Record Nr. UNINA9910454290103321 Autore Walsh Lorraine <1964-> Titolo Collaborative working in higher education [[electronic resource]]: the social academy / / Lorraine Walsh and Peter Kahn New York, NY,: Routledge, 2009 Pubbl/distr/stampa **ISBN** 1-135-21569-3 1-282-28378-2 9786612283789 0-203-87292-4 Descrizione fisica 1 online resource (241 p.) Altri autori (Persone) KahnPeter (Peter E.) 378 Disciplina Soggetti University cooperation College teachers - Professional relationships Group work in education Group work in research 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. Book Cover; Title; Copyright; Dedication; Contents; Case Studies; Nota di contenuto Figures; Tables; Foreword; Acknowledgements; Contributors; Part I Collaborative Working in Higher Education: 1 Opening Up Collaborative Working; 2 Theoretical Perspectives: The Collaborative Cocktail; 3 Establishing and Sustaining Collaborations; Part II Case Studies in Collaboration: 4 Brokers of Collaboration: 5 Crossing Boundaries in Collaboration; 6 Proximity and Virtuality in Collaborative Research; 7 Challenging Patterns of Practice through Collaborative Working; Part III Developing the Social Academy 8 Squaring the Circle: Round-Table Discussion on Collaborative Working9 A Collaborative Future for the Academy; Index Sommario/riassunto Collaborative working is an increasingly vital part of Higher Education academic life. Traditionally, university culture supported individual research and scholarship. Today, the focus has shifted from the individual to the group or team. Collaborative Working in Higher Education takes the reader on a journey of examination, discussion,

and reflection of emerging collaborative practices. The book offers suggestions for developing practice via a broad overview of the key aspects of collaboration and collaborative working, informed by focused case studies and the international perspe