The Society for Research into Higher Education

Reconstructing Professionalism in University Teaching

Teachers and Learners in Action

edited by
Melanie Walker

Reconstructing Professionalism In University Teaching Teachers And Learners In Action

Ann Webster-Wright

Reconstructing Professionalism In University Teaching Teachers And Learners In Action:

Reconstructing Professionalism In University Teaching Walker, Melanie,2001-07-01 How can academics carve out new and effective ways of working with students against a background of constant change and policy pressure How can university teachers both enhance student learning and realize their own educational values What might be the shape of a new professionalism in university teaching At the heart of this book is a small group of academics from very different disciplines making sense of their teaching situations We witness each of their struggles and celebrations in designing a new course engaging a large first year class introducing a mentoring programme nurturing independent learning through project work using debates to develop students critical thinking and evaluating the success of their teaching This book is the story of a higher education project and central to the story are the attempts of university teachers to enact a critical professionalism in their everyday lives in teaching and learning and also their development of a shared and collaborative dialogue Each of the team seeks not only to improve their practice of teaching but also to explore amongst themselves what kind of professional they want to be and how to realize it in their work with students Reconstructing Professionalism in University Teaching reveals how academics working together on researching their own teaching can both improve their students learning and start to redefine their own professional roles EBOOK: The Moral Foundations of Educational Research Pat Sikes,John Nixon,William Carr,2003-04-16 This is a book for everyone doing educational research It is not simply a routineprovocation directed at positivists by a group of researchers advocating qualitativemethods The book makes a valuable contribution to the literature on the ethicsof educational research by offering something more than opposition to the narrowutilitarian research agenda British Journal of Educational Studies The Moral Foundations of Educational Research considers what is distinctive about educational research in comparison with other research in the social sciences As the contributors all agree that education is always an essentially moral enterprise discussion about methodology starts not with the widely endorsed claim that educational research should be useful and relevant but with the attempt to justify and elaborate that claim with reference to its moral foundations Determining the nature of usefulness and relevance is not simply a matter of focussing on impact and influence but involves a radical re conceptualisation of the moral and educational significance of what is deemed to be useful and relevant There is no argument with this emphasis on the generation of useful and relevant knowledge but it is suggested that educational research requires a fuller and more rounded understanding that takes account of the moral values of those who conduct it Educational research is grounded epistemologically in the moral foundations of educational practice It is the epistemological and moral purposes underlying the usefulness and relevance of educational research that matter **Teacher Agency and Policy Response in English Language Teaching** Patrick C. L. Ng,Esther F. Boucher-Yip,2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational

contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and language planning Those interested in the latest development of English language teaching will also find this book a valuable resource 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 Authentic Professional Learning Ann Webster-Wright,2010-08-05 There is considerable and growing interest in professionals learning across their working lives The growth in this interest is likely premised upon the increasing percentage of those who are being employed under the designation as professi als or para professional workers in advanced industrial economies Part of being designated in this way is a requirement to be able to work autonomously and in a relatively self regulated manner Of course many other kinds of employment also demand such behaviours However there is particular attention being given to the ongoing development of workers who are seen to make crucial decisions and take actions about health legal and nancial matters Part of this attention derives from expectations within the community that those who are granted relative autonomy and are often paid handsomely should be current and informed in their decisi making Then like all other workers professionals are required to maintain their competence in the face of changing requirements for work Consequently a volume that seeks to inform how best this ongoing learning can be understood supported and assisted is most timely and welcomed This volume seeks to elaborate professional learning through a consideration of the concept of authentic professional learning What is proposed here is that in contrast to programmatic approaches towards professional development the process of continuing professional learning is a personal complex and diverse process that does not lend itself to easy prescription or the realisation of others intents **Connecting Inquiry and Professional Learning in Education** Anne Campbell,Susan Groundwater-Smith,2013-03-07 How might inquiry enhance the professional practice of student and practising teachers teacher educators and other practitioners What

effect might this have on the learning of young people in and outside of the classroom Based on the findings of an international colloquium and drawing upon a range of practices from the UK USA Canada Europe and Australia this book is designed to make explicit the connections between Practitioner Inquiry and Teacher Professional Learning in Initial Teacher Education and Ongoing Teacher Professional Development Considering issues such as the relationship between practitioner inquiry and pedagogical content knowledge whether it is possible to scale up from small local and intensive innovations to more broadly based inquiry inquiry s role in professional identity both individual and communal prevailing socio political contexts and consequences for social policy formation It brings together writers who work in designing teacher education courses and those who are practice based researchers and policy makers Crucially many of these writers inhabit both spheres and their accounts of how they successfully combine their multiple roles will prove vital reading for all those involved in examining and improving practice leading to enhanced teacher professional learning Reclaiming Universities from a Runaway World Melanie Walker,Jon Nixon,2004 Examines the idea that the defining feature of academic professional identity is the search for understanding This work shows how questions of teaching research and management in universities are also questions about the struggle over deliberative democracy It details how higher education can contribute to building a prosperous society **Methodologies of Mediation in Professional Learning** Lily Orland-Barak,Ditza Maskit,2017-03-20 This book critically explores the use of nine recognized methodologies for the mediation of professional learning in the context of teacher education The story the visual text the case the video the simulation the portfolio lesson study action research and Information and Communication Technologies ICT Drawing on theories of mediation and professional learning the book establishes connections between theoretical empirical and practical based aspects of each of these methodologies It consolidates a body of knowledge that offers a holistic portrayal of these methodologies in terms of their purposes what for processes how and outcomes what both distinctively and inclusively Each chapter offers four perspectives on each methodology 1 theoretical groundings of the genre 2 research based evidence on methodologies as pedagogies for mediating teacher learning 3 mediation tasks for teacher education as reported in studies and 4 a synthesis of recurrent themes identified from selected books and articles including a comprehensive list of publications organized by decades The last chapter presents an integrative framework that conceptualizes connections and weak links across the different methodologies of mediation *The British National Bibliography* Arthur James Wells,2001 **American Book Publishing Record** ,2002 Critical Citizens for an Intercultural World Manuela Guilherme,2002 This book examines the acquisition of requests in English by a seven year old Japanese girl during her 17 month residence in Australia The study focuses on the linguistic repertoire available to the child as she attempts to make requests and vary these to suit different goals and addressees This book helps unravel features of pragmatic development in the child s interlanguage a subject about which we yet know very little Access ,2004 Forthcoming Books Rose Arny,2001-08 *Journal of Research and*

Development in Education ,1998 *Modern Language Teaching in the Postwar Reconstruction of Education* James Burton Tharp,1943 Visual Pedagogy for Student's Learning of Culture in World Language Classes Hyo-Kyung Ahn,2007

Practice-based Professional Development for Teachers of Mathematics Margaret Schwan Smith,2001 This book provides a new perspective on how to design conduct and evaluate professional education experiences for teachers It explores a specific type of professional development opportunity that connects the ongoing professional development of teachers with the actual work of teaching and presents snapshots of practise based professional development offers ideas for designing high quality professional development experiences and explains how to assess the effectiveness of professional development American Educational Research Association Annual Meeting Program American Educational Research Association,2000 *Boletin Internacional de Bibliografia Sobre Educacion* ,2003 Pennsylvania School Journal ,1882 Includes Official program of the meeting of the Pennsylvania State Educational Association some times separately paged

Reviewing **Reconstructing Professionalism In University Teaching Teachers And Learners In Action**: 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 really astonishing. Within the pages of "**Reconstructing Professionalism In University Teaching Teachers And Learners In Action**," 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 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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