

Preface

This book examines current trends in higher education and the Scholarship of Teaching and Learning. It introduces readers to pedagogical strategies that instructors worldwide are using to overcome some of the challenges they face in higher education. To maximize their students' learning, this book argues that institutions are compelled to innovate their policies and instructors must be collaborative and creative in their practices in response to students' growing demands and needs, challenges to their learning, and the shifting terrain of a rapidly globalizing world. The text explores the idiosyncrasies and challenges that drive innovation across particular cultures, disciplines and institutions. It suggests that the responses to these drivers offer some universal and compatible lessons that not only optimize teaching and learning, but also transgress institutional, cultural, and disciplinary boundaries in higher education.

The contributors to this collection work in the United States, the United Kingdom, Africa, Asia, Australia, Scandinavia and the Middle East. They represent a broad range of disciplines, fields and institutional types. They teach in varied contexts, durations, delivery modes, and formats, including online, study abroad, blended, accelerated, condensed, intensive and mortar-and-brick settings. Their higher education students are equally as diverse, in age, cultural backgrounds and needs, but willingly lend their voices and experiences to their instructors' study of teaching and learning in their particular contexts. This book harnesses the rich diversities and range our contributors represent and shares the results of their expertise, research, and assessments of some of the most creative and effective ways to improve student learning in the face of stagnant practices, limited resources, and other challenges that educators and students face in higher education.

About the Book's Organization

We designed this book for higher educational instructors and professions around the globe, who are interested in contesting the challenges that impede their ability to innovate and create new and expanded forms of teaching and learning. We begin

by examining some of the fundamental elements of higher education and teaching and learning that demand change. We make the assertion that teaching and learning in twenty-first century higher education have reached a crossroads, poised to transition to new and refurbished ways of serving our students' educational needs. We locate this assertion in historical and current, student-focused contexts in the section, "Transforming the 'Traditional' in Higher Education." The chapters in this section examine and challenge, among other things, centuries-old adherence to and privileging of organizational systems and structures based on the agrarian academic calendar, the higher education institution, the discipline, lecture-style pedagogies, unidirectional hierarchical knowledge and assessment.

As we attempt to expand readers' traditional ways of regarding these large, aforementioned concepts, the second section of this work, "Global Innovations in Teaching and Learning," makes it clear that these universal concerns must occur across diverse contexts. The chapters in this section introduce readers to some of the global innovations and approaches of our contributors. Their theory and practice-based approaches and case studies reveal their research-oriented, student-driven experimentations that privilege student voices. In this section in particular, we explore the growing dimensions of what it means to teach and learn locally and globally. In this section, contributors tackle ways to help students become more active and engaged citizens in their communities and the rest of the world and to gain intercultural competency not simply by travelling the world, but by bringing the world to them.

Technology represents the most widely used mechanism transforming higher education and our approaches to teaching and learning. The chapters of Sect. 3, "Transgressing Boundaries Using Technology," demonstrate the range of possibilities available to transform teaching and learning in higher education. Not only are our students more globally diverse, their lives are more distinctly virtual, with the majority of their interactions occurring online. Our authors in this section demonstrate the use of technology that adapts teaching to meet the realities of students' lives³ and like the to refashion ideas about the course and to transform traditional practices such as student note-taking, pedagogies and formats such as online teaching and disciplines such as Composition. Their discussions lead to the final section of the book, "Restructuring Delivery, Formats & Modes." In these final chapters, our contributors provide educators with research-based strategies for restructuring students' and educators' ways of comparing their thinking about traditional concepts addressed in Section 1 in historical terms. These pedagogically-focused chapters examine students' cognitive, performative and affective behaviours.

Finally, in our concluding statements, we suggest that whether institutions, instructors, disciplines/fields stand at the crossroads of change, the decisions we make to stand still or move forward will have tremendous consequences for our students. We must never let fear and boundaries limit our innovations to engage our students more effectively in higher education.

Global Innovation of Teaching and Learning in Higher
Education

Transgressing Boundaries

Layne, P.C.; Lake, P. (Eds.)

2015, XVI, 369 p. 5 illus. in color., Hardcover

ISBN: 978-3-319-10481-2