

The Cutting Edge

The Society for Research into Higher Education

The Learning University

Towards a
New Paradigm?

Chris Duke

Learning University Towards A New Paradigm

**Keith Watson, Celia Modgil, Sohan
Modgil**



Learning University Towards A New Paradigm:

The Learning University Christopher Duke, 1992

From Governance to Identity Alberto Amaral, Ivar

Bleiklie, Christine Musselin, 2008-11-06 On the occasion of Mary Henkel's seventieth birthday a group of her colleagues have come together to write this volume of articles as a tribute to her work and a token of gratitude for contributions to higher education research. The authors analyse these developments leading up to and possibly beyond the present in a tribute to Mary Henkel's work using her birthday as an occasion to focus attention on her contributions to higher education research something she would normally seek to avoid. This book is also a contribute to understanding how research in higher education has developed since its origins as Mary Henkel was one of its founding scholars together with other well known researchers such as Maurice Kogan Guy Neave Ulrich Teichler Martin Trow Burton Clark etc. The book will be useful to all researchers in areas related to higher education namely governance academic work academic identities and quality.

Being a University Ronald Barnett, 2010-10-06 The university both in its form and the ideas through which it is

understood continues to evolve. In this book Ron Barnett questions just what is it to be a university. And what might the university become. *Imagining the University* Ronald Barnett, 2013 *Imagining the University* seeks to address each of the issues facing higher education and does so by first identifying a very wide range of ideas of the university as it is now unfolding and could become secondly by evaluating those conceptions of the university with a classification of ideas of the university and thirdly by reflecting on the imagination itself its current impoverishment and its possibilities. Whether studying researching or deciding policy this book is vital reading to all those involved in the planning and delivery of higher education.

The Higher Education Manager's Handbook Peter McCaffery, 2013-04-15 The Higher Education Manager's

Handbook 2 e has been substantially updated and reflects important changes that have occurred since its first publication in 2004. It offers excellent counsel and guidance on all aspects of the manager's role and provides the navigational tools to successfully operate within Higher Education organizations. Within this new edition Peter McCaffery continues to draw on a wealth of US and UK case study materials drawn from innovative practice. This best selling guide builds upon its original strengths and remains an engaging accessible and highly enjoyable read. Written in the unique perspective of the HE manager it offers practical advice that can be implemented immediately by managers and university leaders at all levels. It addresses the internal ramifications of cynicism and demoralisation that are rife within many academic communities and is based on four pre requisites essential for becoming an effective HE leader: Knowing Your Environment, Knowing Your University, Knowing Your Department, Knowing Yourself. What's new in the second edition: New Chapter Celebrating Diversity, The Specific strategic drivers in HE, University Governance, The Business Facing University, The Community University, Fostering Research Excellence, Fostering Teaching Excellence and Enhancing the Student Experience, Internationalization, Managing your Reputation, Managing in a crisis. Higher Education Managers Team Leaders Vice Chancellors Provosts

University Presidents Department Heads and Student Affairs Administrators will find this book to be an irreplaceable resource that occupies a permanent within hands reach position on their desk and or nearest bookshelf

Interdisciplinary Higher Education Martin Davies, Marcia Devlin, Malcolm Tight, 2010-11-08 Offers a contemporary of our understanding and practice of interdisciplinary higher education This book considers a range of theoretical perspectives on interdisciplinarity the nature of disciplines complexity leadership group working and academic development

Routledge International Companion to Education Miriam Ben-Peretz, Sally Brown, Bob Moon, 2004-04-28 The Routledge International Companion to Education aims to address the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium **EBOOK: Leading Academics** Robin

Middlehurst, 1993-12-16 Based on research in universities this book is a comprehensive examination of leadership in British higher education Robin Middlehurst critiques contemporary ideas of leadership and their relevance to academe She explores the relationship between models of leadership and practice at different levels of the institution and argues for a better balance between leadership and management in universities in order to increase the responsiveness and creativity of higher education The Higher Education Manager's Handbook , **EBOOK: Educational Development** Ray Land, 2004-11-16

