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Titolo	Student Engagement and Educational Rapport in Higher Education // edited by Leonie Rowan, Peter Grootenboer
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Descrizione fisica	1 online resource (XIII, 155 p. 4 illus. in color.)
Collana	Palgrave pivot
Disciplina	378
Soggetti	Higher education Teaching School management and organization School administration Learning Instruction Educational sociology Educational sociology Education and sociology Higher Education Teaching and Teacher Education Administration, Organization and Leadership Learning & Instruction Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1. Student Engagement and Rapport in Higher Education: The Case for Relationship-Centred Pedagogies; Leonie Roawn & Peter Grootenboer -- Chapter 2. Student Engagement and Rapport in the Context of Blended Learning in Mathematics Education Courses: Challenges and Implications; Kevin Larkin -- Chapter 3. Establishing Online Communities of Practice: The Case of a Virtual Sports Coaching Community; Sue Whatman -- Chapter 4. Establishing and Maintaining

Rapport in an Online, Higher Education Setting; Harry Kanasa -- Chapter 5. What I Really Want from this Course is...: Tailoring Learning to Meet Students' Needs, Using Pedagogies of Connection and Engagement; Sherilyn Lennon -- Chapter 6. No Hugs Required: University Student Perspectives on the Relationship Between Excellent Teaching and Educational Support; Leonie Rowan & Geraldine Townend -- Chapter 7. Building Rapport with University Students: Building Rapport among University Teachers; Peter Grootenboer & Leonie Rowan.

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### Sommario/riassunto

This book outlines a range of innovative methods to gather student feedback, and explores the complex relation between student engagement, student satisfaction, and student success. Drawing on results from a set of numerous case-studies carried out at a school of education, the book reports on a range of theoretically-informed teaching innovations, including focus groups, learning analytics data, collegial conversations and insights from student researchers, that have been designed to create respectful, student-centred, and engaging learning environments. In the current climate of ever-increasing pressure on delivering high student satisfaction rates, these results are invaluable for university students and teachers across the globe. With its unique thematic focus on educational rapport and relationship-centred education, the book is an excellent reference point for staff with a commitment to the scholarship of learning and teaching. It will be of great interest to students, practitioners, teachers and policy makers in higher education. Leonie Rowan is Associate Professor at Griffith University, Queensland, Australia. She has an international reputation for her work associated with higher education pedagogy, and has published widely on educational innovations and higher education. She is the recipient of numerous awards, including a 2014 Teaching Excellence Award from the Australian Office for Learning and Teaching, and the 2013 Australian Teacher Education-Pearson Australia Teacher Educator of the Year award. Peter Grootenboer is Associate Professor at Griffith University, Queensland, Australia. He was a school teacher and leader for 12 years before moving into the tertiary sector, and in 1997 received a prestigious Jim Campbell Award for teaching excellence in mathematics in New Zealand. Peter completed his MEd and EdD through the University of Waikato focusing on mathematics education and educational leadership. His research interests include practice theory, educational leading, mathematics education, and action research.

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