

# Get Free Quality Management In Higher Education Read Pdf Free

*A Handbook for Student Engagement in Higher Education*  
Dec 23 2022  
Drawing on scholarship as well as established practice, *A Handbook for Student Engagement in Higher Education* is a sector-leading volume that unpacks the concept of student engagement. It provides ideas and examples alongside compelling theory- and research-based evidence to offer a thorough and innovative

exploration of how students and staff can work together to genuinely transform the higher education learning experience. Providing readers with evidence from successfully embedded schemes, the book uses case studies and practical, workable examples from a variety of international institutions. With the insight of world-leading contributors, it showcases what good practice looks like in higher

education institutions across the globe. Simultaneously collating a wealth of contemporary research, this book creates vivid connections between theories and student engagement in higher education, with chapter topics including: Creating relationships between students, staff and universities  
Offering non-traditional students extracurricular opportunities  
Taking a students-as-partners

approach Critically reflecting on identities, particularities and relationships The future of student engagement. In a fast-developing and significantly shifting area, this book is essential reading for higher education managers and those working directly in the field of student engagement.

*Innovative Assessment in Higher Education*

Jun 05 2021

Throughout higher education assessment is changing, driven by increased class size, changing curricula and the need to support students better. At the same time assessment regulations and external quality

assurance demands are constraining assessment options, driven by worries about standards, reliability and plagiarism.

*Innovative Assessment in Higher Education* explores the difficulty of changing assessment in sometimes unhelpful contexts. Topics discussed include: problems with traditional assessment methods rationales behind different kinds of innovation in assessment complex assessment contexts in which teachers attempt to innovate innovation in assessment within a range of academic settings theoretical and empirical support

for innovations within higher education. More than a 'how to do it' manual, this book offers a unique mix of useful pragmatism and scholarship. A vital resource for higher education teachers and their educational advisors, it provides a fundamental analysis of the role and purpose of assessment and how change can be managed without compromising standards.

## **E-Learning 2.0 Technologies and Web Applications in Higher Education**

Nov 10 2021

Once considered the traditional approach to education, brick and mortar institutions are no

longer the norm due to e-learning technologies. Populations are turning into ubiquitous human beings, and educational practices are reflecting this change. E-Learning 2.0 Technologies and Web Applications in Higher Education compiles the latest empirical research findings in the area of e-learning and knowledge management technologies assessment. Highlighting specific comparisons and practices of e-learning and knowledge management technologies, this book is an essential guide for professionals and

academics who want to improve their understanding of the strategic role of e-learning at different levels of the information and knowledge society. *Managing Change in Higher Education* Aug 27 2020 **Academic Identities in Higher Education** Aug 07 2021 Academic identity is continually being formed and reformed by the institutional, socio-cultural and political contexts within which academic practitioners operate. In Europe the impact of the 2008 economic crisis and its continuing aftermath accounts for many of these changes, but the diverse cultures

and histories of different regions are also significant factors, influencing how institutions adapt and resist, and how identities are shaped. *Academic Identities in Higher Education* highlights the multiple influences acting upon academic practitioners and documents some of the ways in which they are positioning themselves in relation to these often competing pressures. At a time when higher education is undergoing huge structural and systemic change there is increasing uncertainty regarding the nature of academic identity. Traditional notions compete with new and

emergent ones, which are still in the process of formation and articulation. Academic Identities in Higher Education explores this process of formation and articulation and addresses the question: what does it mean to be an academic in 21st century Europe?

Teaching and

Learning with Digital Technologies in Higher Education Institutions in Africa Apr 15 2022

This book critically examines how the COVID-19 pandemic has stimulated digital innovation within higher education using case studies from Africa.

Imagining a future for post-pandemic higher education, it analyses the challenges and opportunities of remote teaching and learning. The book explores the structural barriers around access to higher education and how these were reconfigured and amplified by technology-dependent teaching and learning. Case studies from

countries across Africa provide unique insights into the challenges experienced by Higher Education Institutions (HEIs) during the COVID-19 pandemic, examining examples of emergent pedagogies such as online, mobile and social media-enhanced teaching, and blended learning. The chapters consider online assessment and teacher professional development, critically examining some of the benefits and structural challenges of digital technology integration in the context of pre-existing education disparities (such as students and

teachers living in poverty-stricken and highly unequal societies). Offering invaluable insights into higher education in Africa, the book will be essential reading for researchers, scholars, and students in the fields of higher education study, digital education and educational technology, and African and comparative education. It will also be of interest to higher education managers and policymakers.

