Critical thinking is an essential skill for learners and teachers alike. Therefore, it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students. The Handbook of Research on Critical Thinking and Teacher Education Pedagogy examines and explains how new strategies, methods, and techniques in critical thinking can be applied to classroom practice and professional development to improve teaching and learning in teacher education and make critical thinking a tangible objective in instruction. This critical scholarly publication helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system. Highlighting topics such as early childhood education, curriculum, and STEM education, this book is designed for teachers/instructors, instructional designers, education professionals, administrators, policymakers, researchers, and academicians.

College Based Higher Education and its Identities

Over the last twenty years the educational role of the museum has come to be central to its mission. There are now far more educational opportunities, new spaces, new interfaces - both digital and physical, and a growing number of education and interpretation departments, educational curators and public engagement programmes. Despite these developments, however, higher education has remained a marginal collaborator compared to primary and secondary schools and to other forms of adult learning. This has meant that the possibilities for partnerships between universities, colleges, museums and galleries has remained relatively unexplored, especially in relation to their potential for generating innovative patterns of research and learning. This book addresses the key issues which are preventing such partnerships and examines how to enable more effective and creative connections between museums and higher education.

The authors identify conceptual and practical barriers and explore whether current academic models are fit for purpose. They argue that as pressures mount on public educational resources around the world, there needs to be an urgent increase in the exchange of knowledge across these sectors and the forging of world-class scholarly partnerships. Examples of research undertaken internationally offer best practice models for collaboration and integration. This book will be compulsory reading for museum and educational specialists and those interested in engaging in museum/higher education partnerships. It will also be of interest to those involved in policy and decision-making in education, the museum sector and national and local government.

Minds Online

The book provides innovative pedagogical approaches and instructional tools for educators to inspire, motivate, and lead students to take active steps toward environmental respect, sustainability, and preservation.
Integrating Mindfulness into Anti-Oppression Pedagogy

Universities face the prospect of becoming redundant unless the way teaching and learning takes place changes. This book explores the idea of transformation and pedagogy. In particular, it will highlight how universities are transformed through a set of pedagogical interventions and stances that integrate a sense of moral and ethical purpose to learning. Actively integrating cultural pluralism in developing knowledge and understanding aspires to liberate the learner from existing power structures by fostering a desire to challenge and change the social system in which we live and connects the reality around us and its many problems to the knowledge generation process.

Small Teaching

This book offers a moral rather than instrumental notion of university education whilst locating the university within society. It reflects a balancing of the instrumentalization of higher education as a mode of employment training and enhances the notion of the students’ well-being being at the core of the university mission. Compassion is examined in this volume as a weaving of diverse cultures and beliefs into a way of recognizing that diversity through a common good offers a way of preparing students and staff for a complex and anxious world. This book provides theoretical and practical discussions of compassion in higher education, it draws contributors from around the world and offers illustrations of compassion in action through a number of international cases studies.

Feminist Pedagogy in Higher Education

This book reports the results of a research project that investigated assessment methods aimed at supporting and improving inquiry-based approaches in European science, technology and mathematics (STM) education. The findings were used to influence policy makers with guidelines for ensuring that assessment enhances learning. The book provides insights about: - The concept of competence within the STM domains and its relevance for education - The conceptualisation and teaching of four key competences: scientific inquiry, mathematical problem-solving, design processes, and innovation. - Fundamental aspects of the two main purposes of assessment, formative and summative, the relations between the two purposes and ways of linking them. - The main challenges related to the uptake of formative assessment in daily teaching-learning practices in STM and specifically, the usability of formative on-the-fly dialogue, structured assessment dialogue, peer assessment and written teacher feedback. - The systemic support measures and tools teachers need in order to integrate formative assessment of student learning into their classroom practices and how it can conflict with summative assessment practices. - How research-based strategies for the formative use of assessment can be adapted to various European educational traditions to ensure their effective use and avoid undesirable consequences. - How relevant stakeholders can be invited to take co-ownership of research results and how a productive partnership between researchers, policy makers, and teachers can be established. - Concrete research vistas that are still needed in international assessment research.

The Soul of Higher Education

Race and Higher Education shares solutions for addressing increasingly diverse student bodies. These teaching strategies are designed to meet and exceed learning objectives in K-12 classrooms.

