

PREFACE

As university educators and scholars, we are fully committed to creating for our students learning environments that engage and nurture them so that they achieve the very best that they can do. Paul Ramsden (2003: p. 97) argues that high quality teaching:

implies recognising that students must be engaged with the content of learning tasks in a way that is likely to enable them to reach understanding...Sharp engagement, imaginative inquiry and finding of a suitable level and style are all more likely to occur if teaching methods that necessitate student energy, problem-solving and cooperative learning are employed.

Our purpose in this text is to provide key directions for all professionals engaged in teaching and supporting student learning in higher education by offering down-to-earth, practical and research-informed guidance on how to motivate students to become creative and energised partners in the co-production of learning. We've drawn here on the work of pedagogic giants who have preceded us, together with the HE pedagogic learning communities to which we belong, as well as more than half a century in total experience of working and teaching in higher education ourselves. We offer our analysis, examples, vignettes, suggestions and guidance in the hope that, having explored and mapped the

territory, others will make their own pathways through the complex and sometimes confusing landscape of university teaching. Bon voyage!

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Professionalism in Practice

Key Directions in Higher Education Learning, Teaching
and Assessment

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