What do educational developers see as the main issues to be tackled within their work How does the educational context and culture in which they work affect the practice of educational developers How do educational developers perceive change occurring within higher education organisations In higher education institutions worldwide issues relating to quality in teaching and learning have gained prominence over the last two decades as student numbers and the need to be publicly accountable have increased During this time a sizeable community of educational developers has emerged whose work and research focuses on the enhancement of the student experience in higher education A significant issue for these developers is how change can be effected in organisations with well established academic cultures and practices beset by many other priorities and pressures This first book length analysis of developers as a community of practice illustrates in their own words the issues they face their differing orientations to development given their differing organisational cultures and how they see their institutional role What emerges is the contested notion of development itself and a tribe of developers who though fragmented offer a rich variation in their discourse identity and practice Drawing upon developers own voices the book offers a lively and accessible narrative approach to this rapidly evolving area It is a useful guide to help individual developers compare their own practice with that of others and development teams to map the effectiveness of their own centre s provision Educational Development is essential reading for educational developers teaching and learning coordinators and teaching fellows as well as senior managers with remits for academic development and directors of quality assurance It is also of interest to those in higher education who are concerned with bringing about organisational or cultural change **Opening Education** Terry Evans, Daryl Nation, 2013-04-15 We live in a society with ever changing needs and

expectations Education practitioners and policy makers need therefore to face the challenges of new economic social and technological conditions in their work There is a global concern to develop forms of education and training which are open to the demands of needs of learners and which are accessible at times and places suitable to those learners Governments institutions and practitioners are developing and implementing policies which reflect these trends The overall theme of this book is the relationship between government and organizational policies and the work of practitioners in open and distance learning The book does this by exploring a selection of international examples The authors many of them recognized experts write from a wide range of international and organizational perspectives Each one draws on significant experience within his or her field Terry Evans is Head of the Graduate School of Education at Deakin University He was the foundation director of the Master of Distance Education course there and has extensive experience teaching undergraduate and postgraduate students Daryl Nation is Deputy Head of the School of Humanities and Social Sciences at Monash University He is Associate Professor in the School and divides his time between policy development research and teaching

Thinking and Rethinking the University Ronald Barnett, 2014-11-27 In the World Library of Educationalists series international scholars compile career long selections of what they judge to be among their finest pieces so the world has access to them in a single manageable volume Readers are able to follow the themes and strands and see how their work contributes to the development of the field Over more than three decades Professor Ronald Barnett has acquired a distinctive position as a leading philosopher of the university and higher education and this volume brings together 15 of his key writings particularly papers from leading journals This volume also includes as his introductory chapter an intellectual autobiography in which Professor Barnett recounts the history of his scholarship and writing traces its development across five stages and identifies the themes and sources of inspiration that lie within his corpus of work Ronald Barnett has described his corpus of work as a social philosophy of the university that is at once conceptual critical practical and imaginative His concepts of criticality critical interdisciplinarity supercomplexity and the ecological university have been taken up in the literature across the world Through telling examples and with an incisive clarity of writing Ronald Barnett's scholarship has helped to illuminate in fresh ways and reorient practices in the university and in higher education The chapters in this volume reveal all of these qualities so making this volume a compelling overview of a passionate and yet constructive critic of the university

Excellence and Sustainability : USM and the APEX journey. Volume 1: The Road Ahead (Penerbit USM) Ooi Keat Gin, 2012 USM became the first institution of higher learning to be inducted in Malaysia's APEX in early September 2008 With induction into APEX the Ministry of Higher Education MQHE is expecting USM to be amongst the world's top 100 universities by the year 2013 and in the elite 50 by 2020 Excellence and Sustainability USM and the APEX Jozlreney Volume I The Road Ahead charts the experiences of the University's community staff and students drawn from the research findings of the APEX University Research Agenda AURA Project 2008 2014 AURA's researchers focused on the pre APEX phase last quarter of 2008 the

period prior to the implementation of the transformation plan Basically Volume I The Road Ahead examines the readiness of staff academic and non academic and students undergraduates and postgraduates in gearing themselves for the challenges ahead in the context of APEX **International Perspectives on Lifelong Learning** Colin Griffin,John Holford,Peter

Jarvis,2013-01-11 Taking an international perspective the authors examine the theoretical and practical aspects of lifelong learning A number of issues and key areas of debate are addressed in different national and international contexts and case studies are provided from countries including Hong Kong **Reforms in Higher Education** Keith Watson,Celia

