruction Achieving this goal requires all faculty to be conversant with the theories of learning the taxonomies and domains of learning and a new methodology for preparing and developing college faculty for a career of classroom teaching Only by building on a foundation of educational theories can we meet students where they are while designing instruction that fosters student growth and achievement

Improving Teaching and Learning in Higher Education Paul Ramsden,1987

Improving Teaching and Learning in Higher Education Deutsche Stiftung für Internationale Entwicklung, *Lesson Study* Bill Cerbin,2023-07-03 Why do students stumble over certain concepts and ideas such as attributing causality to correlation revert to former misconceptions even after successfully completing a course such as physics students continuing to believe an object tossed straight into the air continues to have a force propelling it upward or get confused about terminology such as conflating negative reinforcement with punishment This is the first book about lesson study for higher education Based on the idea that the best setting in which to examine teaching is where it takes place on a daily basis the lecture hall seminar room studio lab and the online classroom management system lesson study involves several instructors jointly designing teaching studying and refining an individual class lesson in order to explore student learning problems observe how students learn and analyze how their instruction affects student learning and thinking The primary purpose is to help teachers better understand how to support student learning and thinking By observing how students learn through lesson study teachers can improve their own teaching and build knowledge that can be used by other teachers to improve their practice Lesson study grew out of the collective efforts of classroom teachers in Asia most notably in Japan to improve their teaching Subsequently imported tested and implemented by a group of instructors of biology economics English and psychology at the University of Wisconsin La Crosse the process proved so valuable that the university has since established the College Lesson Study Project of which the author of this book is Director Focusing on a single lesson enables participants to examine in detail every step of the teaching process from vision and goals to instructional design to implementation to observation and analysis of student performance and then evidence based improvement It enables faculty to explore learning problems that matter most to them learn alternative ways to teach from one another and co design new course materials This book introduces lesson study practices to college teachers providing the necessary guidance tools examples models and ideas to enable teachers to undertake lesson study in their own classes It also explores the underlying rationale for lesson study practices and how to realize the full potential of lesson study to advance teaching and learning A Joint Publication with the National Teaching and Learning ForumAn ACPA NASPA Joint Publication

Developing Teaching and Learning in Higher Education Gill Nicholls,2002-11-01 As a result of development within Higher Education teaching and learning new lecturers are expected to have training and induction in teaching and learning strategies 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 Learning and Teaching in Higher*

Education is supported by extensive research and provides practical examples of key issues The book guides the new lecturer through the process of reflection and self improvement as well as demonstrating the benefits of producing a portfolio of development This text also details how to achieve associate membership of the ILTHE and provides evidence for promotion

Models for Improving College Teaching Jon E. Travis,1997 This report presents a collection of teaching models to help college faculty improve their teaching Six categories of teaching models are presented 1 assessment and feedback models including the Classroom Assessment model created by Angelo and Cross and already widely used among community college faculty 2 discussion and sharing models such as the Great Teachers Seminar which provide faculty with an event and an environment especially conducive to sharing ideas among colleagues 3 dissemination models which dispense an extensive assortment of ideas to large audiences of faculty 4 clinical development models such as the Instructional Skills Workshop which uses a laboratory setting common to teacher preparation programs 5 teaching and learning models such as Anderson s Adaptive Control of Thinking model which describes the learning process and presents specific procedures to facilitate specific learning types and 6 instructional planning models such as Gagne s Instructional Event Design that can help the faculty member through the process of course and lesson planning Three appendixes provide teaching resource lists and sample questions using classification systems Contains approximately 240 references MDM

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

Improving Student Learning at Scale Keston H. Fulcher,Caroline Prendergast,2023-07-03 This book is a step by step guide for improving student learning in higher education The authors argue that a fundamental obstacle to improvement is that higher educators administrators and assessment professionals do not know how to improve student learning at scale By this they mean improvement efforts that span an entire program affecting all affiliated students The authors found that faculty and administrators particularly struggle to conceptualize and implement multi section multi course improvement efforts It is unsurprising that ambitious wide reaching improvement efforts like these would pose difficulty in their organization and implementation This is precisely the problem the authors

address The book provides practical strategies for learning improvement enabling faculty to collaborate and integrating leadership social dynamics curriculum pedagogy assessment and faculty development In Chapter 2 the authors tell a program level improvement story from the perspective of a faculty member Chapter 3 inverts Chapter 2 Beginning from the re assess stage the authors work their way back to the individual faculty member first pondering whether she can do something to impact students skills They peel back each layer of the process and imagine how learning improvement efforts might be thwarted at each stage Chapters 4 through 9 dig deeper into the learning improvement steps introduced in Chapters 2 and 3 Each chapter provides strategies to help higher educators climb each step successfully Chapter 10 paints a picture of what higher education could look like in 2041 if learning improvement were embraced And finally Chapter 11 describes what you can do to support the movement

Developing a Center for Teaching Excellence Lawrence A. Tomei, James A. Bernauer, Anthony Moretti, 2016 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

Improving Teaching and Learning Vaneeta D'Andrea, David Gosling, 2005 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

Teaching Improvement Practices W. Alan Wright, 1995 **Using Evidence of**

Student Learning to Improve Higher Education George D. Kuh, Stanley O. Ikenberry, Natasha A. Jankowski, Timothy Reese Cain, Ewell, Pat Hutchings, Jillian Kinzie, 2014-12-09 American higher education needs a major reframing of student learning outcomes assessment Dynamic changes are underway in American higher education New providers emerging technologies cost concerns student debt and nagging doubts about quality all call out the need for institutions to show evidence of student learning From scholars at the National Institute for Learning Outcomes Assessment NILOA Using Evidence of Student Learning to Improve Higher Education presents a reframed conception and approach to student learning outcomes assessment The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity Today s circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform efforts to improve teaching learning and decision making Whether you re in the classroom an administrative office or on an assessment committee data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success Use this book to Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness Shift the view of assessment from being externally driven to internally motivated Learn how assessment results can help inform decision making Use assessment data to manage change and improve student success Gauging student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent civically responsible life For assessment professionals and educational leaders Using Evidence of Student Learning to Improve Higher Education offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient

Doing Research to Improve Teaching and Learning Kimberly M. Williams, 2014-10-10 Given the increased accountability at the college and university level one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers This book is a step by step guide for doing research to inform and improve teaching and learning With background and instruction about how to engage in these methodologies including qualitative quantitative and mixed methods Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one s research skills to improve teaching This valuable resource equips faculty with the skills to collect and use different types of research evidence to improve teaching and learning in any college and university classroom Special Features Chapter openers highlight the questions and issues that will be addressed in each chapter Recurring text boxes provide authentic examples from actual research studies student work and instructor reflections Coverage of challenges key successes and lessons learned from classroom research presents a nuanced and complete understanding of the process *Improving Teaching and Learning in Higher Education* Sinfree Makoni, 2000

Teacher Development in Higher Education Eszter Simon, Gabriela Pleschová, 2012 This book investigates the challenges

of creating effective instructional development programs in higher education Building upon experience from higher education programs around the world and using a variety of research methods it examines how success is to be understood how successful current programs are and what determines program success

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

Improving Instruction Charles C. Cole, 1982

Reviewing **Improving Teaching And Learning In Higher Education**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Improving Teaching And Learning In Higher Education**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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