Learning from Each Other

Art and Design Pedagogy in Higher Education provides a contemporary volume that offers a scholarly perspective on tertiary level art and design education. Providing a theoretical lens to examine studio education, the authors suggest a student-centred model of curriculum that supports the development of creativity. The text offers readers analytical frameworks with which to challenge assumptions about the art and design curriculum in higher education. In this volume, Orr and Shreeve critically interrogate the landscape of art and design higher education, offering illuminating viewpoints on pedagogy and assessment. New scholarship is introduced in three key areas: curriculum: the nature and purpose of the creative curriculum and the concept of a ‘sticky curriculum’ that is actively shaped by lecturers, technicians and students; ambiguity, which the authors claim is at the heart of a creative education; value, asking what and whose ideas, practices and approaches are given value and create value within the curriculum. These insights from the perspective of a creative university subject area also offer new ways of viewing other disciplines, and provide a response to a growing educational interest in cross-curricular creativity. This book offers a coherent theory of art and design teaching and
learning that will be of great interest to those working in and studying higher education practice and policy, as well as academics and researchers interested in creative education.

Museums and Higher Education Working Together

An introduction to the pedagogy of language learning in higher education focusing on learner motivation, classroom environments, relationships for learning, and the future of language education.

Pedagogy in Higher Education

In this new collection, contributors from a variety of disciplines provide a critical context for the relationship between feminist pedagogy and academic feminism by exploring the complex ways that critical perspectives can be brought into the classroom. This book discusses the processes employed to engage learners by challenging them to ask tough questions and craft complex answers, wrestle with timely problems and posit innovative solutions, and grapple with ethical dilemmas for which they seek just resolutions. Diverse experiences, interests, and perspectives: together with the various teaching and learning styles that participants bring to twenty-first-century universities: necessitate inventive and evolving pedagogical approaches, and these are explored from a critical perspective. The contributors collectively consider the implications of the theory/practice divide, which remains central within academic feminism:’s role as both a site of social and gender justice and as a part of the academy, and map out some of the ways in which academic feminism is located within the academy today.

Handbook of Research on Critical Thinking and Teacher Education Pedagogy

This pioneering book is the first to identify the methods, strategies, and personal traits of law professors whose students achieve exceptional learning. Modeling good behavior through clear, exacting standards and meticulous preparation, these instructors know that little things also count—starting on time, learning names, responding to emails.

Taking College Teaching Seriously

Contemplative pedagogy is a way for instructors to: empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; help students to develop sophisticated problem-solving skills; support students’ sense of connection to and compassion for others; and engender inquiries into students’ most profound questions. Contemplative practices are used in just about every discipline: from physics to economics to history: and are found in every type of institution. Each year more and more faculty, education reformers, and leaders of teaching and learning centers seek out best practices in contemplative teaching, and now can find them here, brought to you by two of the foremost leaders and innovators on the subject. This book presents background information and ideas for the practical application of contemplative practices across the academic curriculum from the physical sciences to the humanities and arts. Examples of contemplative techniques included in the book are: mindfulness, meditation, yoga, deep listening, contemplative reading and writing, and pilgrimage, including site visits and field trips.

Introduction to Rubrics

This book explores the history, purpose and understandings of College Based Higher Education. Drawing together the perspectives of researchers and practitioners in the field, the book traces its history and aims, and identifies issues paramount to the survival of the sector, uniting a wealth of knowledge and experience. Emphasising the need for a distinct identity, unique teaching and a research culture, this book acts as a clarion call for the sector to recognise its own importance and value, and to act as a hope in a higher education environment which is increasingly marketised, competitive and unsustainable. This book will appeal to scholars of College Based Higher Education and higher education in general, as well as policy makers and practitioners.

Transforming Assessment

Globalization is a multifaceted phenomenon, and one of its major components is the internationalization of education. The increasing pace and complexity of global knowledge flows, and the
accelerating exchange of educational ideas, practices and policies, are important drivers of globalization. Higher Education is a key site for these flows and exchanges. This book casts a critical eye on the internationalization of higher education. It peels back taken-for-granted practices and beliefs, explores the gaps and silences in current pedagogy and practices, and addresses the ambiguities, tensions and contradictions in internationalization. In this volume, scholars from a range of disciplines and regions critically examine the co-modification of higher education, teaching and support for international students, international partnerships for aid and trade, and the impacts on academics’ work.

