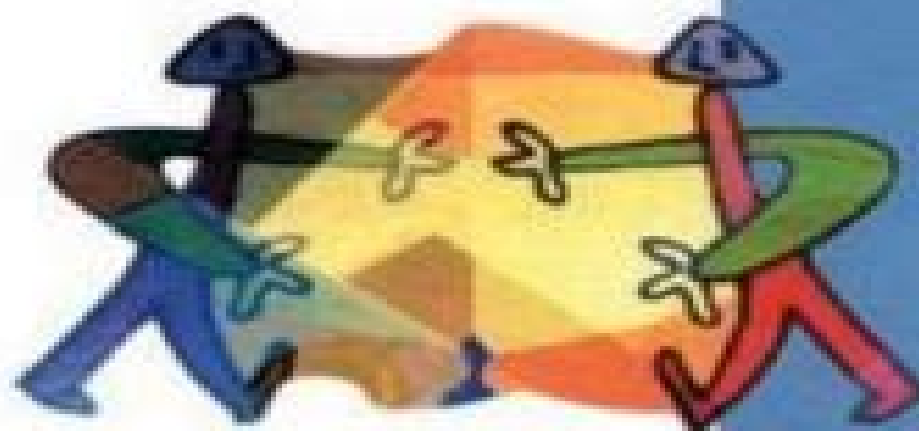


The Society for Research into Higher Education

Facilitating Reflective Learning in Higher Education



Anne Brockbank
and Ian McGill

Facilitating Reflective Learning In Higher Education

Anne Brockbank, Ian McGill



Facilitating Reflective Learning In Higher Education:

Facilitating Reflective Learning in Higher Education Anne Brockbank, Ian McGill, 2007-05-16 Praise for the previous edition This is a passionate and practical book Teaching in Higher Education This book offers valuable insights into a process for becoming a reflective learner and for developing students into reflective learners as well Studies in Higher Education This significantly revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years Based on rigorous theories Facilitating Reflective Learning in Higher Education offers new insights for university and college teachers seeking to enhance or diversify their practices and allows them to effectively facilitate their students reflective learning

Facilitating Reflective Learning in Higher Education Anne Brockbank, Ian McGill, 1998 This revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years BOOK JACKET **Facilitating Reflective Learning in Higher Education** Anne Brockbank, Ian McGill, Society for Research into Higher Education, 1998

Facilitating Reflective Learning Through Mentoring & Coaching Anne Brockbank, Ian McGill, 2006 Robust theory on mentoring and coaching is backed by practical support training workshop templates learning partner handouts and a questionnaire for selecting prospective mentors

Facilitating Reflective Learning Anne Brockbank, Ian McGill, 2012-07-03 Facilitating Reflective Learning Coaching Mentoring and Supervision is written by two leading experts in the field The text explains how coaching and mentoring works in different situations The authors guide the reader through key learning theories describe the different models available for coaching and mentoring and demonstrate how they can be applied in practice In this completely revised new edition robust theory is backed up by practical advice and numerous case studies The coaching and mentoring skills used in different situations are clearly described Ready to use resources include templates for contracting reviewing and evaluating as well as guidance on group dynamics for team coaching and group supervision Advice is also included on sensitive areas such as the boundary between mentoring or coaching and therapy and the desirability of supervision

Teaching Reflective Learning in Higher Education Mary Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model

to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world

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 promote the expertise of teaching within higher education

The Oxford Conference Susan Roaf, Andrew Bairstow, 2008 50 years after the first Oxford Conference on Architectural Education the 2008 conference brought together over 500 people from 42 countries to share best practice discuss how when where and why we teach architecture now and in the future

Critical Perspectives on Service-Learning in Higher Education S. Deeley, 2014-11-25 Through innovative analysis of theory and practice this book offers refreshing critical perspectives on service learning in higher education It constructs a theoretical paradigm for service learning which extends to critical pedagogy and investigates critical reflection and academic reflective writing supported throughout by empirical evidence

