

Race, P(2014) *Making Learning Happen: A guide for post-compulsory education* (3rd Edition). Pp 304 (Pbk) London: Sage, 2014. ISBN 9781446285961 .

The book is a practical, informed and evidence-based guide for teaching practitioners in Post Compulsory Education (PCE), and has something for everyone involved in supporting the learning and achievement of students in PCE. It is rightly felt to be one of the leaders in the field, and contains nine chapters on key topics including 'Factors underpinning successful learning': 'Making lectures inspiring' and 'What do I do when?', which closes the book, and is a very helpful set of FAQs about regularly faced challenges for lecturers. Whether teaching in a university, college, sixth form college, work-based learning provider or adult education centre, and whether new or experienced, all lecturers will find useful, helpful and clearly explained ideas, examples and activities in this book, which they can use to help them understand their students' learning better and improve their own teaching.

The book has many strengths but it is Race's long-standing experience and understanding of teaching and its purposes, techniques, successes and failures which shines out of every page. The book is veritably bursting with suggestions, checklists, tips, tables and diagrams, and these are well supported by relevant research which anchor the ideas and advice contained within. Race is still actively teaching and his own enthusiasm and desire to continue to make learning happen is powerfully present throughout the book, and this engages the reader from the start.

The book is not one which is mapped against national standards or official professional frameworks, (something of a relief), but Race introduces and explains a range of both extremely useful and well conceptualised frameworks such as the 'Seven Factors Underpinning Successful Learning', which is, as Race claims, simple but crucial. Other concepts such as balancing 'learning incomes' (or all the things learners bring to the learning situation) alongside 'learning outcomes' are thought provoking and likely to make the reader reflect more deeply on their practice and take a fresh view of what they are doing with their own students.

Race is also ready to strongly critique aspects of current teaching and learning in PCE, including assessment practices and large group teaching. He argues strongly that learning is often limited by the way we use these two teaching tools, and justifies this argument both from research and feedback from the National Student Survey. He introduces good evidence to support these critiques, but always offers solutions in terms of what can be done to stop this happening with and to our learners. There are many ways forward offered where we can promote deep and meaningful learning, and these are supported by a rich selection of resources, examples and activities. The photocopiable table (one of a number in the book and available online as a further resource) to gather student feedback on 'submitting your first essay on a

course' is a particularly interesting example which all lecturers in the sector could make positive use of.

The richness and range of the diagrams, photocopiable resources, tables, and the tips at the end of each chapter offers something for all lecturers, and even the most seasoned professional will find items they want to use. At times the pure quantity of lists, checklist and tips does get a little overwhelming for the reader, and the book is better used in sections rather than as a continuous read. This makes it ideal as a resource for teacher education or CPD programmes, where this is the way texts tend to be used. The section on employability, which has been moved to within a section of another chapter, feels a little like it is there because the author feels it should be as part of the current agenda, but it does appear somewhat of an afterthought within what is another helpful chapter.

As the ideas and content of the book are specifically focussed on the Post Compulsory Sector, its relevance to students on education studies could be seen to be limited depending on the degree to which the courses include PCE as part of their curriculum. I would however argue that many of the ideas, approaches and strategies relating to teaching and learning are almost always found in the content of education studies programmes, and that sections of this book could be equally relevant when studying the compulsory sector. The sections on different aspects of learning and how learning can be encouraged and improved are relevant to any sector of education anywhere, and could readily be used in education studies programmes. The principles of teaching espoused are clearly relevant to those teaching education studies in post compulsory settings, and this book is a key resource for them.

Overall this book continues to be one of the best available in the field, is clear, knowledgeable, passionate and hugely practical, and should be on the shelf of any current or prospective educator wherever they are.

Jim Crawley, Bath Spa University