

INDEX

A

Academic expectations, 2, 3, 9
Action research, 16–20, 55,
94, 95
Authentic listening, 27, 95

B

Bounded and open, 15,
141–142, 149

C

Collaboration, 80, 135, 137, 139
Collaborative learning, 7, 72
Collegial conversations, 10–20, 109,
112, 114, 137
Collegiality, 8, 14, 61, 63,
108, 140
Communicative space, 149
Community of practice, 46–49, 52,
143, 144, 146
Connectedness, 5, 8, 12, 29, 100,
111, 113, 126
Connecting to the discipline, 26,
30, 38

D

Dialogic processes, 139
Dialogic spaces, 99
Dialogue, 48, 89, 95, 108, 121,
128, 135, 136, 138, 139, 144,
148, 149

E

Educational rapport, 14, 16, 17, 19,
105–128, 133, 148
Engagement, 1–20, 25–42, 47, 54,
61, 62, 87–101, 122, 127,
132–138, 141–143, 146–148

F

Face-to-face, 16, 27, 40, 41, 69, 71,
79, 90, 91, 92, 134, 136, 137,
143, 144, 149

H

Hospitable and charged,
141–143, 149

I

Individual and group, 4, 8, 14, 15,
17, 19, 32, 46, 106, 141,
143–145, 149

L

Learning management systems, 31,
42, 47, 71, 72
Lifeworld, 47, 63, 89, 143, 145, 149
Little stories and big stories, 15,
141, 145

M

Mathematics Education, 13, 25–42,
134, 142
Mixed Mode Learning, 71, 72, 76,
79, 81

O

Online Learning, 4, 27, 47, 51, 53,
63, 136
Online lectures, 29–32, 36, 38, 41,
42, 72, 136

P

Pedagogical beliefs, 18
Pedagogies of engagement and
connection, 88, 92–94, 98,
100, 134
Peer to peer connections, 49
Personable qualities of staff, 3, 4, 8, 9,
10, 16, 109, 110, 126, 128
Post foundational understandings, 90
Practice, 4, 6, 7, 11, 13, 14, 16, 17,
19, 20, 45–63, 71, 88–95, 97, 98,
100, 107, 109, 111, 113, 114,
126, 132–146, 148, 149

Practice architectures

cultural-discursive, 50, 57, 133,
138, 139, 149
material-economic, 50, 54, 61,
63, 133, 134, 136, 138, 139,
144, 149
social-political, 133, 134, 136,
140, 149

Pre-service teachers, 26, 81, 111, 112,
142, 145, 146

Professional development, 7, 14, 17,
19, 46, 133

R

Rapport, 1–20, 25–42, 46, 47,
50–54, 56, 59–63, 67–82,
88, 89, 93, 100, 105–128,
131–149

Rapport-filled learning
environments, 18

Relational, 13–16, 19, 20, 26,
46, 93, 114, 132, 138, 140,
142, 143

Responsive, 28, 59, 75, 77, 95, 96,
100, 101

S

Silence and speech, 141, 147

Six educational paradoxes / six
paradoxical tensions, 15–17,
138, 140

Solitude and community, 15, 141,
146–147, 149

Staff approachability, 4, 31, 41, 42,
46, 57, 93, 97, 117, 118, 119,
122, 125

Staff interactions, 14, 19, 77, 127

Staff response or responsibilities, 3, 4,
19, 56, 76, 96, 118,
122, 147

Student attendance, 91, 93,
94, 137
Student-centred learning, 17, 106
Student engagement, 1–20, 25–42,
62, 92, 134
Student as expert-reviewers, 122,
125, 127
Student perceptions, 144
Student responsibilities, 13,
113, 123
Student satisfaction, 4–5, 8, 10, 11,
13, 16, 17, 19, 62, 106, 107,
109, 117, 120
Student-staff relationships, 4, 12–13,
17, 19, 26, 49, 89, 94, 111, 118,
125, 139, 148

T

Tailored curriculum, 97, 98
Teaching development, 16–20, 139
Tertiary teaching practice, 132, 133,
136, 140–141, 148
Time, 2, 3, 6, 8, 9, 13, 18, 28,
29, 32, 36, 42, 46, 49, 50, 53,
56, 71, 75, 76, 88, 89, 96, 98,
106, 107, 112, 113, 119–121,
123, 125, 133, 136–140,
145, 147

V

Valuing student input, 5, 8, 9, 31, 97,
107, 114, 144