Reflective Learning in Practice Anne Brockbank, Ian McGill, 2017-07-05 This book gathers together details of seventeen case studies of learning in practice after having set the issue of reflective learning in a theoretical context The cases are drawn from a wide range of situations and discuss both apparent successes and failures The cases are used as a basis to develop general findings These general findings are expressed as themes and questions so that as readers come across new circumstances they are not limited by prescriptive recipes Instead they are empowered by having both an open and focused approach open because the starting point is questions rather than answers and focused because the questions direct attention to factors that have been found to be influential for effective reflective learning The crucial factor is the ability of managers and others to extract quality learning from experience *Reflective Learning in Practice* develops an approach that will help this to happen

EBOOK: Doctoral Study in Contemporary Higher Education Howard Green, Stuart Powell, 2005-07-16 How can the full range of doctoral study in the UK be best described What are the key features that are driving change to the system What are the implications of current initiatives and the increasingly international context of research degree study This book covers the differing kinds of doctorate award that exist currently and discusses critically issues that arise from the ways in which related forms of doctoral study are organized and assessed It focuses on doctoral study in all its forms in the higher education sector in the United Kingdom while being contextualised within an international dimension Drawing on both quantitative and qualitative data the book focuses on the diversity in doctoral study It examines the current state of the full range of doctoral awards describes them and then critically analyses tensions that exist For example it assesses the definitions and relations between different kinds of doctoral award the pedagogy that surrounds them and the examination phases of each The book also offers suggestions of ways to resolve the tensions associated with

different forms of study and indicates possible future directions Doctoral Study in Contemporary Higher Education is an essential text for those who manage fund and deliver education at doctoral level **From Vocational To Higher**

Education: An International Perspective Moodie, Gavin, 2008-10-01 This book discusses current issues in vocational and higher education and the relations between them *Gender And The Changing Face Of Higher Education: A Feminized*

Future? Leathwood, Carole, Read, Barbara, 2008-12-01 Drawing on international and national data theory and research Gender and the Changing Face of Higher Education provides an accessible but nuanced discussion of the feminization of higher education for postgraduates policy makers and academics working in the field **Learning to be Professionals**

Gloria Dall 'Alba, 2009-08-07 Preparing professionals to meet the demands of changes in practice is a compelling issue for the development of society professions and individual professionals A key tenet of this book is that we currently prepare professionals for the world of work in ways that are generally limited in scope and inadequate for addressing contemporary professional practice The book critically investigates professional education programmes and the assumptions upon which they are based It argues for an ontological turn in which professional education attends not only to what students know and can do but also who they are becoming as professionals In a scholarly well grounded account the book closely interweaves theory and empirical material on learning to be professionals It provides a fresh innovative approach to designing professional education programmes as well as to research about this important enterprise This book makes a timely insightful contribution to debate about educating for the professions EBOOK: Teaching for Quality Learning at University

John Biggs, Catherine Tang, 2011-09-16 This book is an exceptional introduction to some difficult ideas It is full of downright good advice for every academic who wants to do something practical to improve his or hers students learning Paul Ramsden Brisbane Australia Biggs and Tang present a unified view of university teaching that is both grounded in research and theory and replete with guidance for novice and expert instructors The book will inspire challenge unsettle and in places annoy and even infuriate its readers but it will succeed in helping them think about how high quality teaching can contribute to high quality learning John Kirby Queens University Ontario Canada This best selling book explains the concept of constructive alignment used in implementing outcomes based education Constructive alignment identifies the desired learning outcomes and helps teachers design the teaching and learning activities that will help students to achieve those outcomes and to assess how well those outcomes have been achieved Each chapter includes tasks that offer a how to manual to implement constructive alignment in your own teaching practices This new edition draws on the authors experience of consulting on the implementation of constructive alignment in Australia Hong Kong Ireland and Malaysia including a wider range of disciplines and teaching contexts There is also a new section on the evaluation of constructive alignment which is now used worldwide as a framework for good teaching and assessment as it has been shown to Assist university teachers who wish to improve the quality of their own teaching their students learning and their assessment of learning outcomes Aid staff developers in

providing support for departments in line with institutional policies Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university The authors have also included useful web links to further material Teaching for Quality Learning at University will be of particular interest to teachers staff developers and administrators

Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice Ximena Zuniga,Biren (Ratnesh) A. Nagda,Mark Chesler,Adena Cytron-Walker,2011-10-13 Intergroup dialogue promotes student engagement across cultural and social divides on college campuses through a face to face interactive and facilitated learning experience that brings together twelve to eighteen students from two or more social identity groups over a sustained period of time Students in intergroup dialogue explore commonalities and differences examine the nature and impact of discrimination power and privilege and find ways of working together toward greater inclusion equality and social justice Intergroup dialogue is offered as a cocurricular activity on some campuses and as a course or part of a course on others The practice of intergroup dialogue is considered a substantive and meaningful avenue for preparing college graduates with the knowledge commitment and skills essential for living and working in a diverse yet socially stratified society The research evidence supports the promise of intergroup dialogues to meet its educational goals consciousness raising building relationships across differences and conflicts and strengthening individual and collective capacities to promote social justice This volume outlines the theory practice and research on intergroup dialogue It also offers educational resources to support the practice of intergroup dialogue Addressing faculty administrators student affairs personnel students and practitioners this volume is a useful resource for anyone implementing intergroup dialogues in higher education This is the 4th issue of the 32nd volume of the Jossey Bass report series ASHE Higher Education Report Series Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Learning, Teaching and Assessing in Higher Education Anne Campbell,Lin Norton,2007-07-12 This is an up to date guide to teaching and learning in higher education addressing issues raised by the Professional Standards Framework It encourages the development of thoughtful reflective teaching practitioners in higher education and is useful for the review of existing courses The authors and editors acknowledge the distinctive nature of teaching in higher education explore a variety of creative and innovatory approaches and promote reflective inquiry based and evaluatory approaches to teaching The book supports the professional development of staff involved in teaching supporting and assessing students

Higher Education Pedagogies Walker, Melanie,2005-11-01 What does higher education learning and teaching enable students to do and to become Which human capabilities are valued in higher education and how do we identify them How might the human capability approach lead to improved student learning as well as to accomplished and ethical university teaching This book sets out to generate new ways of reflecting

ethically about the purposes and values of contemporary higher education in relation to agency learning public values and democratic life and the pedagogies which support these It offers an alternative to human capital theory and emphasises the intrinsic as well as the economic value of higher learning Based upon the human capability approach developed by economist Amartya Sen and philosopher Martha Nussbaum the book shows the importance of justice as a value in higher education It places freedom human flourishing and students educational development at its centre Furthermore it takes up the value Sen attributes to education in the capability approach and demonstrates its relevance for higher education Higher Education Pedagogies offers illustrative narratives of capability learning and pedagogy drawing on student and lecturer voices to demonstrate how this multi dimensional approach can be developed and applied in higher education It suggests an ethical approach to higher education practice and to teaching and learning policy development and evaluation As such the book is essential reading for students and scholars of higher education as well as university lecturers managers and policy makers concerned with teaching and learning

E-Learning Groups And Communities McConnell, David, 2006-03-01 Outlines approaches to networked e learning course design that are underpinned by a belief that students learn best in these contexts when they are organised in groups and communities This book provides a detailed analysis of what goes on in e learning groups and communities

Action Learning in Practice Mike Pedler, 2016-03-23 Previous editions of Action Learning in Practice established this authoritative overview of action learning around the world Over the last decade the move towards action based organizational learning and development has accelerated and action learning is now an established part of the education and development mainstream in large and small organizations Fully revised and updated this fourth edition covers the origins of action learning with Reg Revans ideas and looks at their development and application today Action learning is self directed learning through tackling business and work problems with the support of peers and colleagues A professional and diverse workforce attracted influenced and developed in this way is more able to deal effectively with the growing complexity and pressures of working life As the limits of conventional training and development become more obvious leaders are increasingly attracted to action based approaches to learning when seeking better outcomes and returns on investment

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