**Learning from Change** Feb 13 2022 In this important collection, Deborah DeZure and a panel of contributing editors have selected the landmark articles

on teaching and learning in higher education published in "Change" from its inception to the present. Since its launch in 1969, "Change" magazine has been the bellwether of higher education. It has framed the key issues confronting the academy, attracted the best minds, and shaped the debate. Through the articles and incisive commentaries we follow the controversies, witness the reception of innovations, and trace the threads of continuity of the past thirty years. What emerges is both an indispensable set of perspectives and a rich resource of models and ideas.

These articles demonstrate the vitality and relevance of the voices from the past. They offer valuable insights and inspiration as we plan for the future, and consider how to foster effective teaching and learning environments. Organized by topic, the articles in each section are introduced by a recognized authority. Deborah DeZure's "Introduction and Conclusion" offer both the context and an analysis of trends. This compelling book constitutes both fascinating reading and an important compass for administrators in higher education,

directors of faculty development, and deans, department chairs and faculty engaged in leadership roles in the academy. It is an invaluable introduction and survey for anyone who wants to familiarize him or herself with the issues and trends. [Social Work in Higher Education](#) Dec 11 2021 First published in 1999, in the light of recent moves towards deprofessionalisation and instrumentalism, Karen Lyons has conducted extensive research into the challenges facing social work training as a higher education discipline. Here, these challenges are located in a

discussion of wider changes in both higher education and the personal social services, and are also linked to debates about professional education and the nature of knowledge. The analysis is based on original data and includes reference to pedagogical and cultural factors, and to internal and external policies which might make social work viable or vulnerable in the higher education context. This multi-disciplinary perspective reflects a characteristic of social work study itself - a quality which might be seen as either problematic or as a strength. The book concludes that, while the future

scale and form of the social work subject area lie partly outside the control of social work educators, they have a key role to play in the development of the discipline. This includes the promotion of research, which should underpin the creation of knowledge and inform professional practice in the changing field of personal social services.

### **Assessing Learning in Higher Education**

Apr 22 2020  
Assessing Learning in Higher Education is an anthology produced by the international association, Learning in Higher Education (LiHE). LiHE, whose scope

includes the activities of colleges, universities and other institutions of higher education, has been one of the leading organisations supporting a shift in the education process from a transmission-based philosophy to a student-centred, learning-based approach.

*Assessing Learning in Higher Education* explores some of the latest assessment methods in higher education around the world. Each of the chapters explores assessment of learning in higher education in terms of either policy or practice. They contain detailed descriptions of

approaches taken in very different curriculum areas, and demonstrate clearly that assessment is a crucial aspect of HE - in fact the one that students are most concerned with and that those involved in curriculum design need to take very seriously.

**Developing Teaching and Learning in Higher Education**

Jan 20 2020

**Higher Education and Research in the Post-Knowledge**

**Society: Scenarios for a Future**

World May 04

2021 How will higher education and research evolve in the future to produce the high-level knowledge and skilled human

capital which underpin sustainable societies? This book explores challenges for the post-knowledge society and economy where major socio-economic change is occurring in tandem with advances in digital technologies. It brings together international authors to discuss scenarios against a background of transformation, including the fourth wave of globalization, demographic shifts, socio-economic inequality, and climate change. Policy-makers, institutional leaders, the academy, students, employers and society at large will find this book

topical and thoughtful.  
*Learning & Teaching in Higher Education* Feb 25 2023 This book addresses the practice of learning and teaching within higher education. Higher education is currently a sector challenged worldwide by increased numbers and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance, thinning resources and the exacting demands of a global education market. This book brings together key issues of theory and practice to develop an overall professional 'language' of

teaching situated within communities of academic practice. This 'language' provides teachers with a conceptual 'vocabulary' and 'grammar' for understanding and improving practice, enables them to critically reflect upon their teaching in a range of key 'genres'  
[Globalization and Internationalization in Higher Education](#)  
Feb 19 2020 International contributions exploring the internationalisation agenda in higher education, drawing together strategic and management issues, successful practice, giving an understanding of the new challenges.  
>  
*Reconstructing*