Modgil,Sohan Modgil,1997-01-01 This text addresses the reforms in the financial and administrative structure of higher education government intervention in introducing new managerial techniques and quality audits and the implications of these changes for both academics and administrators It is one of a series of four volumes which look at the educational dilemmas facing governments professional educators and practising administrators in the current climate in education The issues are addressed from international and comparative perspectives **Gender, Change and Identity** Barbara

Merrill,2019-06-04 First published in 1999 this volume centres on a case study which looks at the experiences of non traditional adult women students in universities from the perspective of the actors The interaction of structure and agency and the significance of macro and micro levels in shaping the behaviour attitudes and experiences of women adult students are examined by drawing on three perspectives feminism Marxism and interactionism An underlying question is to what extent did studying change the way participants perceived themselves as women It relates life histories to their student career as individuals and collectively as subcultural groups It also breaks new ground by including a sample of male adult students in order to compare and clarify gender issues It also uses macro and micro sociological theories as a tool for understanding the experiences of women at university and the relationship between their public and private lives The book concludes that studying for a degree represented an active decision to take greater control to break free from gender and class restraints and to transform individual lives The study aims to clarify and reassert the radical individual traditions within sociology feminism and adult education **Higher Education and National Development** David Bridges,Palmira

Juceviciene,Roberta Jucevicius,Terence H. Mclaughlin,Jolanta Stankeviciute,2006-11-27 Universities and societies around the world are involved in significant transition Universities are now invited to expand their central aims and purposes in order to embrace a role in relation to the development of the societies in which they are located This change of focus has major implications for curricula modes of teaching and the student body International contributors to this wideranging text discuss different aspects of the phenomenon of globalisation in relation to higher education but also in relation to moves by nation states to devolve government to regional and subregional bodies and the implications this has for educational systems

Understanding Pedagogy Peter Mortimore,1999-06-18 This presents a useful and thoughtful overview of the ways in which thinking about pedagogy has changed in research and practice Dr A Loveless University of Brighton I commend it to

anyone with a concern for teaching in any of its forms School Leadership and Management In this controversial book Peter Mortimore and a team from London University's Institute of Education explore what is meant by the term pedagogy They investigate its context and describe some of the recent shifts in thinking about it Pedagogy affects the way hundreds of thousands of learners of different ages and stages are taught Yet until recently it has been a neglected topic Instead of having access to systematic evidence about its impact innovative teachers have been guided only by ideological positions folk wisdom and fashionable enthusiasms for particular approaches The contributors to this book all with professional backgrounds as teachers have scoured the literature to examine the impact of different pedagogies on nursery primary and secondary schools as well as on further education colleges universities and the workplace The book also considers learners with special educational needs and the implications of using information and communications technology The authors open up debates on the following key topics how best to define pedagogy what we know about the impact of particular pedagogies on learning what is still not known whether there are important differences between the pedagogy used for learners of different ages and stages whether any lessons for the future can be gleaned from current practice This important book is invaluable reading for interested teachers working with learners of all ages The issues raised affect the way we think about the teaching of the under fives through to university students and continuing lifelong learners It is essential reading for policymakers practitioners and tutors *Resources in Education*, 1998 **Research Anthology on Vocational**

Education and Preparing Future Workers Management Association, Information Resources, 2022-04-08 Many students across the globe seek further education for future employment opportunities Vocational schools offer direct training to develop the skills needed for employment New emphasis has been placed on reskilling the workforce as technology has infiltrated all aspects of business Teachers must be prepared to teach these new skill requirements to allow students to directly enter the workforce with the necessary competences intact As the labor market and industry are changing it is essential to stay current with the best teaching practices within vocational education courses to provide the future workforce with the proper tools and knowledge The Research Anthology on Vocational Education and Preparing Future Workers discusses the development opportunities and challenges of vocational education courses and how to best prepare students for future employment It presents the best practices in curriculum development for vocational education courses and analyzes student outcomes Covering topics such as industry academia collaboration student satisfaction and competency based education this major reference work is an essential resource for academic administration pre service teachers educators of vocational education libraries employers government officials researchers and academicians

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