

New Directions For Teaching And Learning

Sherry L. Hoppe, Bruce W. Speck

The European Higher Education Area Adrian Curaj, Liviu Matei, Remus Pricopie, Jamil Salmi, Peter Scott, 2015-10-12
Bridging the gap between higher education research and policy making was always a challenge, but the recent calls for more evidence-based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area (EHEA). Encouraged by the success of the 2011 first edition, Romania and Armenia have organised a 2nd edition of the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in November 2014, with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda. Reuniting over 170 researchers from more than 30 countries, the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education. The research volumes offer unique insights regarding the state of affairs of European higher education and research, as well as forward-looking policy proposals. More than 50 articles focus on essential themes in higher education: Internationalization of higher education; Financing and governance; Excellence and the diversification of missions; Teaching, learning and student engagement; Equity and the social dimension of higher education; Education, research and innovation; Quality assurance, The impacts of the Bologna Process on the EHEA and beyond and Evidence-based policies in higher education. The Bologna process was launched at a time of great optimism about the future of the European project - to which, of course, the reform of higher education across the continent has made a major contribution. Today, for the present, that optimism has faded as economic troubles have accumulated in the Euro-zone, political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine. There is clearly a risk that, against this troubled background, the Bologna process itself may falter. There are already signs that it has been downgraded in some countries with evidence of political withdrawal. All the more reason for the voice of higher education researchers to be heard. Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA, who are helping to maintain the momentum of the Bologna process. Their pivotal role has been strengthened by the second Bucharest conference. Peter Scott, Institute of Education, London (General Rapporteur of the FOHE-BPRC first edition)

Active Learning Spaces Paul Baepler, D. Christopher Brooks, J. D. Walker, 2014-03-24 With the paradigm shift to student-centered learning, the physical teaching space is being examined The configuration of classrooms, the technology within

them, and the behaviors they encourage are frequently represented as a barrier to enacting student-centered teaching methods, because traditionally designed rooms typically lack flexibility in seating arrangement, are configured to privilege a speaker at the front of the room, and lack technology to facilitate student collaboration. But many colleges and universities are redesigning the spaces in which students learn, collapsing traditional lecture halls and labs to create new, hybrid spaces—large technology-enriched studios—with the flexibility to support active and collaborative learning in larger class sizes. With this change, our classrooms are coming to embody the 21st-century pedagogy which many educators accept, and research and teaching practice are beginning to help us to understand the educational implications of thoughtfully engineered classrooms—in particular, that space and how we use it affects what, how, and how much students learn. This is the 137th 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.

Bringing Problem-Based Learning to Higher Education: Theory and Practice Wim H. Gijselaers, Luann Wilkerson, 1996-12-17 This is the magnum opus on digital printing and the book to read before color calibrating your monitor or wondering about differences in pigmented and dye-based inks. With little in the way of how-to, the book focuses more on why and showcases eloquent photographs, including a heartbreakingly beautiful portrait of Marilyn Monroe, a naked World War II bomber tail gunner, and the inevitable Emperor's New Clothes work. Equally heartbreaking for far different reasons is Henry Wilhelm's essay A History of Permanence that includes a section called The Totally Lost Kodacolor Era that will leave you stunned by the corporate callousness that's described. This book not only deserves to be on the bookshelf of anybody who cares about photography, it deserves to be read.--Joe Farace, Shutterbug Most of us know him as one member of the band Crosby, Stills, Nash and Young, but what you may not know is that at the same time Graham Nash was rocking the world, he was also pursuing a parallel career in photography and digital imaging. Nash Editions--the world's premier fine-art digital printmaking studio, which Graham co-founded with R. Mac Holbert--represents the pinnacle of those efforts. This book uses thought-provoking essays and glorious artwork to sum up not only Nash Editions' achievements but also the state of fine-art digital printmaking. After a brief history of printmaking, you'll reach the heart of the book: an essay by Holbert on the genesis of Nash Editions and fine-art digital printing (which details the studio's interactions with major artists like David Hockney); an essay by MoMA consultant Henry Wilhelm (which includes a technical comparison of traditionally and digitally prepared prints); and commentary from Nash Editions artists. The book's more than 100 illustrations include Nash Editions artwork, photos of artists in the studio, images of the machines used in digital printing, and illustrations of the proofing process. -- Publisher

