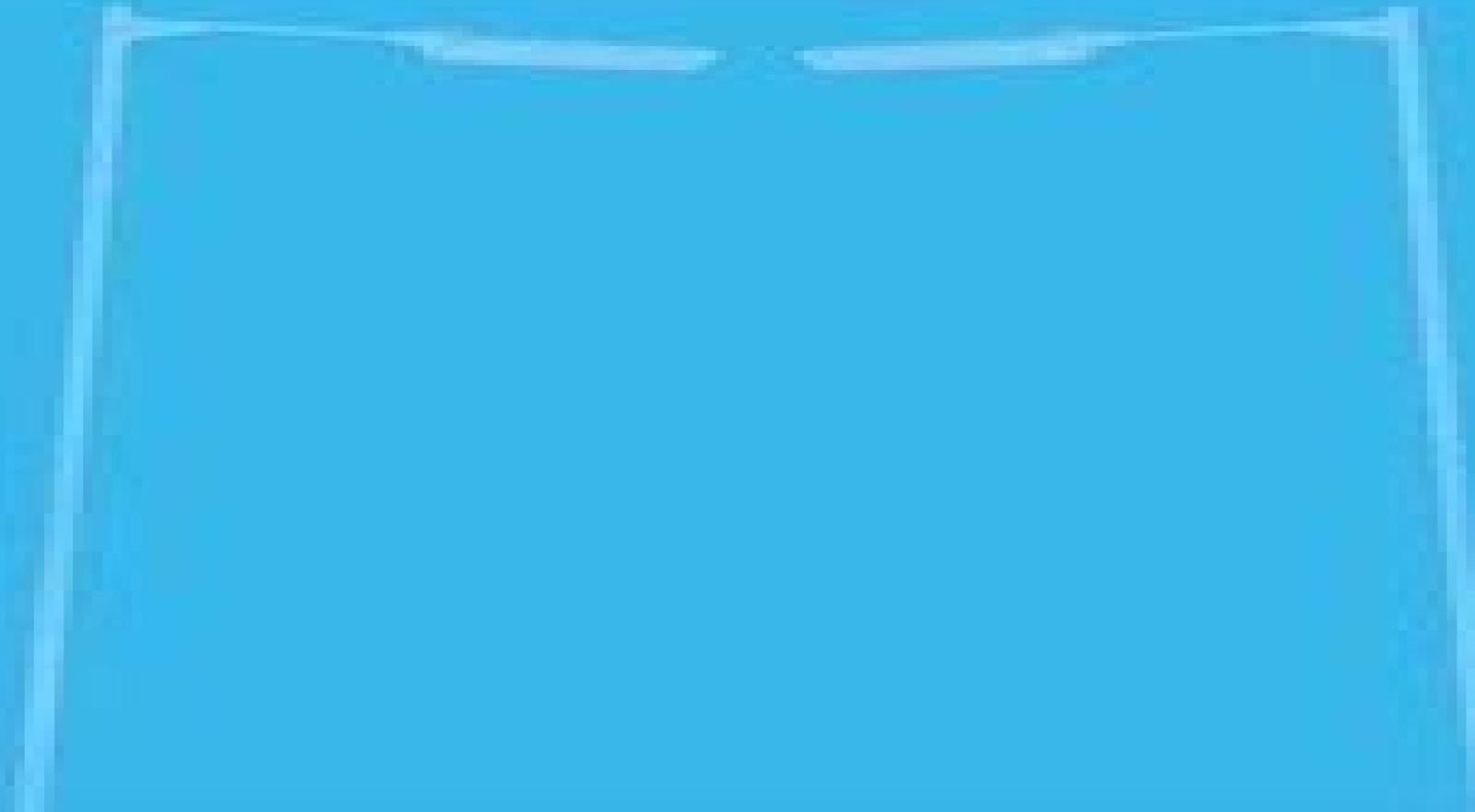


# LEARNING TOGETHER

Peer building in higher education

NANCY FALCHIKOV



# Learning Together Peer Tutoring In Higher Education

**Badea, Mihaela, Suditu, Mihaela**



## **Learning Together Peer Tutoring In Higher Education:**

Learning Together Nancy Falchikov,2000-12-01 This new text which includes chapters by major UK academics and consultants who are specialists in the reward management field is the first to adopt a critical and theoretical approach to these changes in reward systems

