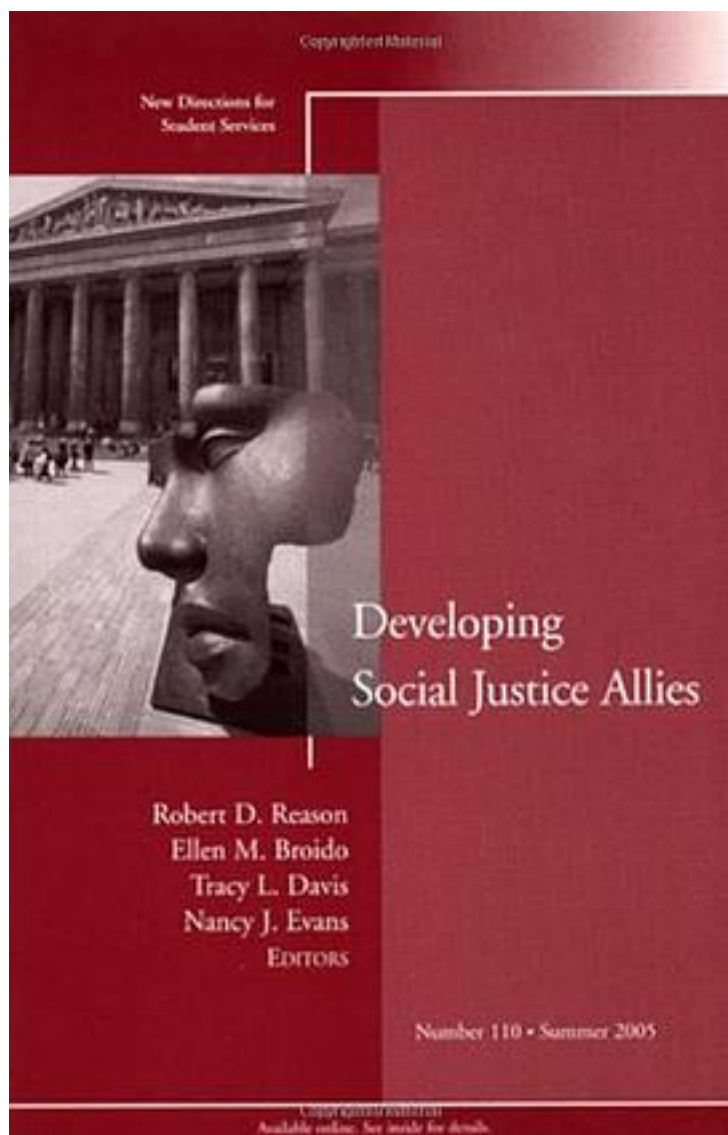


# New Directions for Teaching and Learning



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出版者:John Wiley & Sons Inc

出版时间:2005-6

装帧:Pap

isbn:9780787980702

This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher education should refocus attention on collaboration as a source of faculty learning. The chapters establish a theoretical basis for thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach, research, and teaching. Included as well are a meta-analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice, including the evaluation of collaboratively produced work. The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring, promotion, and tenure policies that reward the full range of scholarly pursuits. They should also prove instructive to faculty embarking on interdisciplinary teaching, research, or outreach activities. This is the 102nd issue of the Jossey-Bass quarterly report series "New Directions for Teaching and Learning".

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目录:

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