*Relationships in Higher Education*  
Feb 01 2021 Drawing on two international research projects, *Reconstructing Relationships in Higher Education: Challenging Agendas* looks behind formal organisational structures and workforce patterns to consider the significance of relationships, particularly at local and informal levels, for the aspirations and motivations of academic faculty. In practice, and day-to-day, such relationships can overlay formal reporting lines and therefore inform, to a greater or lesser extent, the overall relationship between individuals and institutions. As



a result, from an institutional point of view, relationships may be a critical factor in the realisation of strategy, and can in practice have a disproportionate effect, both positively and negatively. However, little attention has been paid to the role that they play in understanding the interface between individuals and institutions at a time of ongoing diversification of the workforce. For instance, they may provide space, which in turn may be implicit and discretionary, in which negotiation and influence can occur. In this context, Reconstructing Relationships in

Higher Education also reviews ways in which institutions are responding to more agentic approaches by academic faculty, particularly younger cohorts, and the significance of local managers, mentors and academic networks in supporting individuals and promoting career development. The text, which examines the dynamics of working relationships at local and institutional level, will be of interest to senior management teams, practising managers at all levels, academic faculty, and researchers in the field of higher education. Academic Practice

Nov 22 2022 This book gives a broad overview of the issues faced by early career academics and explores a variety of topics from curriculum planning to employability. Fully updated throughout, key features of this second edition include: Two new chapters on HE assessment and becoming a supervisor New case studies in every chapter What 'the TEF' means for universities This is essential reading for higher education faculty undertaking professional development courses, such as the PG Certificate in Academic Practice (PGCAP), the PG

Certificate in Teaching and Learning in Higher Education (PGCTLHE/PGHE) and related courses, and also for early career academics wishing to deepen their understanding of contemporary higher education. **Online Learning and its Users** May 24 2020 Online Learning and Its Users: Lessons for Higher Education re-examines the impact of learning technologies in higher education. The book focuses particularly on the introduction and mainstreaming of one of the most widely used, the virtual learning environment (VLE) or learning management system (LMS). The

book presents an activity theoretic analysis of the VLE's adoption, drawing on research into this process at a range of higher education institutions. Through analysis and discussion of the activities of managers, lecturers, and learners using the VLE, lessons are identified to inform future initiatives including the implementation of massive open online courses (MOOCs). A replicable research design is included and explained to support evaluation and analysis of the use of online learning in other settings. The book questions accepted views of the place of technologies in higher education,

arguing that there has been a repeated cycle of hype and disappointment accompanying the development of online learning. While much research has documented this cycle, finding new strategies to break it has proved to be a more difficult challenge. Why has technology not made more impact? Are lecturers going to be left behind by their own students in the use of digital technologies? Why have we seen costly and time-consuming failures? This book argues that we can answer these questions by heeding the lessons from previous experiences with the VLE and early iterations of the MOOC. More

importantly, we can begin to ask new and different questions for the future to ensure better outcomes for our institutions and ultimately our learners. presents institution-wide analysis of the adoption of a key educational technology for higher education, validated across multiple sites, to support deeper understanding of the use of learning technologies in context describes Activity Theory and presents a replicable model to operationalise it for investigations of the use of online learning in higher education and other settings provides a unique perspective on the historical experience of VLE

adoption and mainstreaming to identify important insights and essential lessons for the future

### **Disability in Higher Education**

Dec 19 2019 Access to institutions of higher education is as important for disabled people as it is for non-disabled students, since it can offer them the same opportunities for employment, social inclusion and poverty alleviation. Furthermore, inclusive practices in schools also encourage the need for greater access in higher education. Increasing numbers of students with disabilities are now attending universities and there is growing interest in knowing

more about how they can be given full access to a high quality academic provision and social life. This book offers a detailed account of practices in Canada (Ontario), France and the United Kingdom, and provides additional information on the situation in Germany and Switzerland. The statistics do not allow for a detailed comparison across these countries. It is clear, however, that they reveal very different numbers with very different disabling conditions. This report also shows that although a great deal of progress has been made, there is still a long way to go before universities

will be able to respond fully to the needs of disabled students. Achieving this goal will require the development of more open attitudes towards students with disabilities, close review of the funding mechanisms, improvements in data collection allied to better identification and assessment procedures, and improved links with secondary schools and other groups in the community. Finally, while distance learning offers a possible way forward, it still lacks the flexibility needed to provide full access.

