
Access At The Crossroads Learning Assistance In Higher Education Ashe Higher Education Report Volume 35 Number 6

Economic Inequality, Neoliberalism, and the American Community College
 Judicial Independence at the Crossroads
 Women's Status in Higher Education: Equity Matters
 Academic Coaching
 Universal Access in Human-Computer Interaction: Universal Access to Information and Knowledge
 Dental Education at the Crossroads
 Access at the Crossroads
 Qualitative Inquiry for Equity in Higher Education: Methodological Innovations, Implications, and Interventions
 Crossroads with Access Code Card
 Affective Labor and Alt-Ac Careers
 Online Teaching and Learning in the COVID-19 Era
 The Beyond Access Model
 At the Crossroads
 At the Crossroads of Pedagogical Change in Higher Education
 Stories from the Educational Underground: The New Frontier for Learning and Work
 The Low-Density University
 Response to Intervention at the Crossroads
 Learning Node
 Racial and Ethnic Minority Student Success in STEM Education
 European Higher Education at the Crossroads
 How Learning Happens
 Improving Teaching, Learning, Equity, and Success in Gateway Courses
 Landscape Model of Learning
 Cultural Capital: The Promises and Pitfalls in Education Research
 NIFL News
 Crossroads 8
 Access at the Crossroads
 Encyclopedia of Diversity in Education
 Inclusion at the Crossroads
 Stonewall's Legacy
 Nurse as Educator: Principles of Teaching and Learning for Nursing Practice
 ACCESS to School
 Newsletter
 Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination
 Applications of Self-Regulated Learning across Diverse Disciplines
 Higher Education at the Crossroads of Disruption
 Partnerships and Collaboration in Higher Education
 Learning to Love the Bomb
 Digital Education: At the MOOC Crossroads Where the Interests of Academia and Business Converge
 Digital Transformation and Innovative Services for Business and Learning

Access At The Crossroads Learning Assistance In Higher Education Ashe Higher Education Report Volume 35 Number 6

Downloaded from ns1.galaxy.mu by guest

RAMIREZ JAEDEN

Economic Inequality, Neoliberalism, and the American Community College National Academies Press
 Amid the increased use of the notion of cultural capital as a theoretical or analytical tool in educational research remain many different definitions, misconceptions, and appropriations of the concept. Cultural capital--the cultural relevant knowledge, competencies, skills, or abilities valued in a particular context--acts as a form of social currency in educational settings. This monograph extensively reviews the past thirty years of research, investigating the strengths and weaknesses regarding the widely varying uses of cultural capital in educational research. Although the concept of cultural capital holds great promise for explaining the perpetuation of power and privilege, unfulfilled hopes remain. The use of the economic metaphor implied by cultural capital, the lack of attention to race and gender inequalities, the possibility for misunderstanding in transferring the concept between countries and a general implied deficiency model present limitations in many studies of cultural capital. An understanding of cultural capital, if appropriately theorized about and applied to research, has the promise of helping to understand and transform educational inequalities. This is Volume 36 Issue 1 of the Jossey-Bass publication ASHE Higher Education Report. Each monograph in the series 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.

Judicial Independence at the Crossroads Taylor & Francis

Accompanying CD-ROM contains more than a dozen adaptable checklists, fillable forms, and templates.

Women's Status in Higher Education: Equity Matters University Press of Kansas

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.

Academic Coaching SAGE

"How Learning Happens introduces 28 giants of educational research and their findings on how we learn and what we need to learn effectively, efficiently and enjoyably. Many of these works have inspired researchers and teachers all around the world and have left a mark on how we teach today"--

Universal Access in Human-Computer Interaction: Universal Access to Information and Knowledge Springer

This book aims to deepen public understanding of the community college and to challenge our longstanding reliance on a deficit model for defining this important, powerful, and transformative institution. Featuring a unique combination of data and research, Sullivan seeks to help redefine, update, and reshape public perception about community colleges. This book gives serious attention to student voices, and includes narratives written by community college students about their experiences attending college at an open admissions institution. Sullivan examines the history of the modern community college and the economic model that is driving much of the current discussion in higher education today. Sullivan argues that the community college has done much to promote social justice and economic equality in America since the founding of the modern community college in 1947 by the Truman Commission.

