



The Learning Paradigm College

Payne, Carla R.



The Learning Paradigm College:

The Learning Paradigm College John Tagg, 2003-04-04 In *The Learning Paradigm College* John Tagg builds on the ground breaking *Change* magazine article he coauthored with Robert Barr in 1995 *From Teaching to Learning A New Paradigm for Undergraduate Education* That piece defined a paradigm shift happening in American higher education placing more importance on learning outcomes and less on the quantity of instruction As Tagg defines it Where the Instruction Paradigm highlights formal processes the Learning Paradigm emphasizes results or outcomes Where the Instruction Paradigm attends to classes the Learning Paradigm attends to students The Learning Paradigm College presents a new lens through which faculty and administrators can see their own institutions and their own work The book examines existing functional frameworks and offers a way to envision and recast many familiar aspects of college work and college life so that readers may better understand their learners and move toward a framework that focuses on learning outcomes Divided into five parts the book introduces the Learning Paradigm concentrates on understanding our learners provides a framework for producing learning discusses the six essential features of the Learning Paradigm college and focuses on how to become a Learning Paradigm college Eminently clear and accessible descriptions of the features of the Learning Paradigm are paired with examples of how institutions of higher education around the country are transforming themselves into Learning Paradigm colleges The Learning Paradigm College is both hopeful and realistic about what all those involved in higher education can achieve Academe Demarcated No More: Disciplines and Interdisciplinarity Andrzej Wlodarczyk, Ph.D., 2014-07-31 The purpose of this three year long multiple qualitative case study was to explore and gain an in depth understanding of the process of collaborative teaching as an alternative method of instruction in higher education It was my intention to identify distinct stages of the process and depict issues involved in it Comprehensive synthesis of acquired observations provides pedagogical and curricular insights for students faculty administrators and broader academic community in the context of existing research The collaborations were conducted by three teams of faculty members teaching in a major research university Establishing and Sustaining Learning-Centered Community Colleges Christine Johnson McPhail, 2005-01-31 Today's most prominent thought leaders weigh in on the learning paradigm calling for institutional change and responsibility for learning positive outcomes This book helps leaders develop structures and processes that allow for more flexibility and creativity Explore all facets of the learning paradigm from developing a change receptive environment and engaging constituencies to strategic planning governance and more **A Learning College for the 21st Century** Terry O'Banion, 1997-05-16 To find more information on Rowman Littlefield titles please visit us at www.rowmanlittlefield.com **The Course Syllabus** Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2009-10-29 When it was first published in 1997 *The Course Syllabus* became the gold standard reference for both new and experienced college faculty Like the first edition this book is based on a learner centered approach Because faculty members are now

deeply committed to engaging students in learning the syllabus has evolved into a useful if lengthy document Today s syllabus provides details about course objectives requirements and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success Changing the Conversation about Higher Education Robert Thompson,2013-03-04 American colleges and universities are laboring with sharply reduced resources and being asked pointed questions about their efficiency and effectiveness in educating students like never before For those administrators faculty and all readers who want to understand how colleges can get better at their most important work they will find invaluable guidance in *Changing the Conversation about Higher Education* Robert Thompson has brought together the work of more than twenty professionals across thirteen universities to present important research on the obscure issues of vision structure and cultural transformation as they pertain to administrators and faculty The result is a much needed discussion on how to improve faculty and curricular reform for student success *Changing the Conversation about Higher Education* addresses the contributions and findings from this research and is intended for academic administrators faculty and graduate students who are dedicated to improving undergraduate teaching and learning The research was directed at two core aims of a liberal education critical thinking and writing *Integrating Curricular and Co-Curricular Endeavors to Enhance Student Outcomes* Charles Wankel,Laura A. Wankel,2016-04-21 *Integrating Curricular and Co Curricular Endeavors to Enhance Student Outcomes* reports on innovative approaches taken in universities in a number of nations of their experience in bringing together learning in courses with learning in co and extracurricular activities *Learning in a Digital World* Paloma Díaz,Andri Ioannou,Kaushal Kumar Bhagat,J. Michael Spector,2019-06-29 This book aims at guiding the educators from a variety of available technologies to support learning and teaching by discussing the learning benefits and the challenges that interactive technology imposes This guidance is based on practical experiences gathered through developing and integrating them into varied educational settings It compiles experiences gained with various interactive technologies offering a comprehensive perspective on the use and potential value of interactive technologies to support learning and teaching Taken together the chapters provide a broader view that does not focus exclusively on the uses of technology in educational settings but also on the impact and ability of technology to improve the learning and teaching processes The book addresses the needs of researchers educators and other stakeholders in the area of education interested in learning how interactive technologies can be used to overcome key educational challenges

