



LEARNING REFORMING UNDERGRADUATE EDUCATION COMMUNITIES



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Learning Communities Reforming Undergraduate Education

Rena M. Palloff, Keith Pratt



Learning Communities Reforming Undergraduate Education:

Learning Communities Barbara Leigh Smith, 2004-09-08 Shows how learning communities can be a flexible and effective approach to enhancing student learning promoting curricular coherence and revitalizing faculty Provides the historical conceptual and philosophical context for learning communities and demonstrates that they can be a key element in institutional transformation From publisher description **What Are Your Most Important Work Values?** Bonnie E. Burn, Maggi Payment, 2003-05-20 Work values are ideas and attitudes that are so personally important that people structure their lives around them This exercise provides an opportunity for participants to articulate their own work values Includes instructions for scoring and interpretation and discussion question Appropriate for use in individual coaching sessions as well as team building and organizational culture work Important Information to Review Before Making This Download Purchase Before purchasing a Pfeiffer Download you will need Adobe Acrobat Reader Software If you do not already have it installed on your computer you may download this free software from the Adobe Web site at Adobe com All Pfeiffer Downloads that you purchase from this site will come with specific restrictions that allow Pfeiffer to protect the copyrights of its products Just before completing your purchase you will be prompted to accept our License Agreement If you do not accept the parameters of this agreement your credit card will not be charged and your order will be cancelled **Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula** Kimberly Buch, Kenneth E. Barron, 2012-12-10 Take an in depth look at discipline centered learning communities Using psychology as an example this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program Learning communities are a powerful vehicle for creating and sustaining connections among students faculty and the curriculum but creating one can be a challenge By providing resources practical case studies and theoretical grounding this volume can both inspire and guide faculty staff and administrators in meeting their pedagogical and curricular goals Learn how the five types of learning communities based curricularly residentially in the classroom on the students themselves and even virtually can be used to enhance student engagement and learning Illustrating the versatility of the practice across a wide range of settings student populations and institutional types this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education This is the 132nd volume of this Jossey Bass higher education series New Directions for Teaching and Learning 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 **Learning Communities from Start to Finish** Mimi Benjamin, 2015-03-23 While the phrase learning communities has various definitions at the heart of all programs is the goal of enhancing the student learning experience in the community of others This volume provides valuable information about learning communities from start to finish including historical and theoretical foundations that guide these programs

structures of learning communities that provide varied opportunities for student participation with a focus on specific student populations who may benefit from learning community experiences and elements of staffing and assessment as well as an annotated bibliography of recent learning community literature The authors consider critical elements of learning community programs and offer recommendations and options for faculty and staff who work with or hope to work with this particular curricular and cocurricular learning structure This the 149th volume of this Jossey Bass higher education quarterly series An indispensable resource for vice presidents of student affairs deans of students student counselors and other student services professionals New Directions for Student Services offers guidelines and programs for aiding students in their total development emotional social physical and intellectual

Living-Learning Communities That Work Karen Kurotsuchi Inkelas, Jody E. Jessup-Anger, Mimi Benjamin, Matthew R. Wawrzynski, 2023-07-03 Co published with In 2007 the American Association of Colleges and Universities named learning communities a high impact practice because of the potential of these communities to provide coherence to and ultimately improve undergraduate education Institutional leaders have demonstrated a commitment to providing LLCs but they currently do so primarily with anecdotal information to guide their work As a result there is substantial variation in organizational structure collaboration academic and social environments programmatic integration student outcomes and overall quality related to LLC participation To establish a stronger more unified basis for designing and delivering effective LLCs the authors of Living Learning Communities that Work collaborated on the development of a comprehensive empirical framework for achieving the integrating potential of LLCs This framework is designed to help practitioners guide the design delivery and assessment of LLCs This book thoughtfully combines research and field tested practice to document the essential components for best practices in living learning communities and presents them as a clear blueprint the LLC best practices model for LLC design Practitioners researchers and institutional leaders can use the book as a guide to more effectively allocate resources to create and sustain LLCs and to realize the potential of these communities to improve undergraduate education