**Diversity and Excellence in Higher Education**

Sep 20 2022

"Diversity and excellence in Higher Education seem to be conflicting concepts. Nevertheless, they are dynamic and closely intertwined -- indeed they may even require each other. The book brings together insights from ten different countries to analyse these multi-faceted phenomena and discuss how they may be reconciled within higher education. To set the overall context, it critically addresses markets and managerialism, whilst foregrounding the dangers of certain behavior that European countries are currently, though often unwisely, copying

from the U.S. In a mass Higher Education system, the social basis of the student body diversifies - a fact that creates new challenges for planners and managers. The authors' study of diversity concentrates particularly upon issues of equity and justice for students, addressing their life cycle transitions from school to higher education, degree completion, postgraduate education and employability. It also considers challenges posed by diversification at the institutional level, encompassing changes in management, leadership, governance and performance

assessment. It addresses attempts to achieve excellence by selectivity, thereby contributing to the stratification of university systems; and it explores attempts to achieve excellence by merging smaller institutions to form larger entities. The book's overall conclusion is that diversity and excellence are not necessarily enemies but relatives who cannot escape the bond between them. "

*Economically and Educationally Challenged Students in Higher Education* Jun 24 2020 The gap between low- and high-SES student college enrollment has not diminished in decades. This

volume provides an overview of the current research on this problem and provides ideas and insights that may help reduce the gap. It integrates the research on low-SES, low-income, working-class, and first-generation students' access to, enrollment and experiences in, and outcomes of college. The author suggests economically and educationally challenged (EEC) students as an umbrella term for these overlapping categories of students and provides reasons why such a term may be appropriate. The volume reviews how scholars define socioeconomic status and its

component variables and how those definitions are used in higher education research. It also highlights conceptual frameworks and models used in research on these students and reviews EEC students' access to, experiences in, and outcomes of college attendance. Students with multiple identities -- for example, being from a particular social class while also belonging to specific racial, ethnic, and gender groups -- are discussed as well. Since these students disproportionately attend particular types of institutions, organizational responses and

policies specific to this group of students are also addressed. The volume concludes with implications and recommendations for researchers, practitioners, and policymakers. This is the third issue in the 33rd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph in the series is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical

reviews of each manuscript before publication.

**Case Studies on Information Technology in Higher Education: Implications for Policy and Practice** Mar 14 2022 Case Studies on Information Technology in Higher Education: Implications for Policy and Practice is a collection of cases by researchers and practitioners that investigates examples of integrating IT in higher education, examining both successes and failures in college and university settings.  
**Understanding Power and Leadership in Higher Education**

Aug 19 2022 Within higher education, power is often perceived negatively. Rather than avoiding the idea of power, this book explores the importance of embracing and effectively engaging power to affect positive change on campus. Understanding Power and Leadership in Higher Education gives college and university administrators the tools to understand the relationship between leadership, power, and influence within higher education. Highlighting real stories of effective college and university administrators, this book helps readers understand and

analyze the use of power, preparing leaders for the realities of today's administrative environment.

International Perspectives on Leadership in Higher Education

Oct 29 2020 As complex, large institutions, universities present unique challenges for leaders.

International Perspectives on Leadership in Higher Education examines how contemporary leaders in higher education - in different disciplines, at different levels and in different parts of the world - are identified, developed and supported.

Designing Effective Feedback Processes

in Higher Education

Nov 17 2019

Feedback is one of the most powerful influences on student achievement, yet it is difficult to implement productively within the constraints of a mass higher education system.

Designing Effective Feedback Processes in Higher Education: A

Learning-Focused Approach addresses the challenges of developing effective feedback processes in higher education, combining theory and practice to equip and empower educators. It places less emphasis on what teachers do in terms of providing commentary, and more emphasis on how students generate, make

sense of, and use feedback for ongoing improvement. Including discussions on promoting student engagement with feedback, technology-enabled feedback, and effective peer feedback, this book: Contributes to the theory and practice of feedback in higher education by showcasing new paradigm feedback thinking focused on dialogue and student uptake Synthesises the evidence for effective feedback practice Provides contextualised examples of successful innovative feedback designs analysed in relation to relevant literature Highlights the

importance of staff and student feedback literacy in developing productive feedback partnerships Supports higher education teachers in further developing their feedback practice. Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach contributes to the theory and practice of higher education pedagogy by re-evaluating how feedback processes are designed and managed. It is a must-read for educators, researchers, and academic developers in higher education who will benefit from a guide to