Building Faculty Learning Communities Milton D. Cox, Laurie Richlin, 2004-05-21 Changing our colleges and

universities into learning institutions has become increasingly important at the same time it has become more difficult. Faculty learning communities have proven to be effective for addressing institutional challenges, from preparing the faculty of the future and reinvigorating senior faculty, to implementing new courses, curricula, and campus initiatives on diversity and technology. The results of faculty learning community programs parallel for faculty members the results of student learning communities for students, such as retention, deeper learning, respect for other cultures, and greater civic participation. The chapters in this issue of *New Directions for Teaching and Learning* describe from a practitioner's perspective the history, development, implementation, and results of faculty learning communities across a wide range of institutions and purposes. Institutions are invited to use this volume to initiate faculty learning communities on their campuses. This is the 97th issue of the quarterly journal *New Directions for Teaching and Learning*.

Experiential Education: Making the Most of Learning Outside the Classroom Donna M. Qualters, 2010 Educators at the cutting edge of the experiential learning movement share their insights and experiences at colleges and universities nationwide This book provides college faculty and administrators with strategies for the successful design, construction, funding, and assessment of experiential education. Featuring edited contributions written by educators at the leading edge of the experiential education movement nationwide, it addresses the realities of experiential education while providing detailed descriptions of everything from the design of individual courses to entire programs. The authors weigh the various pros and cons of the experiential approach, and they offer pointers on how to engage colleagues and stakeholders to help them understand the manifold benefits of the approach.

Learner Contributions to Language Learning Michael Breen, 2014-09-15 Since it was first established in the 1970s the *Applied Linguistics and Language Study* series has become a major force in the study of practical problems in human communication and language education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the series explores key issues in language acquisition and language use. What the learner contributes is central to the language learning process. *Learner Contributions to Language Learning* provides a uniquely comprehensive account of learners' personal attributes, their thinking, their feelings, and their actions that have been shown to have an impact upon language learning. Containing specific chapters from leading names in the field, this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions. It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching. The contributors to the volume are- Michael P. Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P. Lantolf Anita Wenden Diane Larsen-Freeman

Spatial Design Education Ashraf M. Salama, 2016-03-09 Design education in architecture and allied disciplines is the

cornerstone of design professions that contribute to shaping the built environment of the future. In this book, design education is dealt with as a paradigm whose evolutionary processes, underpinning theories, contents, methods, tools, are questioned and critically examined. It features a comprehensive discussion on design education with a focus on the design studio as the backbone of that education and the main forum for creative exploration and interaction, and for knowledge acquisition, assimilation, and reproduction. Through international and regional surveys, the striking qualities of design pedagogy, contemporary professional challenges and the associated sociocultural and environmental needs are identified. Building on twenty-five years of research and explorations into design pedagogy in architecture and urban design, this book authoritatively offers a critical analysis of a continuously evolving profession, its associated societal processes and the way in which design education reacts to their demands. Matters that pertain to traditional pedagogy, its characteristics and the reactions developed against it in the form of pioneering alternative studio teaching practices. Advances in design approaches and methods are debated including critical inquiry, empirical making, process-based learning, and Community Design, Design-Build, and Live Project Studios. Innovative teaching practices in lecture-based and introductory design courses are identified and characterized including inquiry-based, active and experiential learning. These investigations are all interwoven to elucidate a comprehensive understanding of contemporary design education in architecture and allied disciplines. A wide spectrum of teaching approaches and methods is utilized to reveal a theory of a 'trans-critical' pedagogy that is conceptualized to shape a futuristic thinking about design teaching. Lessons learned from techniques and mechanisms for accommodation, adaptation, and implementation of a 'trans-critical' pedagogy in education are conceived to invigorate a new student-centered, evidence-based design culture sheltered in a wide variety of learning settings in architecture and beyond.

