

Making Learning Happen

2nd Edition

A Guide for Post-Compulsory Education

Phil Race



Making Learning Happen A Guide For Postcompulsory Education

**Scales, Peter, Pickering, Jo, Senior,
Lynn**



Making Learning Happen A Guide For Postcompulsory Education:

Making Learning Happen Phil Race, 2005-10-03 Another textbook about learning in the post compulsory sector fortunately this one has an abundant supply of a quality that is often lacking in such books thoughtful originality backed up by meaningful experience on the part of the author The book as a whole is mercifully free of unnecessary jargon a point that the author points out in the preface and is accessible and friendly in tone Race's ripples on a pond model is effortlessly applicable to a range of learning and teaching situations and provides a useful tool for exploring teaching and learning practice ESCalate Professor Race is without a doubt a master of intelligent simplicity This book may seem to be innocent of theory but a serious understanding of the needs of learners is clear behind every page The approach is to make sense of the collated feedback from thousands of students and teachers gleaned by questions asked during workshops and seminars There is an enormous amount of practical useful material It is replete with lists charts bullet points pithy hints and guidelines I will not be in the least surprised if this book is a runaway success Anita Pincas Lifelong Education and International Development Institute of Education London Phil Race freely shares his experience and his wise counsel in a text where he emerges from the pages as a clear thinking clear writing expert in this field with much to offer John Cowan Emeritus Professor of Learning Development the Open University Making Learning Happen provides an accessible and practical discussion of teaching and learning for the post compulsory sector of higher and further education Much of the existing educational literature on learning is written in language which makes it inaccessible to the people most directly involved in learning learners and their teachers This book avoids the unnecessary jargon and elitist language which has too often hitherto hindered teachers and learners alike in thinking about how best to make learning happen This book will help staff in higher and further education increase the learning payoff which their students derive from a wide range of educational contexts at all levels in post compulsory education The book is centred around Phil Race's well known ripples on a pond model of learning which has identified five fundamental factors underpinning successful learning o wanting to learn o needing to learn o learning by doing o feedback o digesting making sense of what has been learned This text will allow teachers and students to address these factors head on in a wide range of contexts including large group teaching small group work online learning and in their use of formative feedback to help their students Included in the book is a self analysis questionnaire to enable learners to reflect on how these factors contribute to their own approaches to learning Making Learning Happen is a valuable resource for Postgraduate students on PGD higher and further education courses staff development courses in all British universities and is a helpful tool for lecturers and tutors in higher and further education post 16 teachers in secondary education educational managers and students themselves

Making Learning Happen Phil Race, 2010-06-15 Making Learning Happen offers a practical discussion of teaching and learning for the post compulsory sector of higher and further education

Making Learning Happen Phil Race, 2014-05-12 Refreshing original and full of

pragmatic evidence based advice In my opinion this is the best book on learning and teaching available to teachers in H E and F E today The environment has changed so quickly over recent years and Phil Race has not only kept abreast of the changes he is way ahead Professor Ruth Pickford Director of the Centre for Learning and Teaching Leeds Metropolitan University In the age of digital communication online learning and MOOCS Higher Education Institutions need to be able to offer even more to their students Centred around Phil Race s well known ripples on a pond model this accessible discussion of post compulsory education identifies the fundamental factors underpinning successful learning and clearly shows you how to help students learn effectively Updates to this third edition include practical tips for students to help you engage your group discussion of four literacies students need comparative discussion of different forms of assessment increased coverage of peer observation and evidence based practice advice on making lectures unmissable online resources including printable checklists for use in class link to a video interview with the author This book is a valuable tool for lecturers and tutors in universities and colleges post 16 teachers in secondary education and educational managers It also provides a useful resource for postgraduate students on higher and further education courses and staff development courses Phil Race gives keynotes on assessment feedback learning and teaching and runs interactive training workshops for staff and students in universities colleges and other organizations throughout the UK and abroad

A Journal on Vocational Teaching and Education Rajeswari Raj,2015-03-27 As an architect and technical lecturer I share my experiences from when I was teaching higher education students whilst doing the initial teacher training course at the same time These are my reflections as I was learning and teaching at the same time I systematically overcame difficulties by applying the principles I learned My hope is that this book will give the readers some strategies that they can apply in their own settings This book is also about the place of education in society and my thoughts on how effective education can be It also touches upon the various learning styles ideologies and how to prepare a scheme of work and overreaching philosophies It contains various resources and links that I found invaluable It is about what being a professional means my own personal journey as a teacher and how that has made me understand and relate to people more effectively

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Continuing Professional Development In The Lifelong Learning Sector Scales, Peter,Pickering, Jo,Senior, Lynn,2011-01-01 The book sets the context for CPD and

Handbook of Research on E-Assessment in Higher Education Azevedo, Ana,Azevedo, José,2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices

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Making Learning Happen Phil Race, 2005-10-10

Another textbook about learning in the post compulsory sector fortunately this one has an abundant supply of a quality that is often lacking in such books thoughtful originality backed up by meaningful experience on the part of the author The book as a whole is mercifully free of unnecessary jargon a point that the author points out in the preface and is accessible and friendly in tone Race's ripples on a pond model is effortlessly applicable to a range of learning and teaching situations and provides a useful tool for exploring teaching and learning practice

ESCalate Professor Race is without a doubt a master of intelligent simplicity This book may seem to be innocent of theory but a serious understanding of the needs of learners is clear behind every page The approach is to make sense of the collated feedback from thousands of students and teachers gleaned by questions asked during workshops and seminars There is an enormous amount of practical useful material It is replete with lists charts bullet points pithy hints and guidelines I will not be in the least surprised if this book is a runaway success