Dental Education at the Crossroads Springer Nature

After decades of national, state, and institutional initiatives to increase access to higher education, the college pipeline for American Indian and Alaska Native students remains largely unaddressed. As a result, little is known and even less is understood about the critical issues, conditions, and postsecondary transitions of this diverse group of students. Framed around the concept of tribal nation building, this monograph reviews the research on higher education for Indigenous peoples in the United States. It offers an analysis of what is currently known about postsecondary education among Indigenous students, Native communities, and tribal nations. Also offered is an overview of the concept of tribal nation building, with the suggestion that future research, policy, and practice center the ideas of nation building, sovereignty, Indigenous knowledge systems, and culturally responsive schooling.

Access at the Crossroads John Wiley & Sons

Romania hosts the 2012 Bologna / European Higher Education Area Ministerial Conference and the Third Bologna Policy Forum. In preparation for these meetings, The Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) organised the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in Bucharest on 17-19 October 2011, with the support of the European University Association (EUA) and the Romanian National Committee for UNESCO. The conference brought the voices of researchers into international-level policy making in higher education. The results of the conference are presented in this book. Until now, empirical evidence supporting policies and reforms in higher education has often been a matter of local or regional focus. The development of a pan-European process in higher education policy drives a need to explore wider research topics on which to base policies. This book offers an unprecedented opportunity for higher education researchers to interact and contribute to the political process shaping the European Higher Education Area (EHEA), and to national policy agendas in more than 100 participant countries for the 2012 ministerial events. The book collects more than 50 articles focusing on vital issues in European higher education. These are arranged in sections addressing the European Higher Education Area (EHEA) Principles; Teaching and Learning; Quality Assurance; Mobility; Higher Education Governance in the EHEA; Funding of Higher Education; Diversification of Higher Education Missions; Higher Education Futures and Foresight.

Qualitative Inquiry for Equity in Higher Education: Methodological Innovations, Implications, and Interventions SAGE

Learning assistance often operates at the crossroads of the institution where academic affairs, student affairs, and enrollment management converge. This report investigates the effectiveness of learning assistance for supporting academic affairs with better-prepared students for academically rigorous courses, working with student affairs to achieve higher student development outcomes, and supporting enrollment management programs to increase persistence rates. This report explores difficult questions confronting learning assistance: What is the obligation of colleges for providing assistance for its students? Is learning assistance a civil rights issue for historically underrepresented students attending postsecondary education? What is the history of learning assistance for serving previous generations of students, even at the most prestigious public and private institutions in the United States? Are learning assistance needs better met by high schools and two-year institutions? Do learning assistance activities benefit the postsecondary institution and society? Although it has a presence in most postsecondary institutions, the expression of learning assistance is quite diverse through credit and noncredit activities. The preferred term used in this report is "learning assistance," because it is commonly used and most inclusive of the various approaches and activities of the field. This is the sixth issue the 35th volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph in the series 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.

Crossroads with Access Code Card Emerald Group Publishing

Presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels. Prepub price \$535.00 valid to 21.07.12, then \$595.00.

Affective Labor and Alt-Ac Careers Routledge

This volume is a collection of essays on the contentious issues of judicial independence and federal judicial selection, written by leading scholars from the disciplines of law, political science, history, economics, and sociology.