Online Student Ratings of Instruction D. Lynn Sorenson, Trav D. Johnson, 2011-09-28 This volume examines the development and growing use of online student ratings and the potential impact online rating systems will have on the future of students' evaluations of teaching. The contributors demonstrate how the preference for online evaluation is growing, even amidst challenges and doubt. Sharing their first-hand experience as researchers and administrators of online systems, they explore major concerns regarding online student ratings and suggest possible solutions. D. Lynn Sorenson and Christian M. Reiner review existing online-rating systems that have been developed independently across the globe. Kevin Hoffman presents the results of a national survey that tracks the increased use of the Internet for student ratings of instruction. At Northwestern University, Nedra Hardy demonstrates how ongoing research about online student evaluations is helping to dispel common misperceptions. Application of online rating systems can present institutions with new challenges and obligations. Trav D. Johnson details a case study based on five years of research in the response rates for one university's online evaluation system and suggests strategies to increase student participation. Reviewing online reporting of results of online student ratings, Donna C. Llewellyn explores the emerging issues of security, logistics, and confidentiality. Other

chapters explore existing online systems, highlighting their potential benefits for institution and instructor alike. Beatrice Tucker, Sue Jones, Lean Straker, and Joan Cole analyze Course Evaluation on the Web (CEW), a comprehensive online system for instructional feedback and improvement. Cheryl Davis Bullock reviews the Evaluation Online (EON) system and its successful role in facilitating midcourse student feedback. The fate of online rating may rest in the unique advantages it may - or may not - have over traditional ratings systems. Debbie E. McGhee and Nana Lowell compare online and paper-based methods through mean ratings, inter-rater reliabilities and factor structure of items. Comparing systems from another angle, Timothy W. Bothell and Tom Henderson examine the fiscal costs and benefits of implementing an online evaluation system over paper-based systems. Finally, Christina Ballantyne considers the prominent issues and thought-provoking ideas for the future of online student ratings raised in this volume. Together, the contributors bring insight and understanding to the processes involved in researching and initiating innovations in online-rating systems. This is the 96th issues of the quarterly journal *New Directions for Teaching and Learning*.

The Importance of Physical Space in Creating Supportive Learning Environments Nancy Van Note Chism, Deborah J. Bickford, 2002 Faculty and students alike have become so accustomed to meeting in spaces that are sterile in appearance, unable to accommodate different instructional approaches, and uncomfortable in supporting adult bodies that most have taken these conditions as a fact of college life. The lack of extensive dialogue on the importance of learning spaces in higher education environments prompted the essays in this volume. The chapter authors look at the topic of learning spaces from a variety of perspectives, elaborating on the relationship between physical space and learning, arguing for an expanded notion of the concept of learning spaces and furnishings, talking about the context within which decision making for learning spaces takes place, and discussing promising approaches to the renovation of old learning spaces and the construction of new ones. This volume is also augmented with a Web site (<http://spacesforlearning.udayton.edu>) that contains diagrams, virtual tours, additional documents pertaining to learning space design, and links to other relevant sites. This is the 92nd issue 89th issue of the quarterly Jossey-Bass publication *New Directions for Teaching and Learning*.

Team-Based Learning: Small Group Learning's Next Big Step Larry K. Michaelsen, Michael Sweet, Dean X. Parmelee, 2011-10-04 Team-Based Learning (TBL) is a unique form of small-group learning designed in and for the college classroom. TBL's special combination of incentives and corrective feedback quickly transforms groups into high-performance learning teams, with no time taken from the coverage of course content. In this issue, the authors describe the practical elements of TBL, how it can look in the classroom, and what they have learned as it has grown into an interdisciplinary and international practice. Chapters discuss: The Essential Elements of Team-Based Learning The Social Foundation of Team-Based Learning: Students Accountable to Students Knowledge is No Longer Enough: Enhancing Profession Education with Team-Based Learning Teaching Skills for Facilitating Team-Based Learning Peer Assessment and Evaluation in Team-Based

Learning Technological Alternatives to Paper-Based Components of Team-Based Learning Team-Based Learning in Asynchronous Online Settings Importantly, TBL is not about teaching but about learning. Several articles in this volume illustrate this emphasis by using TBL students' own words to reinforce key ideas. This is the 116th volume of the Jossey-Bass quarterly report series *New Directions for Teaching and Learning*, which 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.

