

Title: **Global good practice in effective learning and teaching, to promote staff/student engagement**

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Session Learning Outcomes

By the end of this session, delegates will have had opportunities to:

- review some good international good practices based on accounts from around the world with a view to engaging more fully a wider group of staff;
- offer personal perspectives on how teaching, learning and assessment varies from nation to nation;
- contribute to a discussion of how we can move towards a truly interactive perspective on teaching, learning and assessment in higher education to ensure staff/student engagement.

Session Outline

Internationalised perspectives on good practice in higher education pedagogy have in the past tended to derive from a relatively limited number of nations, largely within what is often referred to as the western or developed world. In an attempt to partially redress this, I am currently collecting good practice accounts from six continents on different aspects of learning and teaching for a book I am writing for Palgrave (being submitted to the publishers just before the conference).

A particular feature of the book will be the international perspectives on pedagogy it offers, aiming to offer diverse global examples of good teaching within each chapter, thereby avoiding reinforcing dominant discourses that suggest a single nation or group of nations have all the answers. As Boaventura de Sousa Santos proposes 'throughout the world there are practical alternatives to the current status quo of which, however, we rarely take notice, simply because such alternatives are not visible or credible to our ways of thinking.'

This interactive workshop will aim to make visible some global alternative views on what comprises good teaching and will aim to provide opportunities for reframing of perspectives by all participants, including the presenter so as to foster staff/student engagement.

Session Activities and Approximate Timings

20% of the time: Introduction to some key international divergences in current HE pedagogic practice

40% small group discussions of sample good practice accounts

40% plenary discussion stemming from discussions

References

Carroll, J. and Ryan, J. (2005) *Teaching International students: improving learning for all*, London: Routledge SEDA series.

Humfrey C (1999) *Managing International students* Open University Press, Buckingham

Jones, E. and Brown, S. (Eds) (2008) *Internationalising Higher Education*, London: Routledge.

McNamara, D. and Harris, R. (1997) *Overseas students in Higher Education: issues in teaching and learning*, London: Routledge

Ryan, J. (2000) *A Guide to Teaching International Students*, Oxford: Oxford Centre for Staff and Learning Development.

Santos, B. de S. (1995) *Towards a new common sense: Law, Science and Politics in Paradigmatic transition*, New York, Routledge

Wisker, G. (2001) *Good practice working with international students*, Birmingham: SEDA paper 110, the Staff and educational Development Association.