Online Teaching and Learning in the COVID-19 Era John Wiley & Sons

In her groundbreaking work *The Managed Heart: Commercialization of Human Feeling* (1983), sociologist Arlie Russell Hochschild described "emotional labor management" as follows: "to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others." Think of a retail worker in customer relations who must keep calm and be pleasant even when dealing with someone who is irate. While scholars have explored the affective realm when it comes to teaching and being a professor, there is less written about the experience of those

working in nonteaching areas of academia—"alt-ac." *Affective Labor and Alt-Ac Careers* critically examines aspects of affective and emotional labor involved in alt-ac careers in higher education. This is the first and only book of its kind that focuses on affective labor and alt-ac/staff careers in higher education. Cross-profession and cross-disciplinary, the book takes seriously the invisible labor performed at our institutions by academic staff, work that is essential for the success of our students. Research in this volume allows an opportunity for those in alt-ac careers to examine and share their affective experiences in their roles in technology, administration, research, and academic support services and as librarians, academic advisors, and writing center instructors—among others. *Affective Labor and Alt-Ac Careers* is the third book in Kansas's *Rethinking Careers, Rethinking Academia* series, which seeks projects that lead to meaningful professional development and create lasting value for graduate students, recent and experienced PhDs, university faculty and administrators, and the growing alt-ac and post-ac community.

The Beyond Access Model John Wiley & Sons

Answering challenging questions such as "Does the term SEN mean anything any more?" and "Is SEN biologically or socially determined?" this book: * Makes sense of the controversy surrounding Special Educational Needs with clear sign posted information * Is comprehensive in the range of Special Educational Needs it covers * Clarifies information with case studies

At the Crossroads IGI Global

This book examines the ongoing changes initially caused by the COVID-19 pandemic and the future prospects of teaching and learning in higher education institutions. It focuses on the impact of online education on issues of learning equity and epistemic justice. The transition from traditional face-to-face teaching to remote learning has exacerbated existing inequalities in epistemological access among higher education students, despite the shortcomings of the former in this regard. The book features essays by African academics who reflect on the challenges of epistemological access during the sudden shift to hybrid, blended and remote teaching and learning. It specifically explores the question of equitable learning in diverse home contexts, drawing on both theoretical and empirical studies conducted by the authors in South African universities and the region. The chapters employ the conceptual framework of epistemic injustice to define and explore various forms of such injustice, providing a basis for analyzing the implications of the transition to online pedagogy.

At the Crossroads of Pedagogical Change in Higher Education John Wiley & Sons

"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.

Stories from the Educational Underground: The New Frontier for Learning and Work John Wiley & Sons

Help students take the lead on reaching their own personal highest level of success by shifting from the current paradigm of education to create a more meaningful and inclusive learning ecosystem. This essential guide offers the landscape model and its three elements: understanding what students bring to the ecosystem, defining the horizon, and charting the pathway. Access practical strategies for drawing on students' experiences and strengths to create a more meaningful and inclusive educational ecosystem. Educators committed to lifelong learning, diversity, equity, and inclusion will: Retire the inadequate goal of access and move education toward the higher and more urgent, equitable goal of helping every student reach their highest possible level of individual success Embrace the concept of inclusive prosperity, which goes beyond diversity to accepting and supporting all students—their experiences, gifts, and challenges—to build communities where all students belong Receive practical, research-based strategies for developing agency and engagement so that students become the protagonists of their journey through the learning ecosystem Design systems for student protagonism by implementing student-centered strategies for cognitive and cultural inclusion Obtain reproducible tools to deepen understanding and implementation of the material Learn how to successfully implement the model despite common hurdles and potential challenges, such as traditional academic contexts and economically disenfranchised schools Contents: Introduction Part 1: Understanding the Landscape Model Chapter 1: The Landscape Model's Three Elements Chapter 2: Eight Guiding Principles Part 2: Implementing the Landscape Model Chapter 3: Element One: The Ecosystem Chapter 4: Element Two: The Horizon Chapter 5: Element Three: The Pathway Part 3: Leading the Landscape Model Chapter 6: Student Growth Assessment on the Landscape Chapter 7: Challenges of Implementation Chapter 8: Landscape Model Implementation for Long-Term Success Chapter 9: Opportunities for the Future Epilogue: Why This Work Matters Appendix References and Resources Index

The Low-Density University "O'Reilly Media, Inc."

Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent selfregulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking selfregulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development.

Response to Intervention at the Crossroads Jones & Bartlett Learning

Six dental schools have closed in the last decade and others are in jeopardy. Facing this uncertainty about the status of dental education and the

continued tension between educators and practitioners, leaders in the profession have recognized the need for purpose and direction. This comprehensive volume—the first to cover the education, research, and patient care missions of dental schools—offers specific recommendations on oral health assessment, access to dental care, dental school curricula, financing for education, research priorities, examinations and licensing, workforce planning, and other key areas. Well organized and accessible, the book: Recaps the evolution of dental practice and education. Reviews key indicators of oral health status, outlines oral health goals, and discusses implications for education. Addresses major curriculum concerns. Examines health services that dental schools provide to patients and communities. Looks at faculty and student involvement in research. Explores the relationship of dental education to the university, the dental profession, and society at large. Accreditation, the dental workforce, and other critical policy issues are highlighted as well. Of greatest interest to deans, faculty, administrators, and students at dental schools, as well as to academic health centers and universities, this book also will be informative for health policymakers, dental professionals, and dental researchers.

[Learning Node](#) Springer

In *Learning to Love the Bomb*, Sean M. Maloney explores the controversial subject of Canada's acquisition of nuclear weapons during the Cold War. Based on newly declassified Canadian and U.S. documents, it examines policy, strategy, operational, and technical matters and weaves these seemingly disparate elements into a compelling story that finally unlocks several Cold War mysteries. For example, while U.S. military forces during the 1962 Cuban Missile Crisis were focused on the Caribbean Sea and the southeastern United States, Canadian forces assumed responsibility for defending the northern United States, with aircraft armed with nuclear depth charges flying patrols and guarding against missile attack by Soviet submarines. This defensive strategy was a closely guarded secret because it conflicted with Canada's image as a peacekeeper and therefore a more passive member of NATO than its ally to the south. It is revealed here for the first time. The place of nuclear weapons in Canadian history has, until now, been a highly secret and misunderstood field subject to rumor, rhetoric, half-truths, and propaganda. *Learning to Love the Bomb* reveals the truth about Canada's role as a nuclear power.

[Racial and Ethnic Minority Student Success in STEM Education](#) Routledge

"Nurse as Educator: Principles of Teaching and Learning for Nursing Practice, Sixth Edition prepares nurse educators, clinical nurse specialists, and nurse practitioners and students for their ever-increasing role in patient teaching, health education, and health promotion. One of the most outstanding and unique features of this text is that it focuses on multiple audiences therefore making it applicable to both undergraduate and graduate nursing courses. The Sixth Edition features coverage of relevant topics in nursing education and health promotion such as health literacy, teaching people with disabilities, the impact of gender and socioeconomic factors on learning, technology for teaching and learning, and the ethical, legal, and economic foundations of the educational process"--

European Higher Education at the Crossroads John Wiley & Sons

Contemporary American colleges are increasingly queer places, where significant steps toward inclusion of BGLT students have been made. Tracing the journey of BGLT students' emergence, which parallels the modern gay rights movement in America, this monograph provides an overview of data and theory derived from studying BGLT students and student movements in higher education. Offering context for the ways that previously marginalized students in higher education survive and thrive, this issue: Tells the story of their growing visibility on campus Summarizes collective knowledge to date about BGLT identity development Takes stock of transgender students' distinctive position and experiences in higher education Assesses the role of the BGLT campus resource center in supporting students and advancing equity. This issue develops a picture of the ways that BGLT community activism informs scholarship (and vice versa). In the telling of the movement's stories, these lessons suggest a practice of collaborative transformation for advancing the future of BGLT equality in higher education. This is Volume 37 Issue 4 of the Jossey-Bass publication ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education problem, based on thorough research 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.