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Nota di contenuto	Improving students' learning outcomes - a ruminative foreword, prompted by this title / John Cowan -- Learning outcomes -- politics, religion or improvement? / Claus Nygaard, Clive Holtham & Nigel Courtney -- Improving students' learning outcomes : what about

doctoral learning outcomes? / Liezel Frick -- ; A personalised approach to improving students' learning outcomes / Andrea Raiker -- Develop deep learning through pedagogical progression / Juliet Hinrichsen -- Developing a coordinated strategy to both encourage innovation and improve students' learning outcomes / Paul Bartholomew, Stuart Brand & Luke Millard -- How can students' conceptions of learning improve their learning outcomes? / Despina Varnava-Marouchou -- Enhancing mathematics across the disciplines through an institutional initiative / Dorothy I. Wallace -- Putting Humpty Dumpty together again : learning as integrated performance in context / Anne Jordan & Orison Carlile -- Analogical learning in higher education / John Branch, Huai-Mei Chiang & Ivan Goenawan -- Reflective teaching : a tool to improve students' learning / Saretha Brussow & Annette Wilkinson -- ; A new focus on assessment of student learning outcomes / Hesta Friedrich-Nel -- Improving students' learning outcomes via teamwork & portfolios / Antigoni Papadimitriou -- Using assessment centre approaches to improve student learning / Arti Kumar -- Learning with the masters -- using art in a research methodology class / Widya Suryadini -- Learning outside the classroom : environments for experiential enrichment / Sue Waite, Roger Cutting, Robert Cook, John Burnett & Miles Opie -- Improving the affective learning outcomes of trainees in teacher education : --an immersive learning approach / Nor Aziah Alias & Nor Aiza Alias -- ; The effectiveness of curriculum maps of alignment in higher education / Isabel Huet, Jose Manuel Oliveira, Nilza Costa & Joao Estima de Oliveira -- Afterword / Clive Holtham.

Sommario/riassunto

In 17 chapters, integrating theoretical perspectives with empirical practice, researchers and practitioners from four continents discuss why and how students' learning outcomes can be improved. The book thereby offers both new theoretical approaches to the understanding of students' learning outcomes as well as normative implications and inspiring examples from people professionally engaged in teaching, learning and assessment-practices. Nygaard and Holtham are the founders of the international academic association LIHE (Learning in Higher Education). The book came out of an international symposium on Aegina Island, Greece, arranged by LIHE.