*Learning Together* Nancy Falchikov,2003-08-27 The number of students in higher education has expanded dramatically in recent years but funding has not kept pace with this growth The result is less contact time for lecturers and their students and corresponding worries about how the quality of teaching and learning can be improved Peer tutoring is one method which is growing in popularity and has already proved successful in a number of countries This book provides an introduction to the methods and practice of peer tutoring focusing on how to set up schemes and how to cope with common problems It discusses the theory behind this form of learning and the beneficial effects associated with it Summaries are included at the end of each chapter

*Learning Together* Nancy Falchikov,2002

Rethinking Assessment in Higher Education David Boud,Nancy Falchikov,2007-03-28 This book critically examines assessment what it achieves and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching learning and assessment to prepare students for a lifetime of learning

Best Practices in English Teaching and Learning in Higher Education Lillian L. C. Wong,2023-11-24 Lillian Wong brings together evidence informed studies which are at the forefront of higher education developments in English language teaching and learning and shares expertise from prominent academics in Hong Kong Written by experienced practitioners who are active in the evolving field of scholarship of teaching and learning it provides accessible and engaging insights into best practices in new and innovative areas such as communities of practice scholarship big data analytics digital literacies blended learning small private online courses dialogic use of exemplars students as tutors and critical thinking The book covers best practices in three interrelated key areas in university English language education including curriculum design and pedagogy use of technologies and the teaching and learning of English in the disciplines Linking theory and practice the chapters discuss the emphasis on EAP ESP in university English language education how technological developments are impacting the field and the implications for further research and the teaching of English in higher education This resourceful collection is essential reading for teachers in service and in training or those working in language education at the tertiary level where English is being used as an academic lingua franca a medium of instruction or where EAP ESP plays an important role Researchers in TESOL and applied linguistics curriculum designers and leaders teacher educators and policymakers as well as undergraduate and postgraduate students will also find it valuable

*Improving Assessment through Student Involvement* Nancy Falchikov,2013-04-15 The assessment of students an activity central to the role of any professional in further and higher education and is an area that is the subject of constant innovation and debate This book provides a scholarly account of the many facets of assessment with a particular focus on student involvement Peer and self assessment are powerful

assessment tools to add to the existing tutor based methods of assessment and feedback and this book is a comprehensive guide to the the methods and issues involved Practical and accessible in style yet grounded in research and rich in evidence based material Improving Assessment Through Student Involvement will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods

**Reflective Teaching in Higher Education**  
Paul Ashwin,David Boud,Kelly Coate,Fiona Hallett,Elaine Keane,Kerri-Lee Krause,Brenda Leibowitz,Iain MacLaren,Jan McArthur,Velda McCune,Michelle Tooher,2015-02-26 Reflective Teaching in Higher Education is the definitive textbook for reflective teachers in higher education Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of higher education experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion and evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education Case studies activities research briefings and annotated key readings are provided throughout The author team Paul Ashwin Lancaster University UK David Boud University of Technology Sydney Australia Kelly Coate King s Learning Institute King s College London UK Fiona Hallett Edge Hill University UK Elaine Keane National University of Ireland Galway Ireland Kerri Lee Krause Victoria University Melbourne Australia Brenda Leibowitz University of Johannesburg South Africa Iain MacLaren National University of Ireland Galway Ireland Jan McArthur Lancaster University UK Velda McCune University of Edinburgh UK Michelle Tooher National University of Ireland Galway Ireland This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education Reflective Teaching in Higher Education and its website [www.reflectiveteaching.co.uk](http://www.reflectiveteaching.co.uk) promote the expertise of teaching within higher education