Powerful Learning Communities Oscar T. Lenning, Denise M. Hill, Kevin P. Saunders, Andria Stokes, Alisha Solan, 2023-07-03 Learning communities have been demonstrated to dramatically improve student outcomes by engaging students in their learning This book constitutes a comprehensive guide for readers who want a broad strategic view of learning communities enabling them to identify which type of LC best meets the learning needs of their students and the context and mission of their institution It also provides the tools for planning designing and implementing what the authors define as powerful LCs and for understanding the assessment implications of their decisions The potential power of LCs is realized through effective facilitation appropriate team building activities linkages planning and active collaboration that promotes learning of the group and the individual group members all of which topics are covered in this volume This book is organized around the three themes of setting the stage designing an LC and building or enhancing a powerful LC and covers three types of learning communities student professional faculty staff and institutional

LCs concerned with student learning providing a range of tools and forms to facilitate planning The authors also address designing and maintaining hybrid and virtual LCs This book is intended as a practical resource for anyone at any level in higher education who wants to champion develop or redesign student or professional LCs or even explore broader initiatives to develop their institution into a learning organization Administrators in academic and student affairs will find guidance for setting appropriate policies and allocating resources The book may also serve as a textbook for graduate courses in institutional leadership and policy studies curriculum and instruction student affairs or assessment evaluation

Building Online Learning Communities Rena M. Palloff, Keith Pratt, 2009-12-30 Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes This is the second edition of the groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery A practical hands on guide this resource is filled with illustrative case studies vignettes and examples from a wide variety of successful online courses The authors offer proven strategies for handling challenges that include Engaging students in the formation of an online learning community Establishing a sense of presence online Maximizing participation Developing effective courses that include collaboration and reflection Assessing student performance Written for faculty in any distance learning environment this revised edition is based on the authors many years of work in faculty development for online teaching as well as their extensive personal experience as faculty in online distance education Rena M Palloff and Keith Pratt share insights designed to guide readers through the steps of online course design and delivery

Learning Communities and Imagined Social Capital Jocey Quinn, 2013-11-25 This volume critically explores themes of belonging learning and community drawing on a range of research studies conducted with adult learners in formal and informal contexts and employing interdisciplinary theory from education feminist theory cultural studies and human geography Dominant but simplistic and regulatory ideas and practices of learning community in higher education and lifelong learning are critiqued Instead Jocey Quinn argues that learners gain most benefit from creating their own symbolic communities and networks which help to produce imagined social capital A rich variety of empirical data is used to explore and demonstrate how such imagined social capital works

Exploring Meaningful and Sustainable Intentional Learning Communities for P-20 Educators Adams, Susan R., Breidenstein, Angela, 2023-11-13 Academic scholars in the field of education face a pressing dilemma the need for meaningful transformative adult learning that can lead to equitable access and outcomes for all learners in P 20 classrooms Despite over two decades of experience the educational community still grapples with the challenge of creating an environment that fosters professional development with a lasting impact This issue undermines the very foundation of our educational system hindering both educators and students from reaching their full potential Exploring Meaningful and Sustainable Intentional Learning Communities for P 20 Educators is a

groundbreaking edited book that provides answers to this critical problem by offering an innovative approach to learning from more than 20 years of wisdom from P 20 educators It presents a comprehensive exploration of intentional learning communities demonstrating their historical significance defining their principles and outlining the incredible benefits they bring to the world of education

