

1. Record Nr.	UNINA9910255117603321
Titolo	Strengthening Teaching and Learning in Research Universities : Strategies and Initiatives for Institutional Change // edited by Bjørn Stensaker, Grahame T. Bilbow, Lori Breslow, Rob van der Vaart
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2017
ISBN	3-319-56499-4
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XV, 228 p. 9 illus., 7 illus. in color.)
Disciplina	378
Soggetti	Higher education Teaching Learning Instruction School management and organization School administration International education Comparative education Educational policy Education and state Higher Education Teaching and Teacher Education Learning & Instruction Administration, Organization and Leadership International and Comparative Education Educational Policy and Politics
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. Strategic Challenges in the Development of Teaching and Learning in Research-Intensive Universities; Bjørn Stensaker, Grahame Bilbow, Lori Breslow & Rob van der Vaart -- Chapter 2. The Expansion of Academic Development: The Challenges of Organizational

Coordination and Collaboration; Bjørn Stensaker, Rob van der Vaart, Tone Dyrdal Solbrekke & Line Wittek -- Chapter 3. Educational Enhancement in the Disciplines: Models, Lessons and Challenges from Three Research-Intensive Universities; Kathleen M. Quinlan, Herman Buelens, Mieke Clement, Julia Horn & Camilla Østerberg Rump -- Chapter 4. Faculty Development for Educational Leadership; Hetty Grunefeld, Frans Prins, Jan van Tartwijk, Rob van der Vaart, in collaboration with Daphne Loads, Jon Turner, Katarina Mårtensson, Anne Marthe Nilsen Gibbons, Thomas Harboe, Karen Poder & Theo Wubbels -- Chapter 5. Building Academic Staff Teaching Competencies: How Pedagogic Continuous Professional Development for Academic Staff can be Organized and Developed in Research-Intensive Universities; Sofie Kobayashi, Jens Dolin, Anni Søborg & Jon Turner -- Chapter 6. Teaching Academies as a Means of Developing Institutional Quality: Academic Identities, Levels of Engagement and Organizational Cultures; Johan Geertsema, Chng Huang Hoon, Åsa Lindberg-Sand & Maria Larsson -- Chapter 7. Fostering Dialogue about Practices; Grahame Bilbow, Dai Hounsell & Tracy Zou; The Importance of Evidence-Based Enhancement of the Quality of Learning and Teaching in Research-Intensive Universities; Sari Lindblom-Ylänne & Lori Breslow.

Sommario/riassunto

This book offers a range of approaches and specific examples of how a sample of internationally leading research-intensive universities, from a variety of regions around the world, work to improve teaching and learning. It describes and analyzes broad university initiatives and approaches that have the potential of driving institution-wide change processes in teaching and learning, thus providing a link between strategic ambitions and cultural transformation in the universities. Globally, research-intensive universities are increasingly pressured to increase their performance in both research and education. However, while much focus internationally has been devoted to how universities are working to boost their research performance, less is known about how internationally leading universities are working to improve teaching and learning. Through comparative cases drawn from universities in Europe, Asia and the US, key practices and lessons are identified and showcased providing a unique insight into the ways internationally leading research universities work to support and enhance staff engagement in teaching and learning. It will be essential reading for researchers and advanced students working in Higher Education and Sociology, particularly those with an interest in comparative studies. .