*Violence Prevention and Safety Promotion in Higher Education Settings* Badea, Mihaela,Suditu, Mihaela,2017-08-10 Nonviolent environments are desirable in many areas of life yet none are as essential as within our educational institutions Providing a safe space for students has become a critical concern in modern society Violence Prevention and Safety Promotion in Higher Education Settings is a vital resource that examines the current sources of violence within educational systems and it offers solutions on how to provide a safer space for both students and educators alike Highlighting pertinent areas of interest including technological violence academic regulations nonviolent communication and gender discrimination this reference publication is ideal for academicians future educators students and researchers interested in recent advancements that aid in providing secure safe educational environments for everyone

Feedback in Higher and Professional Education David Boud,Elizabeth Molloy,2013 Learners complain that they do not

get enough feedback and educators resent that although they put considerable time into generating feedback students take little notice of it Both parties agree that it is very important Feedback in Higher and Professional Education explores what needs to be done to make feedback more effective It examines the problem of feedback and suggests that there is a lack of clarity and shared meaning about what it is and what constitutes doing it well It argues that new ways of thinking about feedback are needed There has been considerable development in research on feedback in recent years but surprisingly little awareness of what needs to be done to improve it and good ideas are not translated into action The book provides a multi disciplinary and international account of the role of feedback in higher and professional education It challenges three conventional assumptions about feedback in learning That feedback constitutes one way flow of information from a knowledgeable person to a less knowledgeable person That the job of feedback is complete with the imparting of performance related information That a generic model of best practice feedback can be applied to all learners and all learning situations It seeking a new approach to feedback it proposes that it is necessary to recognise that learners need to be much more actively involved in seeking generating and using feedback Rather than it being something they are subjected to it must be an activity that they drive

#### **An Introduction to Teaching in UK Higher Education** Nuala

Byrne,Christopher Butcher,2020-12-21 Covering everything you need to know about teaching within the UK higher education system this book is the ideal introduction for anyone looking to start their teaching career A must read guide for international staff new to teaching in UK higher education this key text focuses on what is particular and often baffling to those who are new to higher education teaching in the UK With practical tips and advice rooted in relevant theory it is an invaluable resource to guide you through the initial teaching experience Breaking down all of the aspects involved in teaching learning and assessing in UK higher education this book covers The key features of UK higher education particularly how it might differ from other systems How courses and the curriculum are designed How to support learning within your teaching practice Advice on marking and giving worthwhile feedback How to develop your own professional practice A full glossary of key terms An Introduction to Teaching in UK Higher Education is a one stop resource for those looking to begin a career in UK higher education Particularly useful for new international staff it will also be of interest to those looking to improve their teaching practice

#### **Teaching Academic Writing in UK Higher Education** Lisa Ganobcsik-Williams,2017-09-16

Academic Writing is emerging as a distinct subject for teaching and research in higher education in the UK and elsewhere Teaching Academic Writing in UK Higher Education introduces this growing field and provides a resource for university teachers researchers and administrators interested in developing students writing [Undergraduate Curricular Peer Mentoring Programs](#) Tania Smith,2013 Whether or not a college currently offers a Supplemental Instruction program uses peer leaders in First year Learning Community or assigns Peer Tutors to courses Undergraduate Peer MentoringPrograms will provide educators with concepts examples and findings useful for program development innovation and enhancement

Contributors describe an international and interdisciplinary set of programs from the perspectives of program administrators instructors students and teaching assistants while the editor reviews four decades of research incorporating examples into theory and practice sections

**International Encyclopedia of Adult Education** L. English, 2016-04-30 The Encyclopedia of Adult Education is the first comprehensive reference work in this important and fast growing field and is an invaluable resource for adult educators who research and teach in the fields of higher education work in community based settings or practise in public or private organizations Its 170 articles written by an international team of contributors from over 17 countries detail the research and practice of the field from its emergence as a separate discipline to the present day covering key concepts issues and individuals and providing a cutting edge summary of ongoing debates across a wide range of perspectives from self directed learning to human resource development Entries are arranged A Z and extensive cross referenced with detailed bibliographies for each topic to facilitate further research

*Medical Education and Training* Yvonne Carter, Neil Jackson, 2008-10-16 A comprehensive review of medical education and training across both undergraduate and postgraduate years incorporating recent dramatic changes in the ways doctors learn and practice

