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SUPPORTPART-TIME TEACHERS; 5 WHAT MAKES A REALLY GOOD SUPPORT PROGRAMME FORPART-TIME LECTURERS IN HIGHER EDUCATION?; 6 STUDENTS WHO TEACH: DEVELOPING SCHOLARLY TUTORS; 7 HOW DO WE KNOW IT WORKS? DEVELOPING AND EVALUATING APROFESSIONAL DEVELOPMENT PROGRAMME FOR PART-TIME TEACHERS; THIRD PART: FOCUS ON DIFFERENT TYPES OF PART-TIME TEACHERS
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13 FUTURE DIRECTIONS IN PROFESSIONAL DEVELOPMENT:IMPLICATIONS FOR INDIVIDUALS AND ORGANISATIONSINDEX

Sommario/riassunto

Part-time teachers have become an increasing part of the workforce in universities throughout the world. They work in a sector undergoing enormous change and debate about the purposes of the university for individuals, societies and economies. As part-time employees, however, they are not necessarily offered the same level of support or recognition as full-time lecturers. This book, drawing on the voices of part-time teachers and the expertise of those who support them, considers whole-institution strategies to promote individual and collective professional development. Utilising real
