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Sinopsis

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Part-time teachers have become an increasing part of the workforce in universities throughout the world. They work in a sector undergoing enormous change and debate about the purposes of the university for individuals, societies and economies. As part-time employees, however, they are not necessarily offered the same level of support or recognition as full-time lecturers. This book, drawing on the voices of part-time teachers and the expertise of those who support them, considers whole-institution strategies to promote individual and collective professional development.

Utilising real action research undertaken by expert practitioners from Australia, New Zealand and the UK, this book explains:

What motivates part-time teachers;

Developing effective policy and practice to support part-time teachers;

What part-time teachers' voices tell us about the content and delivery of induction programmes and ongoing support;

The implications of change and future directions of Higher Education and part-time educators;

How to build sustainable frameworks for the professional development of part-time staff.

Developing Effective Part-time Teachers in Higher Education explores the extent to which part-time staff are utilised, the effectiveness of their teaching, their integration into the broader teaching environment, and their training and development. This international text will prove an invaluable source for anyone involved in academic and educational staff development in Higher or Further Education, and is essential reading for Human Resources directors and managers, senior academics and all part-time teachers.