Decolonising Curricula and Pedagogy in Higher Education

In the face of the continuing discourse of crisis in US education, The Meaningful Writing Project offers readers an affirming story of writing in higher education that shares students’ experiences in their own voices. In presenting the results of a three-year study consisting of surveys and interviews of university seniors and their faculty across three diverse institutions, authors Michele Eodice, Anne Ellen Geller, and Neal Lerner consider students’ perceptions of their meaningful writing experiences, the qualities of those experiences, and instructors’ perspectives on assignment design and delivery. This study confirms that meaningful assignments offer students opportunities to engage with instructors, peers, and texts and are relevant to past experiences and passions as well as to future aspirations and identities. Meaningful writing occurs across majors, in both required and elective courses, and beyond students’ years at college. Additionally, the study makes clear that faculty across the curriculum devote significant care and attention to creating writing assignments that support student learning, as they understand writing performance to be a developmental process connected to overall cognitive and social development, student engagement with learning, and success in a wide variety of disciplines and professions. The Meaningful Writing Project provides writing center directors, WPAs, other composition scholars, and all faculty interested in teaching and learning with writing an unprecedented look into the writing projects students find meaningful.

Posthumanism and Higher Education

Designing an Innovative Pedagogy for Sustainable Development in Higher Education This book develops a “green pedagogy” and an innovation mindset in higher education by using approaches based on innovative design thinking, arts-based practices, digital transformation, and entrepreneurship for sustainable development. New pedagogical methods and educational solutions are developed throughout this book to offer pedagogical support to both students and university/college-level instructors. This book leads students as well as their instructors, through an artful and experimental way of thinking and doing, to take the ownership of the co-creation process. This is the basis for increasing social responsibility, motivation and commitment, and fostering creativity and innovation. An educational toolkit, including human-centric design methods, digital tools, creative and arts-based practices, innovation-related skills, and nascent and social entrepreneurship competencies, is provided for higher education instructors. This method kit will help instructors support students in the process of creating new knowledge for addressing real-world problems and enhance their societal involvement, foster entrepreneurial spirit, and reach opportunities for a sustainable future. Features Discusses arts-based education and entrepreneurship-based skills. Presents digital transformation and innovation-related skills for sustainable development. Proposes an experimental culture of thinking and doing. Provides agile and collaborative development methodology. Leads students to be much more creative and innovative. Offers a method kit for instructors to respond to 21st-century requirements in the field of higher education.

Pedagogy of Language Learning in Higher Education

Many students struggle with the transition from high school to university life. This is especially true of first-generation college students, who are often unfamiliar with the norms and expectations of academia. College professors usually want to help, but many feel overwhelmed by the prospect of making extra time in their already hectic schedules to meet with these struggling students. 33 Simple Strategies for Faculty is a guidebook filled with practical solutions to this problem. It gives college faculty concrete exercises and tools they can use both inside and outside of the classroom to effectively bolster the academic success and wellbeing of their students. To devise these strategies, educational sociologist Lisa M. Nunn talked with a variety of first-year college students, learning what they find baffling and frustrating about their classes, as well as what they love about their professors’ teaching. Combining student perspectives with the latest research on bridging the academic achievement gap, she shows how professors can make a difference by spending as little as fifteen minutes a week helping their students acculturate to college life. Whether you are a new faculty member or a tenured professor, you are sure to find 33 Simple Strategies for Faculty to be an invaluable resource.

The Pedagogy of Compassion at the Heart of Higher Education

Drawing from mindfulness education and social justice teaching, this book explores an anti-oppressive pedagogy for university and college classrooms. Authentic classroom discussions
about oppression and diversity can be difficult; a mindful approach allows students to explore their experiences with compassion and to engage in critical inquiry to confront their deeply held beliefs and value systems. This engaging book is full of practical tips for deepening learning, addressing challenging situations, and providing mindfulness practices in anti-oppression classrooms. Integrating Mindfulness into Anti-Oppression Pedagogy is for all higher education professionals interested in pedagogy that empowers and engages students in the complex unlearning of oppression.

Race and Higher Education

Accelerated Universities provides a unique perspective on the success of eight young, generously-funded universities.