Spirituality in Higher Education Sherry L. Hoppe, Bruce W. Speck, 2005 This issue looks at spirituality in higher education through a number of lenses, examining what many view as trend towards incorporating spirituality back into the lives of students, faculty, and administrators. Questions about meaning and purpose are as old as humans, and in the earliest days of higher education, the search for truth was the ultimate journey of the student. Over the decades, though, the academy has often shunned the spiritual aspect of a student's education. Whether that is to avoid controversy or to protect from acknowledging that all is not known, there is a predisposition to avoid talking about spirituality in the academy. Regardless, the result is the creation of what T.S. Eliot called hallow men who live in this world but do not know why they are here and thus do not know how to live their lives. This book is responding to a reawakening of desire to avoid such creatures. The issue's purpose, at least in a cursory way, is to look at spirituality in academe through a number of lenses. Composed of chapters from both faculty and administrators, this volume offers insight into the critical need for spirituality in educating the whole student while recognizing that how spirituality is viewed and taught (and experienced) is intensely personal. The goal is not to prescribe how spirituality should be integrated but to offer multiple options and perspectives. Not only will readers learn about the complex and vital role of spirituality, they will also be reminded that the quest for truth and meaning, not the destination, is what is vitally important in shaping discussions about spirituality. This is the 104th issue of the Jossey-Bass quarterly support series, *New Directions for Teaching and Learning*.

Teaching and Learning by Doing Corpus Analysis Bernhard Kettemann, Georg Marko, 2002 From the contents: Guy ASTON: The learner as corpus designer. - Antoinette RENOUF: The time dimension in modern English corpus linguistics. - Mike SCOTT: Picturing the key words of a very large corpus and their lexical upshots or getting at the guardian's view of the world. - Lou BURNARD: The BNC: where did we go wrong? Corpus-based teaching material. - Averil COXHEAD: The academic word list: a corpus-based word list for academic purposes.

Teaching and Learning English Grammar MaryAnn Christison, Donna Christian, Patricia A. Duff, Nina Spada, 2015-03-02 An important contribution to the emerging body of research-based knowledge about English grammar, this volume presents empirical studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second/foreign language. It explores a variety of approaches, including form-

focused instruction, content and language integration, corpus-based lexicogrammatical approaches, and social perspectives on grammar instruction. Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education (TIRF), and four overview chapters are written by well-known experts in English language education. Each research chapter addresses issues that motivated the research, the context of the research, data collection and analysis, findings and discussion, and implications for practice, policy, and future research. The TIRF-sponsored research was made possible by a generous gift from Betty Azar. This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar. Teaching and Learning English Grammar is the second volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

Hybrid Teaching and Learning Kathryn E. Linder, 2017-04-17 Hybrid, or blended, classrooms are expanding on campuses across the United States (and internationally). Intentionally combining in-class instruction with online activities not only aids student learning, it also provides more self-directed, technology-mediated learning experiences for students who will incorporate technology into their professional lives post-college. In addition to explaining and defining the phenomenon of hybrid teaching and learning, this volume answers: • What is hybrid teaching and learning? • How does it promote student learning? • Why should faculty and administrators consider it? • How are its components different from traditional classrooms? • What are the best practices of hybrid course design? • How can instructors incorporate accessibility into their hybrid courses? • What models can be used to train faculty as hybrid teachers? • Where is it being practiced? • How can institutions best prepare students for and promote their success in hybrid courses? • Who should be involved in implementing and supporting these initiatives at the institutional level? This is the 149th 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.

Curriculum Development in Higher Education: Faculty-Driven Processes and Practices Peter Wolf, 2007 This issue focuses on two new perspectives. The first is a more international perspective from the very active and thriving faculty development work being done in Canada. The second is curriculum design. The authors attempt to blend the very real need for institutions to engage in regular curriculum practice as a growth experience and the important role that faculty can lay in the process. In addition, they propose the idea of a scholarship of curriculum practice to complement the scholarship of teaching and learning. They pose the interesting challenge: Shouldn't everything we do in the academy be done in a scholarly manner?

