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Subject Collections, 1985 A guide to special book collections and subject emphases as reported by university college public and special libraries and museums in the United States and Canada **National Union Catalog**, 1980

Documentation Abstracts, 2003 **Subject Collections** Lee Ash, William Gerald Miller, 1993 **Who's Who Among Hispanic Americans** Amy L. Unterburger, 1994 All areas of the United States have been surveyed to insure balanced national coverage in this work on Hispanic Americans The work covers individuals from a broad range of professions and occupations including those involved in medicine social issues labour sports entertainment religion business law journalism science and technology education politics and literature Listees have been selected on the basis of achievement in their fields and or for considerable civic responsibility *Who's who in the Midwest*, 1996 **Teaching and Learning for Social Justice and Equity in Higher Education** Laura Parson, C. Casey Ozaki, 2022-01-14 This book focuses on research based teaching and learning practices that promote social justice and equity in higher education The fourth volume in a four volume series this book critically addresses virtual and remote classroom settings Chapters explore contexts within and outside the classroom including a history of online learning research on student engagement and perceptions specific actionable pedagogical or curriculum recommendations and the application of traditional learning theories in virtual settings The volume also explores how online education through a technopositivist lens promotes and reinforces sexist racist and gendered behaviors as well as the role of the student as consumer troubling education in virtual settings in a way that allows for deeper discussion about how to make virtual education emancipatory and empowering *Shaping Higher Education With Students - Ways to Connect Research and Teaching* Alex Standen, Vincent Ch Tong, Mina Sotiriou, 2020-10-09 Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world As student engagement takes centre stage in academic life how can academics and university leaders engage with their students to connect research and teaching more effectively In this highly accessible book the contributors show how students and academics can work in partnership to shape research based education Featuring student perspectives it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy including principles of working with students as partners in higher education connecting students with real world outputs transcending disciplinary boundaries in student research activities connecting students with the workplace and innovative assessment and teaching practices Written and edited in full collaboration with students and leading educator researchers from a wide spectrum of academic disciplines this book poses fundamental questions about learning and learning communities in contemporary higher education This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use All rights not granted by the work's license are retained by the author or authors **Shaping Higher Education with Students** Vincent C. H. Tong, Alex Standen, Mina Sotiriou, 2018-03-06 Forging

closer links between university research and teaching has become an important way to enhance the quality of higher education across the world As student engagement takes centre stage in academic life how can academics and university leaders engage with their students to connect research and teaching more effectively In this highly accessible book the contributors show how students and academics can work in partnership to shape research based education Featuring student perspectives it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy including principles of working with students as partners in higher education connecting students with real world outputs transcending disciplinary boundaries in student research activities connecting students with the workplace and innovative assessment and teaching practices Written and edited in full collaboration with students and leading educator researchers from a wide spectrum of academic disciplines this book poses fundamental questions about learning and learning communities in contemporary higher education

Improving Teaching, Learning, Equity, and Success in Gateway Courses Andrew K. Koch, 2018-01-24 Gateway courses college credit bearing and or developmental education courses that enroll large numbers of students and have high rates of Ds Fs withdrawals and incompletes are a ubiquitous part of the undergraduate experience in the United States As long as there have been U S colleges and universities there have been entry courses that pose difficulties for students courses that have served more as weeding out rather than gearing up experiences for undergraduates This volume makes the case that the weed out dynamic is no longer acceptable if it ever was Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students and this new level of access is coupled with increased scrutiny of retention and graduation outcomes Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching learning and outcomes in these foundational components of the undergraduate experience Back cover

Finding the Why: Personalizing Learning in Higher Education Margit Misangyi Watts, 2016-03-18 This volume addresses how we might help students find the why of their educational endeavors The ideas found in this volume range from changing the perceptions and attitudes of whole communities toward education retuning the first year experience to give students more opportunities to find meaning in their learning suggesting new ways of integrating students experiences with their learning in core courses and connecting major initiatives already in place to demonstrate how we might restructure undergraduate education through the content of the curriculum the way we teach and our curricular learning experiences This is the 145th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education Keengwe, Jared, 2018-07-20 Online and blended courses are becoming increasingly prevalent in higher education settings and the pressures to incorporate these environments highlights the increased demand to serve a generation that prefers

learning through experience or through interacting with learning tools Challenges arise in assisting instructors in facilitating and designing blended learning environments that will provide effective learning for all students The Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education is a critical research publication that delves into the importance of effective professional development for educators planning and teaching online or blended courses It also establishes the benefits of technology mediated learning environments over traditional learning methods Highlighting a wide array of topics such as online learning environments active learning model and educational development this publication explores technology based teaching methods in higher education This book is targeted toward educators educational administrators academicians researchers and professionals within the realm of higher education