33 Simple Strategies for Faculty

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students’ independent learning * Updated literature review

Genre Pedagogy in Higher Education

This book advances a re-imagined view of caring in higher education. The author proposes an argument of rhythmic caring, whereby teachers hold back or release their judgments in such a way that students’ judgments are influenced accordingly. In doing so, the author argues that rhythmic caring encourages students to become more willing and confident in articulating their understandings, judgments and opinions, rather than being prematurely judged and prevented from re-articulating themselves. Thus, rhythmic caring can engender a different understanding of higher education: one that is connected to the cultivation of values such as autonomy, justice, empathy, mutual respect and Ubuntu (human dignity and interdependence). This book will be of interest and value to students and scholars of caring within education, as well as Ubuntu caring through the African context.

Internationalizing Higher Education

"College teaching is not rocket science – it's much, much harder." Diana Laurillard, University of London College faculty, both adjunct and full-time, stand with their students at the coalface of learning, wishing for more to succeed and disappointed at how illusory academic success is for so many. Among the array of investments colleges are making to improve student outcomes, from predictive data analysis to enhanced advising, too little attention is paid to supporting faculty. Yet the impact of teacher and teaching on student learning is incontrovertible. Taking College Teaching Seriously: Pedagogy Matters! stands against the tide – celebrating the incredible work faculty members do each day and challenging them to expand their capacity to present their content expertise effectively. This book presents a model of embedded professional development, which capitalizes on the affordances of technology to enable groups of faculty to examine their practice in a non-evaluative context, but with a clear focus on improvement. The core of the work involves individual reflection and the design provides for an accessible way to "see" into the classrooms of discipline peers. Most importantly, the Taking College Teaching Seriously experience is not an intense one-shot, but rather a structured opportunity for a faculty member to examine and adapt practice over time and to assess the impact of changes on student learning. Faculty who have participated in the Taking College Teaching Seriously experience found it to be transformative: "I think the continual self-evaluation and reflection allowed us to work together to brainstorm improvements and positive tweaks to be more purposeful in our classrooms as opposed to just randomly reaching in the dark for ideas and techniques in HOPE of success. Taking College Teaching Seriously: Pedagogy Matters! breaks new ground in professional development. Each faculty member is at the center of the learning experience, stimulated and supported by peers working in similar contexts. They share a desire to see more
students learn deeply and find that honing their skill at adapting to the learning needs of specific classes and students allows them to realize this goal. Uniquely, Taking College Teaching Seriously illuminates the link between faculty teaching expertise and improving student outcomes. The introduction to the book examines the challenges facing faculty in higher education today and reviews the literature on teaching and learning. Chapter 1 looks at the analytical foundations for all of the model’s elements, from adult learning theory to communities of practice, and Chapter 2 presents the model’s theory of change. Chapter 3 describes the model in detail and Chapters 4 and 5 concern the infrastructure of the faculty collaborative community, focusing on both its interpersonal and technological dimensions. The book concludes in Chapter 6 with an assessment of the value of this approach to professional development and a call to action for faculty member engagement in this important work, so essential to both professional passion and mandate.

Activity Theory, Authentic Learning and Emerging Technologies

The number of students entering into Higher Education (HE) continues to grow and as such the sector now stands at the threshold of a major shift in its philosophy. No longer does the academic prerogative belong to a generation who valued learning for the sake of enlightenment. Many contemporary undergraduate students enter their programmes of study with a primary desire to improve their position on the subsequent employability market. Universities have been quick to meet this need and institutional offerings have followed suit, enabling students to gain experience in a range of additional and subsidiary programmes that focus on the provision of ‘value added’ benefits. Here, students are encouraged to develop expertise in a range of topics from entrepreneurship and enterprise to intellectual property and even leadership skills. The first round of casualties that fall victim to such a shift are those programmes of study embedded within the humanities. As is evidenced by the falling numbers of enrolling students, the incoming cohort is less likely now to engage with such programmes, while participation in programmes that have a clear employability component has never been so high. To ensure that the HE sector continues to enable graduates to become effective citizens who contribute to the betterment of society a range of general questions need to be addressed. What does it mean to be an ‘authentic’ university in the modern era? What are the real student expectations of HE and how are education providers framing and meeting these expectations? Is a new breed of academic leadership needed that will both meet the expectations of the students and guide the aspirations of academic staff? Finally, do we need an opportunity to reflect on the effective design and delivery of curriculum? Should the undergraduate student body play more of a role in the design of the curriculum or should the undergraduate student body play more of a role in the design of the curriculum or should they remain the recipients of a programme that has been designed by subject specialists? The scope of this book is wide but it brings the design and delivery of higher education programmes under the empirical gaze of educational psychology. That is to say, all chapters centre on the impact of higher educational programmes on the student-teacher relationship, student learning, achievement and identity. It is therefore crucial to explore the psychological impact of higher education institutions and how these can then be used to inform innovative educational practice and policy.