Exploring the Social and Academic Experiences of International Students in Higher Education Institutions Bista, Krishna,Foster, Charlotte,2016-02-26 Cross cultural experiences in university settings have a significant impact on students lives by enriching the learning process and promoting cultural awareness and tolerance While studying abroad offers students unique learning opportunities educators must be able to effectively address the specific social and academic needs of multicultural learners Exploring the Social and Academic Experiences of International Students in Higher Education Institutions is a pivotal reference source for the latest research on the issues surrounding study abroad students in culturally diverse educational environments Featuring various perspectives from a global context on ensuring the educational structural and social needs of international students are met this book is ideally designed for university faculty researchers graduate students policy makers and academicians working with transnational students

Reframing Retention Strategy for Institutional Improvement David H. Kalsbeek,2013-03-18 Take an in depth look at the difficulty in gaining traction at the institutional level in improving student retention and degree completion rates especially at larger four year institutions where size complexity and multiplicity of structures and processes present particular challenges This volume offers a way for institutional leaders to better focus their time energy and resources in their retention effort by framing the way they think about it using the 4 Ps of retention strategy profile progress process and promise This simple framework challenges long standing traditional assumptions about student retention that can distract and dilute institutional efforts and helps keep those efforts sharply and singularly focused on improving retention and degree completion outcomes This is the 161st volume of this Jossey Bass series Addressed to higher education decision makers on all kinds of campuses New Directions for Higher Education provides timely information and authoritative advice about major issues and administrative problems confronting every institution

Leading For Regeneration John Hardman,2013-07-03 This book presents the regenerative leadership framework that has emerged from doctoral research and consulting work with successful sustainability leaders and their organizations in business education and community The framework synthesizes the levels of awareness the leadership styles and behaviours and the organizational arrangements that correlate most significantly across these domains Most importantly the overwhelming majority of the leaders in this work agree that individual and collective consciousness development is critical to transforming the culture of organizations for sustainability and beyond The term regenerative has not been chosen arbitrarily but to provide an alternative to the notion of sustainability which many of the leaders featured here indicate has become insufficient to describe what needs to be done economically socially and environmentally if we are to ensure a flourishing world for present and future generations This work in turn has

led to the development of the Regenerative Capacity Index RCI a tool designed to assess an organization's readiness to engage in regenerative practice From this evaluation of an organization's regenerative capacity it becomes possible to design a strategy for regeneration that considers all levels of its environmental social and economic impact both internally and externally in the local and global community Among its major findings the book argues that the more evolved sustainability leaders are becoming increasingly dissatisfied with the construct of sustainability and indicate the need for a profound cultural shift towards regenerative human systems In this framework regenerative organizations are driven by a sense higher purpose and leadership is exercised horizontally and collaboratively Leaders and followers engage in generative conversations to create desirable futures which are then backcasted to eliminate unanticipated consequences Throughout leaders emphasize the critical importance of engaging in personal and collective consciousness development or inner work in order to make regenerative practices possible

Barriers and Opportunities for 2-Year and 4-Year STEM Degrees National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Policy and Global Affairs, Board on Higher Education and Workforce, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Barriers and Opportunities in Completing 2-Year and 4-Year STEM Degrees, 2016-06-18 Nearly 40 percent of the students entering 2 and 4 year postsecondary institutions indicated their intention to major in science technology engineering and mathematics STEM in 2012 But the barriers to students realizing their ambitions are reflected in the fact that about half of those with the intention to earn a STEM bachelor's degree and more than two thirds intending to earn a STEM associate's degree fail to earn these degrees 4 to 6 years after their initial enrollment Many of those who do obtain a degree take longer than the advertised length of the programs thus raising the cost of their education Are the STEM educational pathways any less efficient than for other fields of study How might the losses be stemmed and greater efficiencies realized These questions and others are at the heart of this study *Barriers and Opportunities for 2 Year and 4 Year STEM Degrees* reviews research on the roles that people processes and institutions play in 2 and 4 year STEM degree production This study pays special attention to the factors that influence students decisions to enter stay in or leave STEM majors quality of instruction grading policies course sequences undergraduate learning environments student supports co curricular activities students general academic preparedness and competence in science family background and governmental and institutional policies that affect STEM educational pathways Because many students do not take the traditional 4 year path to a STEM undergraduate degree *Barriers and Opportunities* describes several other common pathways and also reviews what happens to those who do not complete the journey to a degree This book describes the major changes in student demographics how students view value and utilize programs of higher education and how institutions can adapt to support successful student outcomes In doing so *Barriers and Opportunities* questions whether definitions and characteristics of what constitutes success in STEM should change As this book explores these issues it identifies where

