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| Autore | Ashwin Paul <1970-> |
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| ISBN | 1-282-13662-3 9786612136627 0-8264-3239-5 |
| Descrizione fisica | 1 online resource (176 p.) |
| Collana | Continuum studies in education |
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| Formato | Materiale a stampa |
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| Nota di bibliografia | Includes bibliographical references (p. 143-162) and index. |
| Nota di contenuto | Contents; Acknowledgements; 1 Introduction; 2 Conceptualizing structure and agency in relation to teaching-learning interactions; 3 Current ways of analysing the relations between structural-agentic processes and teaching-learning interactions; 4 Analysing the relations between teaching-learning environments and teaching-learning interactions; 5 Analysing the relations between student and academic identities and teaching-learning interactions; 6 Analysing the relations between disciplinary knowledge practices and teaching-learning interactions 7 Analysing the relations between institutional cultures and teaching-learning interactions 8 Implications for researching teaching-learning interactions; References; Index |
| Sommario/riassunto | Whilst current research into teaching and learning offers many insights into the experiences of academics and students in higher education, it has two significant shortcomings. It does not highlight the dynamic ways in which students and academics impact on each other in teaching-learning interactions or the ways in which these interactions |

are shaped by wider social processes. This book offers critical insight into existing perspectives on researching teaching and learning in higher education and argues that alternative perspectives are required in order to account for structure and agency in