feedback research and practice that addresses well recognised challenges in relation to assessment and feedback. *Student engagement in Europe: society, higher education and student governance (Council of Europe Higher Education Series No. 20)* May 16 2022 Democratic institutions and laws are essential, but they cannot bring about democracy on their own. They will only function if they build on a culture of democracy, and our societies will not be able to develop and sustain such a culture unless education plays an essential role. Student

engagement is crucial: democracy cannot be taught unless it is practised within institutions, among students and in relations between higher education and society in general. This 20th volume of the Council of Europe Higher Education Series demonstrates the importance of student engagement for the development and maintenance of the democratic culture that enables democratic institutions and laws to function in practice. This volume covers three aspects of student engagement that are seldom explored: its role in society through



political participation and civic involvement; its place in higher education policy processes and policy-making structures; and how student unions represent the most institutionalised form of student engagement. The authors are accomplished scholars, policy makers, students and student leaders.

*Contemporary Issues in Higher Education Law* Jan 12 2022 Users of the 2nd Edition, from 2011, have found the book a practical, all-in-one guide covering higher education law as it affects students, faculty and non-faculty employees, and administrators. The

new edition provides a useful resource that reflects trends in the law, details current case law on a particular subject, and provides guidance on institutional policy for both public and private higher education institutions. This is an excellent text for courses in higher education law, providing board members, administrators, faculty, and students with a basis for informed decision making that will reduce the risk of liability through a preventive-law approach. The 3rd Edition contains a new chapter on religious colleges and universities, a complete listing of

hundreds of cases cited, constitutional and federal statute references. Study questions and answers will be compiled in a separate guide for use by instructors. *Reshaping International Teaching and Learning in Higher Education* Oct 17 2019 This volume provides a broad examination of how technology and globalisation have influenced contemporary higher education institutions and how moves towards internationalisation within and between educational providers continue to be a force for change in this context. Showcasing the varied responses to and utilisation of

new technologies to support international teaching and learning endeavours at a range of higher education institutions, this book introduces content from around the world, emphasising the global importance of the internationalisation of education. Featuring contributions from some fresh young voices alongside the work of experienced and internationally renowned scholars this collection critically scrutinises the potential of information and communication technologies (ICTs) on the capacities and patterns of

university education; Assesses and refines the contention that ICTs are facilitating the (re-)shaping of university practices as well as challenging traditional educational models and learning strategies; Provides a comprehensive portrait of the ways in which ICT use engages higher education providers, society and individuals to facilitate potentially more democratic, globally focussed access to knowledge generation, creation, investigation and consumption processes through internationally focussed education; and Examines the differing pace and

scope of change in international educational practice and context between and within countries and disciplines. With an international range of carefully chosen contributors, this book is a must-read text for practitioners, academics, researchers, administrators, policymakers and anyone interested in the future of the university in an information age. [Regional Cooperation and Cross-Border Collaboration in Higher Education in Asia](#) Mar 22 2020 Investments in higher education (HE) to promote competitiveness and economic growth have

spurred HE leaders to seek ways of effectively utilizing the available resources to raise quality and efficiency in HE. One widely advocated strategy to accomplish this is through greater regional cooperation and cross-border collaboration among HE institutions. Such collaborations may include student and faculty exchanges, dual and joint degree programs, twinning between pairs of universities, and the formation of university networks. This publication provides operational recommendations for supporting governments and

universities in the region in pursuing regional cooperation and cross-border collaboration in HE development. **Assessing Student Learning in Higher Education** Sep 27 2020 This book provides background research on different aspects of assessment, the aim being to refresh lecturers' approach to the assessment of student learning. It looks at conventional as well as less widely used methods. Managing Technology in Higher Education Oct 21 2022 Universities continue to struggle in their efforts to fully integrate information and communications

technology within their activities. Based on examination of current practices in technology integration at 25 universities worldwide, this book argues for a radical approach to the management of technology in higher education. It offers recommendations for improving governance, strategic planning, integration of administrative and teaching services, management of digital resources, and training of technology managers and administrators. The book is written for anyone wanting to ensure technology is integrated as effectively and efficiently as

possible.