further research is needed to build a system that works for all students who aspire to STEM degrees The conclusions of this report lay out the steps that faculty STEM departments colleges and universities professional societies and others can take to improve STEM education for all students interested in a STEM degree

Learning with Others Clifton Conrad,Todd Lundberg,2022-03-15 How can colleges and universities engage students in ways that prepare them to solve problems in our rapidly changing world Most American colleges and universities assimilate students into highly competitive undergraduate experiences By placing achievement for personal and material gain as the bedrock of a college education these institutions fail to educate students to become collaborative learners people who are committed and prepared to join with others in developing promising solutions to problems that they share with others Drawing on a three year study of student persistence and learning at Minority Serving Institutions Clifton Conrad and Todd Lundberg argue that student success in college should be redefined by focusing on the importance of collaborative learning over individual achievement Engaging students in shared real world problem solving Conrad and Lundberg assert will encourage them to embrace interdependence and to value and draw on diverse perspectives Learning with Others presents a set of core practices to empower students to enter nourish and sustain collaborative learning and outlines how to blend the roles and responsibilities of faculty staff and students how to adopt best practices for receiving and giving feedback on problem solving and how to anchor a curriculum in shared problem solving Bringing together lessons learned from more than 300 interviews along with notes from 14 campus visits 3 national convenings and examples from across our nation s colleges and universities Conrad and Lundberg explore ways in which successful antiracist networks of problem solvers are learning to contribute to the flourishing of their communities on campus and far beyond Outlining strategies for identifying and dismantling barriers to participation Learning with Others will pique interest among faculty students and administrators in higher education and a wide range of external stakeholders from families and communities to policymakers and funders

Expanding the Vision of Faculty Learning Communities in Higher Education Kristin N. Rainville,David G. Title,Cynthia G. Desrochers,2024-04-01 This edited book on Faculty Learning Communities FLCs explores the ways in which FLCs have expanded across platforms spaces and focus while maintaining the core values and elements of original FLCs The first section investigates ways that FLCs support faculty retention teaching and scholarship The second section offers examples of FLCs focused on teaching that is responsive to student learning The third section explores the move to online and virtual FLCs The fourth section explores FLCs that create and foster faculty belonging communities of care and the integration of mindfulness The fifth section looks at multi year long term progression and impact of FLCs The book s foreword by Milton D Cox investigates the evolution of leadership of and within faculty learning communities as they expand

Higher Education and First-Generation Students R. Jehangir,2010-11-22 Offers readers a rich understanding of the experience of students who are first in their family to attend college This book is a theoretically informed study of the lived experience of FG students and draws on their voices to

demonstrate how their insights interface with what we as educators think we know about them **Disruptive and Emerging Technology Trends Across Education and the Workplace** Delello, Julie Anne, McWhorter, Rochell

R., 2020-03-06 Advancing technologies are rapidly modifying the current state of business and society causing an expansion of possible career opportunities In order to stay competitive institutions of education must provide an emphasis on the wide range of skills and experiences needed to contribute to a 21st century workforce As new technologies emerge and even disrupt there will be a demand for new forms of education and deeper learning Disruptive and Emerging Technology Trends Across Education and the Workplace is a collection of innovative research on the latest instructive methods being utilized in classrooms and organizations as well as the benefits and challenges of adopting these technologies While highlighting topics including mobile learning augmented reality and cryptocurrencies this book is ideally designed for developers professionals educators managers researchers scientists stakeholders strategists practitioners and students seeking current research on new forms of educational techniques in relation to the continued application of new technologies in the workplace