*Higher Education in Emergencies* Enakshi Sengupta, 2023-11-06 Championing a variety of the lessons taken from across the globe this book acts as a critical toolkit for preparing universities for the next pandemic earthquake or civil conflict

Student Empowerment in Higher Education. Reflecting on Teaching Practice and Learner Engagement Anjoom A. Mukadam , 2020-05-04 Student Empowerment in Higher Education brings together the accumulated knowledge and experience of many accomplished teachers and students from higher education institutions around the world and has much to offer those who are engaged in higher education as students teachers or support staff The authors offer personal reflections in teaching learning mentoring assessment hands on activities course design and student identities in higher education across the globe supported by academic research and scholarship Readers are provided with a window into tried and tested empowering practices in varying contexts enabling them to see what works and what does not alongside the challenges and possibilities A distinctive feature of this book and its paramount strength is that it explores best practices in student empowerment whilst reflecting on matters of teaching and learning that are familiar to students and teachers alike and also explores practices in a variety of disciplines The intention of these volumes therefore is not only to inform readers about the diverse learning and teaching approaches of the authors but most importantly to facilitate processes of student empowerment and promote reflection on teaching and learning practices In recent decades higher education policy discourse has persistently implied that a university education is delivered to students under the impersonal banner of the student experience Not only does this commodify the diverse individual experiences of students into one marketable product it also creates false barriers and power dynamics between students and their teachers In Student Empowerment in Higher Education the students and lecturers who collaborated to write this important volume have literally blown such misleading

notions out of the window I highly recommend each varied and autonomous chapter to learn what really inspires confidence and success in university students Professor Sarah Hayes Professor of Higher Education Policy University of Wolverhampton The two volumes of Student Empowerment in Higher Education offer the reader rich and varied examples and understandings of student empowerment from around the world The authors provide reflective accounts of learning and teaching from diverse perspectives and disciplines which focus on many different areas of practice in higher education It is this variety that will appeal to many readers as the source of ideas and inspiration for numerous possible routes to empowerment With many chapters co authored by students and staff the book models the collective responsibility students and staff have for enhancing student empowerment Dr Catherine Bovill Senior Lecturer in Student Engagement University of Edinburgh Fulbright Scholar Elon University North Carolina USA Visiting Fellow Knowledge Exchange University of Winchester

Higher Education And The Lifecourse Slowey, Maria, Watson, David, 2003-10-01 Annotation How can the concept of lifelong learning be refreshed and expanded to provide an effective focus for higher education development at the start of the 21st century What kinds of changes in the student population require what kinds of response from institutions This volume is structured around resulting arguments

**Handbook of Formative Assessment** Heidi Andrade, Gregory J. Cizek, 2010-04-02 The Handbook of Formative Assessment comprehensively profiles this burgeoning field of study Written by leading international scholars and practitioners each chapter discusses key issues in formative assessment policy and practice

**Education in a Changing Environment: Conference Book, Volume 4** Eamon O'Doherty, 2008 *Handbook of Quality Assurance for University Teaching* Roger Ellis, Elaine Hogard, 2018-07-03 This practical and authoritative handbook provides a comprehensive overview of the issues and approaches to assuring quality in university teaching Including contributions from major international figures the book contains a wealth of ideas and practical advice to help universities commit to quality in teaching and offers insights into how the topics raised can be directly applied The book initially identifies some of the key issues surrounding the topic such as the evidence based identification of teaching quality the training of university lecturers and faculty external and internal quality assurance the tension between professional autonomy and governmental regulation and the involvement of students in developing quality It then moves on to present ideas and initiatives to address these problems tackling the subject through four sections Assuring Quality questioning what quality assurance means and how it might be practised Identifying Quality examining what knowledge exists at present and how it might be further researched Developing Quality investigating the development of staff through teacher training and appraisal Case Studies of Quality Assurance reviewing six case studies of quality assurance in a range of contrasting subjects including the professional subjects of Medicine Nursing and Teacher Training which are also addressed systemically in the first section Full of practical advice Handbook of Quality Assurance for University Teaching is an invaluable and unique resource for Faculty Subject Leaders University Administrators and Quality Assessors

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