Anita Pincas Lifelong Education and International Development Institute of Education London Phil Race freely shares his experience and his wise counsel in a text where he emerges from the pages as a clear thinking clear writing expert in this field with much to offer

John Cowan Emeritus Professor of Learning Development the Open University Making Learning Happen provides an accessible and practical discussion of teaching and learning for the post compulsory sector of higher and further education Much of the existing educational literature on learning is written in language which makes it inaccessible to the people most directly involved in learning learners and their teachers This book avoids the unnecessary jargon and elitist language which has too often hitherto hindered teachers and learners alike in thinking about how best to make learning happen This book will help staff in higher and further education increase the learning payoff which their students derive from a wide range of educational contexts at all levels in post compulsory education The book is centred around Phil Race's well known ripples on a pond model of learning which has identified five fundamental factors underpinning successful learning

- o wanting to learn
- o needing to learn
- o learning by doing
- o feedback
- o digesting making sense of what has been learned

This text will allow teachers and students to address these factors head on in a wide range of contexts including large group teaching small group work online learning and in their use of formative feedback to help their students Included in the book is a self analysis questionnaire to enable learners to reflect on how these factors contribute to their own approaches to learning Making Learning Happen is a valuable resource for Postgraduate students on PGD higher and further

education courses staff development courses in all British universities and is a helpful tool for lecturers and tutors in higher and further education post 16 teachers in secondary education educational managers and students themselves EBOOK: Studying at a Distance Christine Talbot, 2010-08-16 This book is invaluable for the first time or even the long term distance learner Areas covered include motivation for studying the learning process note taking tips on e learning in fact everything up to and including preparing for exams Excellent for dipping into when you hit an obstacle to your studies Highly recommended Review of the second edition from Amazon.co.uk This essential guide provides practical help and support for those who have not previously studied at a distance and is ideal for students returning to study after a break It covers fundamental issues such as motivation goal setting time management and coping strategies Additional coverage in the third edition includes Specific information on the use of new technologies in distance learning Detailed coverage of referencing citation and plagiarism Description of using mind maps and other techniques for planning and writing essays or reports Support for disabled students particularly those with dyslexia An expanded further resources section Hallmark features of this book are the comments and advice offered by distance learning students and tutors It also includes a comprehensive exploration of developments in e learning as well as self study activities that highlight the element of active learning that is crucial to successful studying at a distance Studying at a Distance is a key resource for undergraduates and postgraduates in all open and distance learning or e learning courses Curriculum Inquiry in South African Higher Education Eli Bitzer, Nonnie Botha, 2011-11-01 At once evocative and suggestive this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty first century The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated Prof Clifton Conrad University of Wisconsin Madison USA *The European Handbook of Central Asian Studies* Jeroen Fauve, Adrien De Cordier, B. J. Van Den Bosch, 2021-10-19 This handbook is the first collection of comprehensive teaching materials for teachers and students of Central Asian Studies CAS with a strong pedagogic dimension It presents 22 chapters clustered around five themes with contributions from more than 19 scholars all leading experts in the field of CAS and Eurasian Studies This collection is not only a reference work for scholars branching out to different disciplines of CAS but also for scholars from other disciplines broadening their scope to CAS It addresses post colonial frameworks and also untangles topics from their Soviet reference frame It aims to de exoticize the region and draws parallels to European or to historically European occupied territories In each chapter the handbook provides a concise but nuanced overview of the topics covered in which way these have been approached by the mainstream literature and points out pitfalls myths and new insights providing background knowledge about Central Asia to readers and intertwine this with an advanced level of insight to leave the readers equipped with a strong foundation to approach more specialized sources either in classroom settings or by self

study In addition the book offers a comprehensive glossary list of used abbreviations overview of intended learning outcomes and a smart index distinguishing between names locations concepts and events A list of recorded lectures to be found on YouTube will accompany the handbook either as instruction materials for teachers or visual aids for students Since the authors themselves recorded the lectures related to their own chapters this provides the opportunity to engage in a more personalized way with the authors This project is being developed in the framework of the EISCAS project www.eiscas.eu co funded by the Erasmus Program of the European Union **Ultimate FE Lecturer's Handbook** Ros Clow,Trevor

Dawn,2007-02-15 This invaluable handbook is designed for more experienced teachers in FE who have mastered the basics and are ready to re visit their professional skills in the classroom Divided into three key areas the book tackles issues such as gaining learner interest using role play juggling a busy workload and more **Creating a Better World** Anna Clarke,2009

The British National Bibliography Arthur James Wells,2005 Internationale Bibliographie der Rezensionen wissenschaftlicher Literatur ,2006 **Making Sense of Academic Life** Peter G. Taylor,1999 This book helps academics to become players rather than pawns in the process of change To do so it raises issues that might inform thinking about and therefore reactions to academics experiences of their changing roles in changing universities In universities the tradition is to change The author looks at the big picture of change in higher education and in academics work and work environments The focus is on the emergent educational role of academics and the relationship between academics and their institutions In these times the strategy of working harder will not work Unlike books written about how universities might be better managed this book explores issues of self interested self management for academics It suggests new ways of thinking about the nature and future of academic work particularly in terms of the relationship between academic and institutional values priorities and practices *New Zealand Books in Print* ,1989 *A List of New Zealand Books in Print* ,1989 British Education Index ,2005 Resources in Education ,1995

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