New Dimensions in  
Higher Education

Mar 02 2021

**The WTO and the  
University** Jul 06

2021 By and large, the debate about the merits of including higher education services within free trade policies has occurred outside of the United States, even though the U.S. Office of the Trade Representative has specifically included higher education services in its March 2003 negotiating offer to the General Agreement on Trade in Services (GATS). This book emerged from research and conversations on the potential implications of free trade on American

higher education, implications which have yet to lead to any real conversation or debate within the broad higher education community in the United States. It fills a niche in the literature on trade and higher education services by providing context and analysis of the trade issue in the American higher education context, as well as the pros and cons of free trade in higher education services from the perspectives of the U.S.-based actors.

**The Shaping of  
American Higher  
Education** Apr 03

2021 THE  
SHAPING OF  
AMERICAN  
HIGHER

EDUCATION  
SECOND EDITION

When the first edition of The Shaping of American Higher Education was published it was lauded for its historical perspective and in-depth coverage of current events that provided an authoritative, comprehensive account of the history of higher education in the United States. As in the first edition, this book tracks trends and important issues in eight key areas: student access, faculty professionalization, curricular expansion, institutional growth, governance, finance, research,

and outcomes. Thoroughly revised and updated, the volume is filled with critical new data; recent information from specialized sources on faculty, student admissions, and management practices; and an entirely new section that explores privatization, corporatization, and accountability from the mid-1990s to the present. This second edition also includes end-of-chapter questions for guidance, reflection, and study.???? "Cohen and Kisker do the nation's colleges and universities a much needed service by authoring this volume. The highly regarded histories of American higher education have

become badly dated. They ignore the last quarter century when American higher education was transformed. This volume provides comprehensive information on that era." — Art Levine, president, Woodrow Wilson National Fellowship Foundation, and author, *When Hope and Fear Collide: A Portrait of Today's College Student* "The second edition of *The Shaping of American Higher Education* is a treasure trove of information and insight. Cohen and Kisker provide us with astute and straightforward analysis and commentary on our past, present, and likely future. This book is invaluable

to those seeking to go to the heart of the issues and challenges confronting higher education." — Judith S. Eaton, president, Council for Higher Education Accreditation "Arthur Cohen and his collaborator have now updated his superb history of American higher education. It remains masterful, authoritative, comprehensive, and incisive, and guarantees that this work will stand as the classic required resource for all who want to understand where higher education came from and where it is going. The new material gives a wise and nuanced perspective on the current crisis-

driven transformations of the higher education industry." — John Lombardi, president, Louisiana State University System "The Shaping of American Higher Education is distinguished by its systematic approach, comprehensive coverage, and extensive treatment of the modern era, including the first years of the twenty-first century. In this second edition, Arthur Cohen and Carrie Kisker are especially adept at bringing historical perspective and a balanced viewpoint to controversial issues of the current era." — Roger L. Geiger, distinguished

professor, The Pennsylvania State University, and author, *Knowledge and Money Quality Assurance in Higher Education* Jul 26 2020 This text provides an analytical account of the changes to quality assurance of UK universities and colleges from 1992 to 2003. *Professionalism in Practice* Sep 08 2021 This book acts as a highly practical guide for new and experienced lecturers, learning supporters and leaders in Higher Education; and offers plentiful examples and vignettes showing how learning can be brought to life through activity and engagement. It offers numerous pragmatic

illustrations of how to design and deliver an engaging curriculum, and assess students' learning authentically. Sound scholarship and research-informed approaches to Higher Education teaching and learning underpins the myriad accessible and readily recognizable examples of how real educators solve the challenges of contemporary Higher Education. Additionally, guidance is offered on how to present evidence for those seeking accreditation of their teaching and leadership in Higher Education, as well as useful advice for

experienced HE teachers seeking to advance their careers into more senior roles, on the basis of their strong teaching and pedagogic leadership. The book will be of great interest to students and researchers working in Education, and will be invaluable reading for both new and experienced lecturers working in HE institutions. Quality and Power in Higher Education  
Jun 17 2022 This book examines the power relations that organize and facilitate quality assurance in higher education. It interrogates power in terms of macro systems of accountability,

surveillance and regulation, and uncovers the ways in which quality is experienced by academics and managers in higher education. Louise Morley reveals some of the hidden transcripts behind quality assurance and poses significant questions \* What signs of quality in higher education are being performed and valued? \* What losses, gains, fears and anxieties are activated by the procedures? \* Is the culture of excellence resulting in mediocrity? Quality and Power in Higher Education covers a wide range of issues including the policy contexts, new managerialism, the costs of quality

assurance, collegiality, peer review, gender and equity implications, occupational stress, commodification and consumer values in higher education, performativity, league tables, benchmarking, increasing workloads and the long-term effects on the academy. It draws upon Morley's empirical work in the UK, on international studies and on literature from sociology, higher education studies, organization studies and feminist theory. It is important reading for students and scholars of higher education policy and practice and for university managers and

policy-makers.

