



## Academic Practice

Developing as a Professional in Higher Education

[Saranne Weller](#) - University of the Arts, London

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Paperback	15/10/2015	9781446274231	£26.99
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Taking a broad contemporary view of higher education, this book explores key topics that all academics will need to engage with in order to survive and flourish in today's increasingly complex higher education environment. Key topics include:

- connecting research and teaching in practice
- promoting critical approaches to the curriculum
- teaching for employability and understanding graduate identity
- responding to the internationalisation agenda
- engaging with the demands of the digital university
- enacting interdisciplinary approaches to teaching and scholarship
- enabling inclusive approaches to student engagement and student voice

Policy and practice debates informing these different areas are explored alongside practical guidance on how to implement and integrate key priorities into the different dimensions of their professional practice.

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.

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Becoming a teacher in higher education

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Promoting critical approaches to the curriculum  
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Connecting research and teaching in practice

## PART II: RETHINKING THE UNIVERSITY CONTEXT

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Teaching for employability  
Developing inclusive learning and teaching  
Internationalising teaching in practice  
Enhancing learning in the digital university  
Supporting collaborative learning

## PART III: FROM DISCIPLINARY TEACHER TO SCHOLARLY TEACHER

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Undertaking inquiry into learning and teaching

### **Edition Change:**

### **Reviews:**

The book targets new and early career teachers in HE, and promises an interesting perspective on the issues faced for new teachers as they enter academic life. Many texts aimed at this group focus on the tools and techniques necessary to support new lecturers develop confidence within teaching and assessment practice and learning. Weller takes a broader approach that unpacks some of the bigger picture agendas facing new teachers in constructing professional understanding. For example, Weller explores the situated nature of learning within disciplines, and wider questions of sustainability, inclusion, employability and internationalisation in delivering the curriculum. Case studies provide additional practical support. Overall, the text might complement the development of new lecturers by providing insight into a selection of bigger picture challenges for teaching in HE that shape curriculum delivery and entry into professional life.

Dr Ruth Pilkington  
Education Consultant

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A welcome and timely addition to UKHE resources, this book frames HE teaching as a social and situated endeavour, challenging readers to own teaching as part of a multidimensional professional identity. There are no 'top tips' here, but rather a wealth of theoretical perspectives and exemplifying case studies that will both challenge readers and facilitate personal sense-making, empowering us to take ownership for the education choices we make.

