1. Record Nr. UNINA9910451403603321

Titolo	Staff and educational development [[electronic resource]] : case studies, experience, and practice / / edited by Helen Edwards, David Baume, and Graham Webb
Pubbl/distr/stampa	London ; ; Sterling, VA, : Kogan Page, 2003
ISBN	0-7494-4061-9 0-367-08860-6 1-280-04651-1 0-203-41655-4
Descrizione fisica	1 online resource (208 p.)
Collana	Case Studies of Teaching in Higher Education
Altri autori (Persone)	EdwardsHelen BaumeDavid <1943-> WebbGraham <1950->
Disciplina	378.1/2/00715
Soggetti	College teachers - In-service training Career development College personnel management Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; STAFF AND EDUCATIONAL DEVELOPMENT; Title Page; Copyright Page; Table of Contents; Contributors; Introduction: Thinking, Writing and Talking about Staff and Educational Development; Section 1: Working Directly with Teachers; 1. Yes, But Can You Prove It? Proving the effectiveness of one-on-one consultations; 2. Professional Development in Retreat: Using a retreat to work on developing skills in academic writing; 3. Mapping the Way: Involving staff of a new department in curriculum development 4. Are Teachers Really Researchers?: Encouraging staff to use action research on their own teaching5. And the Right Answer Is...: Using experiential learning to alert staff to technical issues in assessment; Section 2: Unusual Sources of Staff and Educational Development; 6. The Proof of the Pudding...: Gaining acceptance of faculty-based student support; 7. Making a Difference: Acting as an informal mentor;

8. Walking a Tightrope: Translating an institutional directive for external audit into a development process
9. By Accident Or...?: Using online material developed for other purposes as a resource for staff developmentSection 3: Driving Change in Faculties and Institutions; 10. I Will Survive: Using collaborative action learning for curriculum development; 11. Better Together: Encouraging staff to engage in inter-professional teaching and learning; 12. The Seven Steps: Making academics feel more valued as teachers; 13. Mission Impossible?: Promoting transformation and change through a student retention project
14. Standing Out in a Big Crowd: Making a university distinctive and implementing a top-down initiative15. Too Much Too Soon?: Setting up a new development unit; 16. We're Not Laughing Now: Introducing staff and educational development to a traditional university; Section 4: Working Nationally; 17. Far Too Successful: Making accreditation of university teachers national policy and practice; 18. Take One Country...: Implementing a national system of staff development for university teachers; Section 5: Becoming a Developer
19. Ways to Make Things Better-One, Two, Three!: Tracing the career of a developer from teacher, to quality unit to national projectConclusion: Insights from the Case Studies; Further Reading; Index

Sommario/riassunto

Maintaining the practical and interactive focus of the series, this book features a collection of case studies of best practice from around the world, covering different situations, environments and course types. They include key areas such as skills, research, supervision and curriculum change and development, support services, implementing change, leadership, quality assurance and improvement and accreditation. The studies are presented in such a way as to encourage readers to engage in critical reflection. After each one, its author provides a thorough analysis of the case, teasing out key

2. Record Nr. UNINA9910960061703321

Titolo	Self-determined learning theory : construction, verification, and evaluation / / edited by Dennis E. Mithaug ... [et al.]
Pubbl/distr/stampa	Mahwah, N.J., : Lawrence Erlbaum Associates, Publishers, c2003
ISBN	1-135-65444-1 1-135-65445-X 1-282-37888-0 9786612378881 1-4106-0623-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (269 p.)
Collana	The LEA series on special education and disability
Altri autori (Persone)	MithaugDennis E
Disciplina	370.15/23
Soggetti	Learning, Psychology of Adjustment (Psychology) Autonomy (Psychology)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; I THEORY CONSTRUCTION; II PREDICTION VERIFICATION; III PRESCRIPTION VERIFICATION; IV THEORY EVALUATION; Author Index; Subject Index
Sommario/riassunto	This volume explains that self-determined learning theory is based on the claim that learning is adjustment. It does this by showing that a causal connection exists between opportunities to learn, engagement in those opportunities, adjustments to them, and learning.