Writing about Learning and Teaching in Higher Education Mick Healey, Kelly E. Matthews, Alison Cook-Sather, 2020-09-08 Writing about Learning and Teaching in Higher Education offers detailed guidance to scholars at all stages experienced and new academics graduate students and undergraduates regarding how to write about learning and teaching in higher education It evokes established practices recommends new ones and challenges readers to expand notions of scholarship by describing reasons for publishing across a range of genres from the traditional empirical research article to modes such as stories and social media that are newly recognized in scholarly arenas The book provides practical guidance for scholars in writing each genre and in getting them published To illustrate how choices about writing play out in practice we share throughout the book our own experiences as well as reflections from a range of scholars including both highly experienced widely published experts and newcomers to writing about learning and teaching in higher education The diversity of voices we include is intended to complement the variety of genres we discuss enacting as well as arguing for an embrace of multiplicity in writing about learning and teaching in higher education

Teaching, Learning and Research in Higher Education Mark Tennant, Cathi McMullen, Dan Kaczynski, 2009-09-10 Teaching Learning and Research in Higher Education offers a combination of critical perspectives and practical advice that is ideally suited for individuals interested in enhancing their practice through analysis and critique The aim is to promote a critical understanding of one's own practices to foster personal and professional formation through a reflexive engagement with one's environment and circumstances At a practical level this means to continuously think about how to adjust practice rather than following a formulaic approach derived from any particular educational theory Teaching Learning and Research in Higher Education argues that academics can find space for their own agency in the midst of institutional policies and practices that serve to frame as well as delimit and constrain what counts as good academic work in teaching and research This text bridges a gap between those books that provide a high level analysis of contemporary higher education the more practical texts on how to be a good teacher in higher education and those texts which aim to improve teaching through better understanding of the learning process Topical chapters include Teacher learner relationship Learning groups Practice oriented learning Teaching for diversity e

learning Assessment Approaches to Staff Development Quality assurance Supervision and Research education Doing research and Teaching Research A must have resource for higher education professions academic developers professionals and anyone looking to improve their teaching and learning practices Teaching Learning and Research in Higher Education is also appropriate for continuing and professional development courses in the UK and teaching and learning courses in the US Mark Tennant is Dean of the University Graduate School University of Technology Sydney Cathi McMullen is Lecturer in the School of Marketing and Management at Charles Sturt University Dan Kaczynski is Professor in the Educational Leadership department at Central Michigan University Learning and Teaching in Higher Education Greg Light, Roy Cox, Susanna Calkins, 2009-05-13 This book provides teachers in higher education with what they need a compelling framework for improving student learning It combines a comprehensive synthesis of the latest research on learning and teaching with practical strategies for implementing it in their classrooms Professor Ken Bain Author of What the Best College Teachers Do Vice Provost for Instruction Montclair State University Praise for the First Edition For too long we have waited for a book that brings together the best contemporary thinking about learning and teaching and that connects with academics everyday teaching practice in an engaging way At last in this book we have it Ronald Barnett Institute of Education University of London Worldwide higher and professional education services are challenged by increased student numbers and diversity tougher demands for professional accountability increasing calls for educational relevance and thinning resources This new edition addresses key issues in the practice and theory of teaching and learning in the sector and includes fully updated discussions of the professional in academic practice mentoring teaching with technology the relationship between learning objectives outcomes and assessment the novice teacher The authors draw on theory practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education enabling readers to reflect critically on their teaching They also propose a model for continuous professional development appropriate to the higher education academic community Learning Teaching in Higher Education The Reflective Professional is for lecturers researchers staff developers and others involved in teaching in higher and professional education Greg Light is Director of the Searle Center for Teaching Excellence and an associate professor in the School of Education and Social Policy at Northwestern University Chicago Roy Cox was a visiting academic at the University of London where he helped establish one of the first centres for learning and teaching in higher education in the world Susanna Calkins is Associate Director for Faculty development at the Searle Center for Teaching Excellence *Learning from Each Other* Michele Lee Kozimor-King, Jeffrey Chin, 2018-08-21 Learning from Each Other includes 20 original chapters written by well known experts in the field of teaching and learning Conceived for both new and experienced faculty at community colleges four year institutions and research intensive universities the volume also addresses the interests of faculty and graduate students in programs designed to prepare future faculty and campus individuals responsible for faculty professional development With