Improving Teaching, Learning, Equity, and Success in Gateway Courses Andrew K. Koch, 2018-01-22 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 This is the 180th volume of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and administrative problems confronting every institution *Innovative Solutions for Building Community in Academic Libraries* Bonnand, Sheila, Hansen, Mary

Anne, 2015-05-31 The library has always been an essential part of the collegiate experience providing students with access to knowledge and literature However as virtual services and online learning become more prominent within collegiate environments the ways students conduct research and access resources has been altered Innovative Solutions for Building Community in Academic Libraries examines new methods librarians use to engage both on campus and online users in library services taking into account the significant impacts of online learning on students interaction with library resources Focusing on various outreach practices techniques of literacy instruction and the utilization of library spaces this research supported book is a pivotal reference source for distance educators program planners academics and library professionals interested in new ways to attract users to library services Best Practices for Teaching Beginnings and Endings in the

Psychology Major Dana S. Dunn, Bernard B. Beins, Maureen A. McCarthy, G. William Hill, IV, 2010-01-12

Introductory and capstone experiences in the undergraduate psychology program are crucial ways to engage students in their major and psychology department impart realistic expectations and prepare them for life beyond college. Providing the right orientation and capstone courses in psychology education is increasingly a concern of instructors, department chairs, program directors, and deans, and both types of courses have become important sources for gathering pre and post coursework assessment data for degree learning outcomes. The strategies presented here have been designed to help educators examine issues around teaching the introductory or careers course and developing a psychology specific orientation program. The authors also provide concrete suggestions for building capstone experiences designed to fit the needs of a department, its pedagogical philosophy, or the educational agenda of the college or university. Undergraduate psychology curriculum designers and instructors can benefit from learning innovative and effective strategies for introducing the major to first year students and at graduation for bringing closure, reinforcing the overall departmental learning outcomes, and helping students apply their disciplinary knowledge in capstone experiences and post graduate life. In this collection of articles, psychology instructors involved in the improvement of teaching and learning review the research and share their own successes and challenges in the classroom. Discussions include effective practices for helping students become acclimated to and engaged in the psychology major, application of developmental knowledge and learning communities to course design, and use of quality benchmarks to improve introductory and capstone courses. Other chapters describe innovations in the design of stand alone courses and offer concrete advice on counseling psychology graduates about how to use what they have learned beyond their higher education experiences.

This book delves into Learning Communities Reforming Undergraduate Education. Learning Communities Reforming Undergraduate Education is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Learning Communities Reforming Undergraduate Education, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Learning Communities Reforming Undergraduate Education
 - Chapter 2: Essential Elements of Learning Communities Reforming Undergraduate Education
 - Chapter 3: Learning Communities Reforming Undergraduate Education in Everyday Life
 - Chapter 4: Learning Communities Reforming Undergraduate Education in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, this book will provide an overview of Learning Communities Reforming Undergraduate Education. The first chapter will explore what Learning Communities Reforming Undergraduate Education is, why Learning Communities Reforming Undergraduate Education is vital, and how to effectively learn about Learning Communities Reforming Undergraduate Education.
 3. In chapter 2, the author will delve into the foundational concepts of Learning Communities Reforming Undergraduate Education. The second chapter will elucidate the essential principles that must be understood to grasp Learning Communities Reforming Undergraduate Education in its entirety.
 4. In chapter 3, the author will examine the practical applications of Learning Communities Reforming Undergraduate Education in daily life. The third chapter will showcase real-world examples of how Learning Communities Reforming Undergraduate Education can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Learning Communities Reforming Undergraduate Education in specific contexts. The fourth chapter will explore how Learning Communities Reforming Undergraduate Education is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Learning Communities Reforming Undergraduate Education. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Learning Communities Reforming Undergraduate Education.

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