Writing Centers and the New Racism Laura Greenfield,Karen Rowan,2011-12-16 Noting a lack of sustained and productive dialogue about race in university writing center scholarship the editors of this volume have created a rich resource for writing center tutors administrators and scholars Motivated by a scholarly interest in race and whiteness studies and by an ethical commitment to anti racism work contributors address a series of related questions How does institutionalized racism in American education shape the culture of literacy and language education in the writing center

How does racism operate in the discourses of writing center scholarship lore and how may writing centers be unwittingly complicit in racist practices How can they meaningfully operationalize anti racist work How do they persevere through the difficulty and messiness of negotiating race and racism in their daily practice The conscientious nuanced attention to race in this volume is meant to model what it means to be bold in engagement with these hard questions and to spur the kind of sustained productive multi vocal and challenging dialogue that with a few significant exceptions has been absent from the field

Meaning-Centered Education Olga Kovbasyuk, Patrick Blessinger, 2013-04-12 In a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches Meaning Centered Education explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices In one contributed volume Meaning Centered Education provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education International contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom This edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education

Igniting Student Potential Angus M. Gunn, Robert W. Richburg, Rita Smilkstein, 2007 Handle With Care should be on the front cover so that the eager teacher uses the book as an inspirational resource Roy Bentley Professor Emeritus University of British Columbia A wonderful guidebook for people moving toward constructivism and for many who are already there Geoffrey Caine Director Caine Learning Fosters a refreshing educational discourse of possibility and offers some very useful classroom strategies that work with today s youth Peter P. Grimmer Director Institute for Studies in Teacher Education Simon Fraser University Kindle students excitement for learning with transformative field tested strategies and lessons Students are natural thinkers and pattern seekers who are born to learn Tapping into their innate abilities is the key to engaging students in their own learning This innovative guide helps teachers maximize student engagement and achievement by combining brain research classroom applications and teaching skills based on the Natural Human Learning Process NHLP Ideal for preservice and inservice teacher training and professional development this superb resource covers Working with diverse learners from PreK through high school and beyond Curriculum applications and sample lessons across content areas teaching methods and learning styles Research and theory instructional planning and strategies assessment teaching for transfer and more

Understanding and Supporting Adult Learners Frederic Jacobs, Stephen P. Hundley, 2010-07-20 Understanding and Supporting Adult Learners offers faculty and administrators a hands on guide to the myriad issues adult learners face in their enrollment and participation in higher education This comprehensive resource is filled with the analytical and practical skills that can help faculty make sound decisions relative to adult learners The book also includes techniques and frameworks for assessing implementing and

evaluating practices within the institution at the classroom department school and campus levels to nurture and support responsiveness to adult learners Praise for Understanding and Supporting Adult Learners This timely book provides a clear road map for institutions to attract retain and graduate adult learners It will provoke discussions among faculty and administrators on the best ways to serve and assess this important demographic John V Moore III associate director of institutional research Temple University A must read for everyone serving adults in higher education The book s wonderfully insightful and provocative cases bring to life the real dilemmas facing adult learners and the institutions that support them It provides an enlightened analysis of the issues and an effective framework for creating and improving programs that ensure the success of adult learners in higher education Tai Arnold assistant vice president for academic programs SUNY Empire State College This book is a must read for community college faculty and administrators Community college adult learners span several generations and even decades and bring different levels of learning skills and student support services needs This is an excellent practical guide to addressing the varied needs and issues of the twenty first century adult learner Christine Chairsell vice president Portland Community College *Achieving Student Success* Donna Hardy Cox,C. Carney Strange,2010-01-11 This incisive and luminescent story scrupulously grounded in sixteenth century sources illuminates the power that naming has to create a world in this case a world still haunted by being the accidental Indies It is a book about how we perceive and represent the world around us about the creative and destructive power of language Through its elaboration of the rich and lively ironies of the Columbus story The Accidental Indies looks at the nature of storytelling itself

Community College Faculty J. Levin,S. Kater,Richard L. Wagoner,2006-01-31 John S Levin Susan T Kater and Richard L Wagoner collectively argue that as community colleges organize themselves to respond to economic needs and employer demands and as they rely more heavily upon workplace efficiencies such as part time labor they turn themselves into businesses or corporations and threaten their social and educational mission **Diversity and Motivation** Margery B. Ginsberg,Raymond J. Wlodkowski,2015-02-27 When the first edition of Diversity and Motivation was published in 1995 it became a premier resource for faculty and administrators seeking effective and practical strategies that foster motivation among culturally diverse student groups This revised and updated second edition of Diversity and Motivation offers a comprehensive understanding of teaching methods that promote respect relevance engagement and academic success Margery B Ginsberg and Raymond J Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty The book defines norms illustrates practices and provides tools to develop four foundational conditions for intrinsically motivated learning establishing inclusion developing a positive attitude enhancing meaning and engendering competence The authors provide perspectives on the social justice implications of each condition Diversity and Motivation includes resources to help educators create a supportive community of learners facilitate equitable discussions in linguistically diverse classrooms design engaging lessons and assess students fairly The ideas in this book apply across

disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings In addition the authors include a cohesive approach to syllabus construction lesson design and faculty development This new edition also contains a framework for motivating students outside traditional classroom settings **Best Practices for Teaching with Emerging Technologies** Michelle Pacansky-Brock, 2017-05-08 As social media and Web 2.0 technologies continue to transform the learning trends and preferences of students educators need to understand the applicability of these new tools in all types of learning environments The second edition of Best Practices for Teaching with Emerging Technologies provides new and experienced instructors with practical examples of how low cost and free technologies can be used to support student learning as well as best practices for integrating web based tools into a course management system and managing student privacy in a Web 2.0 environment Showcase spotlights throughout exemplify how the tools described in the book are already being used effectively in educational settings This thoroughly revised second edition includes a new chapter that explores how and why faculty are using the public web and open educational resources in place of a learning management system LMS and an expensive textbook additional tips and showcases in every chapter that illustrate faculty use of particular technologies the inclusion of new tools to replace technologies that no longer exist a revamped website featuring expanded online resources This practical easy to use guide will serve the needs of educators seeking to refresh or transform their instruction Readers will be rewarded with an ample yet manageable collection of proven emerging technologies that can be leveraged for generating content enhancing communications with and between students and cultivating participatory student centered learning activities Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks Payne, Carla R., 2009-05-31 This volume is grounded in the thesis that information technology may offer the only viable avenue to the implementation of constructivist and progressive educational principles in higher education and that the numerous efforts now under way to realize these principles deserve examination and evaluation Provided by publisher

Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, John C. Hayek, 2011-10-13 Creating the conditions that foster student success in college has never been more important As many as four fifths of high school graduates need some form of postsecondary education to be economically self sufficient and manage the increasingly complex social political and cultural issues of the 21st century But about 40 percent of those who start college fail to earn a degree within 6 or 8 years an unacceptably low number This report examines the complicated array of social economic cultural and educational factors related to student success in college defined as academic achievement engagement in educationally purposeful activities satisfaction acquisition of desired knowledge skills and competencies persistence and attainment of educational objectives Although the trajectory for academic success in college is established long before students matriculate most institutions can do more than they are at present to shape how students prepared for college and they they engage in productive activities

after they arrive This is the 5th issue of the 32nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication *Fixing College Education* Charles Muscatine, 2009-08-13 Since his early days at the University of California Berkeley when he was fired for refusing to sign a loyalty oath during the Red Scare Charles Muscatine has been a dedicated teacher and higher education reformer Upon his reinstatement at Berkeley he founded Strawberry Creek College a six year experiment using full professors and small classes to teach lower division students Drawing on this belief in undergraduate teaching Muscatine's new book now offers a radical new design for American college education Muscatine begins with the observation that the mediocre undergraduate curriculum offered by most colleges and universities today is based on outdated ideas of what should be taught and what constitutes good teaching Although Muscatine is himself a well established research scholar he contends that the publish or perish research religion of college and university faculties has seriously damaged undergraduate education He offers a clear distinction between publishable research and the scholarship necessary for good teaching Furthermore he recommends major changes in the education of professors including reconsidering both the requirement of the book length dissertation and the current organization of graduate departments *Fixing College Education* predicts new roles for students and faculty redefines educational breadth and depth and calls for deeper assessment of learning and teaching Muscatine highlights the outstanding colleges and universities including Harvard Boston University's University Professor's Program Evergreen State College and Fairhaven College at Western Washington University that have already remade their curricula successfully or adopted features like the ones he proposes Muscatine argues that the new curriculum is better able than the old to produce good scholars and good citizens for the twenty first century **Teaching Intensive and Accelerated Courses** Raymond J. Wlodkowski, Margery B. Ginsberg, 2010-06-15 In this comprehensive resource Raymond J Wlodkowski and Margery B Ginsberg describe how to meet the challenge of teaching intensive and accelerated courses to nontraditional learners and working adults By making motivation and cultural relevance essential to instruction they clearly show what instructors can do to enhance learning in classes that can last from three to six hours *Teaching Intensive and Accelerated Courses* makes full use of the authors twenty years of experience researching and teaching accelerated courses along with selected strategies from Wlodkowski's classic *Enhancing Adult Motivation to Learn* to offer tried and true practices instructors can use to provide continuously engaging learning

The Enigmatic Realm of **The Learning Paradigm College**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **The Learning Paradigm College** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of people who partake in its reading experience.

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