

|                         |  |
|-------------------------|--|
| 1. Record Nr.           | UNINA9910958518903321  |
| Titolo                  | Effective learning and teaching in social policy and social work / / [edited by] Hilary Burgess and Imogen Taylor  |
| Pubbl/distr/stampa      | New York, : RoutledgeFalmer, 2004  |
| ISBN                    | 1-134-31174-5<br>1-134-31175-3<br>1-280-09621-7<br>0-203-44342-X<br>0-203-41589-2  |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | xx, 229 p  |
| Collana                 | Effective learning and teaching in higher education series   |
| Altri autori (Persone)  | BurgessHilary <1954-><br>TaylorImogen  |
| Disciplina              | 361.2/5  |
| Soggetti                | Social policy - Study and teaching (Higher)<br>Human services - Study and teaching (Higher)<br>Social work education   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di bibliografia    | Includes bibliographical references (p. [197]-218) and index.  |
| Nota di contenuto       | chapter 1 Dancing on a moving carpet: the changing context<br>Introduction 1; Conceptualizing change in higher education 1; Changes in learning and teaching 6; Challenges for social policy and social work lecturers: commonality and differentiation 8; / Pat Young -- chapter Changes in learning and teaching -- chapter 2 Designing the curriculum: complexity, coherence and innovation Introduction 13; Mapping curriculum design 13; Contexts 14; Time 14; Participation 16; Choice of educational approach 17; Constructive alignment 19; Content or outcome requirements 20; Modes of delivery 22; Balancing educational, institutional and practical considerations 23; Imagination, creativity and innovation 25; / Hilary Burgess -- chapter Content or outcome requirements -- chapter 3 Participation in social policy and social work learning Introduction 27; The policy background 27; The new context of involvement 28; Awareness: a pre-requirement for involvement 29; Engaging whom? 31; Challenging exclusion 33; Principles for / Peter Beresford -- chapter Promoting equality and |

inclusion -- chapter Barriers and resources -- chapter Support and retention -- chapter Assessment -- chapter 5 Students learning to learn Introduction 55; Have ye no nished with the learnin yet? 55; What is learning? 56; What is learning to learn? 57; Individuals as learners 57; Learning styles and strategies 58; The in?uence of the learning environment 62; Teaching learning to learn 63; / Viviene E. Cree -- chapter The in?uence of the learning environment -- chapter 6 Promoting interactive learning and teaching Introduction 67; Lectures 67; Learning groups: seminars, group learning and projects 70; Problem-based learning 72; Experiential learning 74; Critical analysis of theory 78; Supporting student learning: / Hilary Burgess -- chapter Learning groups: seminars, group learning and projects -- chapter 7 Walking the assessment tightrope Introduction 82; The purpose of assessment 82; Building an assessment strategy 84; Different forms of assessment 86; Peer / Beth R. Crisp -- chapter Building an assessment strategy -- chapter 8 Towards eLearning: opportunities and challenges Introduction 95; Learning in the information society 97; eLearning in social policy and social work 98; Three stages of engaging with eLearning 100; Challenges to educators 102; / Jackie Rafferty -- chapter 9 Developing learning beyond the campus: increasing vocationalism and declining pedagogy? Introduction 109; The process of learning off-campus 110; Conceptual and explanatory issues 111; Social policy eldwork 112; / Duncan Scott -- chapter The process of learning off-campus -- chapter Conceptual and explanatory issues -- chapter 10 Interprofessional education / Melanie Ashford -- chapter Educator perspective -- chapter 11 Continuing professional development and education Introduction 138; Who are the learners? 139; The context for CPD 140; What should CPD students learn? 144; How might CPD students be enabled to learn? 147; Examples of teaching / Pat Higham -- chapter 12 Globalization: implications for learning and teaching Introduction 153; Relevance and suitability: two challenges 155; The professional context 160; Student mobility 163; Conclusion 165; / Zo Irving -- chapter The professional context -- chapter Student mobility -- chapter Conclusion -- chapter Useful websites -- chapter 13 International perspectives Introduction 169; A comparative perspective on the role of the state in welfare 170; De?nitions and rationale 173; Implementation issues and resources for internationalizing the curriculum 177; / Karen Lyons -- chapter 14 Developing the university as a learning organization Introduction 184; Modernization and the learning organization 185; The learning organization 186; The scholarship of learning and teaching 189; Strategies to support the development of the scholarship of learning and teaching in social policy and social work 192; The importance of academic management 195; / Imogen Taylor -- chapter The scholarship of learning and teaching.

---

## Sommario/riassunto

Written to meet the needs of teachers, lecturers, tutors and trainers, this is the essential guide to understanding the key issues in learning and teaching in social policy and social work - as well as related areas such as early childhood studies, youth and community work and probation studies. The field of social care is constantly changing, and this book acts an accessible introduction to all the core concerns that will be critical to teaching professionals working in the field today. Key areas covered include curriculum planning, design and delivery of teaching, assessment, promoting inclusion, e-learning and interprofessional practice. This book also aims to provide an international perspective, outlining innovative best practice from around the world. Written for undergraduate and postgraduate level teaching, less experienced teachers looking for authoritative, expert

guidance will find this title indispensable, as will more experienced professionals seeking material for reflection.

---