*Characteristics of Excellence in Higher Education*

Dec 31 2020

New Dimensions in Higher Education

Jul 18 2022

**EBOOK: An Introduction to Learning and Teaching in Higher Education**

Jan 24 2023

This book is a comprehensive yet accessible introduction to learning and teaching in higher education, and an invaluable resource if you are seeking to enhance and develop your teaching in the context of the Teaching Excellence Framework (TEF). It also supports your progress towards Fellowship of the Higher

Education Academy (HEA), with an overview of the UK Professional Standards Framework (UKPSF) and linking content to the framework. This book is for new and existing teachers in higher education and those teaching higher education programmes in further education colleges. As well as helping you enhance and extend your understanding of the theory and practice of learning and teaching, this book encourages you to reflect on and improve your teaching in higher education to meet the needs of a diversity of students in the changing landscape of higher education. Together with its

progressive and logical sequencing of topics - covering planning and preparation; techniques, methods and resources; assessment, quality and evaluation - the book provides:

- A core text and resource for new teachers in higher education undertaking postgraduate programmes in learning and teaching.
- An accessible and practical introduction to the knowledge and skills required to become a confident and effective lecturer in higher education
- Mapping to the HEA UK Professional Standards Framework to



provide guidance and support for those working towards Fellowship of the HEA together with sample Fellowship applications • 'Pause & Reflect' boxes to reinforce your professional learning journey "This book is not only an excellent introduction to learning and teaching in university but also for those providing higher level learning in further education colleges. It is an ideal companion for lecturers and teachers undertaking postgraduate programmes in learning and teaching and also for those seeking Fellowship of the Higher Education

Academy. The core message of the book is that improving teaching, learning and quality begins with teachers themselves through their own professionalism, scholarship and reflective practice." Vicky Duckworth, Reader in Education, Edge Hill University, UK "Pete Scales begins his book by asking the question 'What is teaching?' and giving possible answers and raising further questions. This sets the tone for his approach in this wide-ranging almost encyclopaedic book that touches on all the topics and issues that someone new to higher education is required to address.

But this introductory book is unique because Scales never loses what is his professional passion and his authorial focus - the relationship between the teacher and the student. All education is founded on the relationship between a teacher and a student and Scales provides a guide for the new higher education teacher through the confusing and confused world of higher education in order that they can remain a teacher despite institutional distractions." Dennis Hayes, Professor of Education, University of Derby, UK "This book provides a welcome

and timely addition which will be of huge value to anybody with an interest in teaching and learning in higher education. It will be of particular value to those new to teaching in the higher education sector as well as more experienced staff who wish to update their skills or apply for Higher Education Academy recognition." Chris Wakeman, Head of Education and Inclusion Studies, University of Wolverhampton, UK "Explicit links to specific elements of each dimension of the UK Professional Standards Framework make this text invaluable to those producing evidence for taught routes to HEA fellowship or

associate fellowship, and for those embarking on applications for FHEA based on CPD and experience. It gives good guidance to alignment of each element of the UKPSF dimensions with personal professional experiences. Peter Scales shares my dislike for the word 'delivery' to describe teaching and clearly explains why! The text is passionate, readable and engaging with a logical presentation of the lived experiences of teaching in higher education." Beverley Hale, Professor of Learning and Teaching, University of Chichester, UK Mobile and Sensor-

## Based Technologies in Higher Education

Oct 09 2021 At all educational levels, innovation is progressively becoming an intrinsic aspect of learning. The proliferation of mobile devices and sensor-based technologies increased the possibilities for learning and pushed it into institutions. One major challenge accompanying the growth in online education is that many teacher educators find themselves under pressure and underprepared to teach online courses. As online education continues to grow, curriculum and training that prepares teachers for online course

design and delivery are critical. Mobile and Sensor-Based Technologies in Higher Education explores how mobile and sensor-based technologies are shaping higher education and creating a roadmap

for harnessing artificial intelligence, online learning, distance learning, and other modern technologies to aid education. Covering key topics such as assessment, inclusive education,

and social distancing, this reference work is ideal for policymakers, researchers, scholars, academicians, practitioners, instructors, and students.