Contemplative Practices in Higher Education

For the Internet generation, educational technology designed with the brain in mind offers a natural pathway to the pleasures and rewards of deep learning. Drawing on neuroscience and cognitive psychology, Michelle Miller shows how attention, memory, critical thinking, and analytical reasoning can be enhanced through technology-aided approaches.

Art and Design Pedagogy in Higher Education

This book explores how the concepts of social justice, diversity, equity and inclusion can be understood within the context of higher education. While terms such as these are often in common use in universities, they are not always used with clarity and precision. The editors and contributors offer a serious and detailed examination of pressing contemporary concerns around social justice across politics, practice and pedagogy in order to encourage hard thinking and practical agenda setting for social-justice oriented research, teaching and community engagement. Drawing upon new theoretical work, research projects and innovative university teaching, this book offers both useful theoretical insights and practical possibilities for action. This collective and collaborative volume will be of interest and value to all those interested in promoting social justice, in particular how it can be promoted within the university setting.

Transforming Teaching and Learning in Higher Education

Leadership of Pedagogy and Curriculum in Higher Music Education is the second of a two-volume anthology dedicated to leadership and leadership development in higher music education. Fifteen authors write from multiple countries and contexts, exploring pedagogical and curricular leadership challenges and successes from around the globe. They draw attention to the dynamics of pedagogical approaches which encourage learners’ deep and agentic engagement, considering the sustainability and scope of such interventions while highlighting positive frameworks and approaches. As with its companion volume, Leadership of Pedagogy and Curriculum in Higher Music Education includes student commentary in which student contributors
give concrete ideas and recommendations for facilitating and strengthening leadership development through practical and equitable strategies with students, communities and colleagues. The outcome is a collection of essays designed to offer student musicians, higher education teachers and institutional leaders theoretically informed and practical insights into the development and practice of leadership.

Designing an Innovative Pedagogy for Sustainable Development in Higher Education

Co-creation of learning and teaching, where students and staff collaborate to design curricula or elements of curricula, is an important pedagogical idea within higher education, key to meaningful learner engagement and building positive student-staff relationships. Drawing on literature from schools' education, and using a range of examples from universities worldwide, this book highlights the benefits of classroom-level, relational, dialogic pedagogy and co-creation. It includes a focus on the classroom as the site of co-creation, examples of practice and practical guidance, and a unique perspective in bringing together the concept of co-creation with relational pedagogy within higher education learning and teaching. Critical Practice in Higher Education provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

Higher Education, Pedagogy and Social Justice

This edited volume addresses the potential of Cultural Historical Activity Theory as an analytic tool in debates over higher education reform.

Co-creating Learning and Teaching

This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory (including educational psychology, scholarship of teaching and learning, intergroup dialogue, and social justice theory), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive. Each chapter focuses on palpable ideas and adaptive strategies to use right away when teaching. The first chapter considers professors' intersecting personal and social identities and their expectations for themselves and their students. Chapter 2 considers students' backgrounds, including class, race, disability, and gender, and focuses on what students bring to the classroom, exploring their basic psychological needs of autonomy, competence, and belonging; their approaches to learning; and their self-doubts and uncertainties. Chapter 3 draws on universally-designed learning in combination with educational design rooted in social justice and multiculturalism to describe ways to design spaces in which students flourish academically. Two chapters focus on classroom dynamics. Chapter 4 primarily focuses on preparation for having difficult conversations in the classroom, considering how instructors can create a shared understanding between themselves and their students. Chapter 5 focuses on in-the-moment strategies to both create and manage discomfort about sensitive and controversial topics while supporting students of various social identities (such as gender, race, disability). In the closing chapter, the author integrates all the elements in the preceding chapters, and also presents more general college-wide programs to help faculty develop and improve their teaching.

