



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

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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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