Advancing Faculty Learning Through Interdisciplinary Collaboration Elizabeth G. Creamer, 2005-08-16 This volume addresses the limitations of an instrumental perspective on collaboration and explores why stakeholders in higher

education should refocus attention on collaboration as a source of faculty learning. The chapters establish a theoretical basis for thinking about faculty learning and then use case studies to explore this topic in the context of service or outreach, research, and teaching. Included as well are a meta-analysis of the cases to demonstrate what they teach about contexts that promote faculty learning and a discussion of the implications of the analysis for higher education policy and practice, including the evaluation of collaboratively produced work. The framework and cases are useful to an audience of academic leaders committed to faculty development and to creating hiring, promotion, and tenure policies that reward the full range of scholarly pursuits. They should also prove instructive to faculty embarking on interdisciplinary teaching, research, or outreach activities. This is the 102nd issue of the Jossey-Bass quarterly report series *New Directions for Teaching and Learning*.

Classroom Assessment and Research: An Update on Uses, Approaches, and Research Findings Thomas Angelo, 1998-12-02 Classroom research has evolved considerably in the past few years. This sourcebook explores how classroom assessment techniques (CATs) are now being used to build student learning skills, and examines current research on how classroom assessment has changed both teaching and learning. It also introduces new uses for CATs--to promote effective student teamwork, help institutions answer the call for more accountability, and guide new teachers in developing their teaching philosophies. This is the 75th issue of the quarterly journal *New Directions for Teaching and Learning*.

Approaches to Teaching Non-Native English Speakers Across the Curriculum David L. Sigsbee, Bruce W. Speck, Bruce Maylath, 1997 This volume of *New Directions for Teaching and Learning* makes the knowledge and skills of academic specialists available to subject-area faculty who deal with the writing and oral communication styles of non-native users of English in their classrooms. The chapters offer information and much-needed advice in nontechnical language about ways to help these students improve their writing and speaking skills in content-area courses. The volume also considers the points of view of the students themselves and discusses their differing levels of intent about becoming proficient in English writing and speaking. The authors are specialists from institutions of higher education across the United States, and their academic fields included English as a Second Language, composition theory, editing, technical editing, interpersonal communication, oral communication, and linguistics. Faculty, especially those involved in writing-across-the-curriculum programs, will find this an invaluable help in dealing with the writing aspects of their courses, and those in charge of faculty development activities will particularly welcome this volume for use in their seminars. This is the 70th issues of the journals *New Directions for Teaching and Learning*. For more information on the series, please see the Journals and Periodicals page.

Rethinking Teacher Education for the 21st Century Wioleta Danilewicz, Alicja Korzeniecka-Bondar, Marta Kowalczyk-Wałędziak, Gracienne Maria Louisa Veronica Lauwers, 2019-09-09 This book focuses on current trends, potential challenges and further developments of teacher education and professional development from a theoretical, empirical and

practical point of view. It intends to provide valuable and fresh insights from research studies and examples of best practices from Europe and all over the world. The authors deal with the strengths and limitations of different models, strategies, approaches and policies related to teacher education and professional development in and for changing times (digitization, multiculturalism, pressure to perform).

Learning Communities Faith G. Gabelnick, 1990 Learning communities are curricular structures that link different disciplines around a common theme or question. They give greater coherence to the curriculum and provide students and faculty with a vital sense of shared inquiry. This volume of *New Directions for Teaching and Learning* places learning communities within the framework of twentieth-century educational theory and reform. The authors provide comprehensive, detailed descriptions of how to design, maintain, and evaluate learning communities and include firsthand accounts from students and faculty in learning communities across the nation. At a time when higher education seeks a sense of shared purpose, learning communities offer an approach that balances the demands of individualism with those of contributing to the common good. Solutions to the problems we confront require multiple points of view, a variety of competencies, and an acknowledgment of interdependence and mutual respect. Learning communities are one way we may build the commonalities and connections so essential to our education and our society. This is the 41st issue of the quarterly journal *New Directions for Teaching and Learning*. For more information on the series, please see the Journals and Periodicals page.

Unveiling the Magic of Words: A Overview of "**New Directions For Teaching And Learning**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**New Directions For Teaching And Learning**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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