Accelerated Universities

The Soul of Higher Education: Contemplative Pedagogy, Research and Institutional Life for the Twenty-first Century contributes to an understanding of the importance and implications of a contemplative grounding for higher education. It is the sixth in a series entitled Advances in Workplace Spirituality: Theory, Research and Application, which is intended to be an authoritative and comprehensive series in the field. This volume consists of chapters written by noted scholars from both Eastern and Western traditions that shed light on the following questions: ▪ What is an appropriate epistemological grounding for contemplative higher education? How does the current dominant epistemology in higher education mitigate against contemplative teaching, learning, and research? What alternatives can be offered? ▪ How can a contemplative culture be nurtured in the classroom? What difference does that culture make in teaching and learning? What is the role of individual and institutional leadership in creating and sustaining this culture? ▪ What is contemplative research? How can the emerging field of contemplative studies fit into the twenty-first-century university? ▪ What can faculty and students learn from contemplative practices about how to find peace of mind in a world of higher education characterized by increasing complexity, financial pressures, and conflicts? ▪ What does a contemplative organizational structure look like in higher education? How can committees, faculty meetings, and administrative teams use contemplative practices to work more effectively together? ▪ How can contemplative decision-making processes be used in higher education? Given hierarchies, turf
Promoting Inclusive Classroom Dynamics in Higher Education

When addressed in its full reactive potential, gender has a tendency to unfix the reassuring certainties of education and academia. Gender pedagogy unfolds as an account of teaching gender learning that is rooted in Derrida's concept of the 'trace', reflecting the unfixing properties of gender and even shaking up academic knowledge production.

The Meaningful Writing Project

This book explores ways in which posthumanist and new materialist thinking can be put to work in order to reimagine higher education pedagogy, practice and research. The editors and contributors illuminate how we can move the thinking and doing of higher education out of the humanist cul-de-sac of individualism, binarism and colonialism and away from anthropocentric modes of performative rationality. Based in a reconceptualization of ontology, epistemology and ethics which shifts attention away from the human towards the vitality of matter and the nonhuman, posthumanist and new materialist approaches pose a profound challenge to higher education. In engaging with the theoretical twists and turns of various posthumanisms and new materialisms, this book offers new, experimental and creative ways for academics, practitioners and researchers to do higher education differently. This ground-breaking edited collection will appeal to students and scholars of posthumanism and new materialism, as well as those looking to conceptualize higher education as other than performative practice.

Environment and Pedagogy in Higher Education

This book brings together voices from the Global South and Global North to think through what it means, in practice, to decolonise contemporary higher education. Occasionally, a theoretical concept arises in academic debate that cuts across individual disciplines. Such concepts which may well have already been in use and debated for some time - become suddenly newly and increasingly important at a particular historical juncture. Right now, debates around decolonisation are on the rise globally, as we become increasingly aware that many of the old power imbalances brought into play by colonialism have not gone away in the present. The authors in this volume bring theories of decoloniality into conversation with the structural, cultural, institutional, relational and personal logics of curriculum, pedagogy and teaching practice. What is enabled, in practice, when academics set out to decolonize their teaching spaces? What commonalities and differences are there where academics set out to do so in universities across disparate political and geographical spaces? This book explores what is at stake when decolonial work is taken from the level of theory into actual practice. The chapters in this book were originally published as a special issue of Third World Thematics.

Towards a Philosophy of Caring in Higher Education

Co-creation of learning and teaching, where students and staff collaborate to design curricula or elements of curricula, is an important pedagogical idea within higher education, key to meaningful learner engagement and building positive student-staff relationships. Drawing on literature from schools' education, and using a range of examples from universities worldwide, this book highlights the benefits of classroom-level, relational, dialogic pedagogy and co-creation. It includes a focus on the classroom as the site of co-creation, examples of practice and practical guidance, and a unique perspective in bringing together the concept of co-creation with relational pedagogy within higher education learning and teaching. Critical Practice in Higher Education provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