the aim of cultivating engagement amongst students and deepening their understanding of the content topics covered in this edited volume include employing the science of learning in a social science context understanding the effects of a flipped classroom on student success pedagogical techniques to create a community of inquiry in online learning environments the risks and rewards of co teaching reaching and teaching non traditional students facilitating learning and leadership in student team projects connecting students with the community through research issues of assessment including backward design developing and using rubrics and defining and implementing the scholarship of teaching and learning Through Learning from Each Other all faculty who care about their teaching but especially faculty in the social sciences can successfully employ curricular innovations classroom techniques and advances in assessment to create better learning environments for their students Engaging the Senses: Object-Based Learning in Higher Education Helen J.

Chatterjee, Leonie Hannan, 2016-03-09 The use of museum collections as a path to learning for university students is fast becoming a new pedagogy for higher education Despite a strong tradition of using lectures as a way of delivering the curriculum the positive benefits of active and experiential learning are being recognised in universities at both a strategic level and in daily teaching practice As museum artefacts specimens and art works are used to evoke provoke and challenge students engagement with their subject so transformational learning can take place This unique book presents the first comprehensive exploration of object based learning as a pedagogy for higher education in a broad context An international group of authors offer a spectrum of approaches at work in higher education today They explore contemporary principles and practice of object based learning in higher education demonstrating the value of using collections in this context and considering the relationship between academic discipline and object based learning as a teaching strategy *Innovations in Pedagogical Practice and Curriculum Development in Higher Education* Josephine Deguara, Gladson Chikwa, Edwin

Rajah, Yanmin Zhao, 2025-10-01 This volume bridges the theory practice divide bringing together scholarly contributions that offer a plethora of resources to promote professional development and knowledge enhancement in a multidisciplinary context

At the Crossroads of Pedagogical Change in Higher Education Melanie N. Burdick, Heidi L. Hallman, 2021-09-28 This book explores pedagogical change and innovation in US colleges and universities and how faculty are prepared to adapt to such changes Drawing from interviews with faculty developers at Centers for Teaching and Learning at research and teaching focused institutions across the United States this book explores how traditional forms of pedagogy are shifting toward student centered and student directed forms of learning The book unpacks the historical development of changes in teaching drawing from research in teaching within particular domains such as diversity equity and inclusion in higher education community based teaching and learning online and hybrid teaching and learning course design interdisciplinary teaching and learning assessment of teaching and the scholarship of Teaching and Learning SoTL This is an invaluable resource for faculty graduate students and scholars of Higher Education and faculty developers looking to promote a culture

of continual renewal and innovation at their institutions

Leading Learning and Teaching in Higher Education Doug Parkin, 2016-08-19

Leading Learning and Teaching in Higher Education brings together contemporary ideas on leadership engagement and student learning into a practical solutions based resource designed for those undertaking the challenge of leading a university level teaching module programme or suite of programmes particularly through periods of transformation or change. It encourages both first time academic leaders and those who have held teaching leadership roles for some time to review and formalise their development in a systematic simple way and acts as a framework for navigating the opportunities and challenges involved in inspiring shared purpose strong commitment and innovation in higher education teaching. With a clear focus on the energy of leadership rather than the practice of management and with a strong emphasis on collaborative engagement running throughout this book offers insightful guidance which is not bound to subject specific requirements making it relevant across the spectrum of course offerings at any one institution. An enabling people focussed foundation for leadership. Tools and frameworks which can be readily applied or adapted for the reader. A focus on core elements of teaching leadership such as design delivery assessment and building a programme team. A flexible and pragmatic approach to leadership which avoids a definitive approach instead encouraging a dynamic method of engaging leadership. Values that assert that leadership and learning go hand in hand. A wide ranging discussion of leadership theories ideas and values related to the university context. This book puts forward a multifaceted model of programme leadership and links this to a scaffolding of key attributes skills and qualities that fit the environment of leading learning and teaching in the university. Particularly interested readers will be those beginning to lead teaching in a university setting as well as those who have been leading programme teams and the wider provision of teaching for some time wanting to enhance their skills and perspective.

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