Gender Pedagogy

Learning from Each Other includes 20 original chapters written by well-known experts in the field of teaching and learning. Conceived for both new and experienced faculty at community colleges, four-year institutions, and research-intensive universities, the volume also addresses the interests of faculty and graduate students in programs designed to prepare future faculty and campus individuals responsible for faculty professional development. With the aim of cultivating engagement amongst students and deepening their understanding of the content, topics
covered in this edited volume include: employing the science of learning in a social science context understanding the effects of a flipped classroom on student success pedagogical techniques to create a community of inquiry in online learning environments the risks and rewards of co-teaching reaching and teaching “non-traditional” students facilitating learning and leadership in student team projects connecting students with the community through research issues of assessment, including backward design, developing and using rubrics, and defining and implementing the scholarship of teaching and learning Through Learning From Each Other, all faculty who care about their teaching, but especially faculty in the social sciences, can successfully employ curricular innovations, classroom techniques, and advances in assessment to create better learning environments for their students.

Co-creating Learning and Teaching

Pedagogical Partnerships and its accompanying resources provide step-by-step guidance to support the conceptualization, development, launch, and sustainability of pedagogical partnership programs in the classroom and curriculum. This definitive guide is written for faculty, students, and academic developers who are looking to use pedagogical partnerships to increase engaged learning, create more equitable and inclusive educational experiences, and reframe the traditionally hierarchical structure of teacher-student relationships. Filled with practical advice, Pedagogical Partnerships provides extensive materials so that readers don’t have to reinvent the wheel, but rather can adapt time-tested and research-informed strategies and techniques to their own unique contexts and goals.

What Is the Role for Effective Pedagogy In Contemporary Higher Education?

As the public purposes of higher education are being challenged by the increasing pressures of commodification and market-driven principles, Deliberative Pedagogy argues for colleges and universities to be critical spaces for democratic engagement. The authors build upon contemporary research on participatory approaches to teaching and learning while simultaneously offering a robust introduction to the theory and practice of deliberative pedagogy as a new educational model for civic life. This volume is written for faculty members and academic professionals involved in curricular, co-curricular, and community settings, as well as administrators who seek to support faculty, staff, and students in such efforts. The book begins with a theoretical grounding and historical underpinning of education for democracy, provides a diverse collection of practical case studies with best practices shared by an array of scholars from varying disciplines and institutional contexts worldwide, and concludes with useful methods of assessment and next steps for this work. The contributors seek to catalyze a conversation about the role of deliberation in the next paradigm of teaching and learning in higher education and how it connects with the future of democracy. Ultimately, this book seeks to demonstrate how higher education institutions can cultivate collaborative and engaging learning environments that better address the complex challenges in our global society.

What the Best Law Teachers Do

Employ cognitive theory in the classroom every day Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In Small Teaching, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at retrieving knowledge from memory? How does making predictions now help us learn in the future? How do instructors instill fixed or growth mindsets in their students? Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

Deliberative Pedagogy

This book describes the linguistic and pedagogical dimensions of a large action research project that deployed and extended the current work on genre pedagogy to an on-line learning environment. In particular, it explores how genre-based pedagogy can be used to support the academic literacy development of non-English speaking background (NESB) students in tertiary educational institutions to develop their academic literacy practice. The book reports on work with the Department of Chinese, Translation & Linguistics (CTL) and the Department of Biology and Chemistry (BCH) in a 2-year project called the SLATE (Scaffolding Literacy in Academic and Tertiary Environments) project. It includes theoretically and practically-oriented material that can serve the needs of researchers and practitioners engaged with the literacy development of tertiary students in both English-speaking and non-English speaking countries.
Leadership of Pedagogy and Curriculum in Higher Music Education

Although emerging technologies are becoming popularised for teaching, learning and research, the relationship between their use and transformative effects on higher education remain largely unexplored. This edited collection seeks to fill this gap by providing a nuanced view, locating higher education pedagogical practices at an intersection of emerging technologies, authentic learning and activity systems. Providing numerous case studies as examples, the book draws from a wide range of contexts to illustrate how such a convergence has the potential to track transformative teaching and learning practices in the higher education sector. Chapters provide the reader with a variety of transformative higher education pedagogical practices in southern contexts, theorised within the framework of Cultural Historical Activity Theory (CHAT) and tool mediation, while using authentic learning as a pedagogical model upon which this theoretical framework is based. The topics covered in the book have global relevance, with research paying particular attention to South Africa, Australia and New Zealand, where the authors are based. The book will be of interest to educators, researchers and practitioners in higher education, as well as those interested in emerging technologies in education more generally.

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