
IMPROVING the
ENVIRONMENT
for LEARNING

ACADEMIC LEADERS
TALK ABOUT
WHAT WORKS

Janet Donald

Improving The Environment For Learning Academic Leaders Talk About What Works

Rosemary Papa



Improving The Environment For Learning Academic Leaders Talk About What Works:

Improving the Environment for Learning Janet Gail Donald, 1997-02-26 This book identifies optimal practices or benchmarks for creating a quality learning environment within higher education and outlines steps faculty and administrators can take to improve student learning Author Janet Donald integrates extensive research on teaching and learning with findings from her in depth interviews with faculty and administrators at four of America's premier research institutions She focuses on key factors influencing learning identifies practices and policies central to effectiveness and offers timely and feasible solutions for meeting student learning challenges

The Mechanical Pencil Luke Strongman, 2013 The purpose of this book is to define and explain concepts in distance learning academia The intended audience are students faculty staff and managers at tertiary education organizations The ten chapters elucidate factors concepts and trends which increasingly effect the academic environment of distance learning such as creativity communication practices culture identity and equity academic freedom good study habits ethics Open Educational Resources OER networking and Technical and Vocational Education and Training TVET

Prioritizing Academic Programs and Services Robert C. Dickeson, 2010-01-26

Prioritizing Academic Programs and Services REVISED AND UPDATED Increasing economic concerns make the new edition of this best selling classic an invaluable resource for those who want and need to implement a proven step by step approach to reallocating resources in tough times Thoroughly revised and updated *Prioritizing Academic Programs and Services* includes new recommendations from the field communication strategies for more successful campus implementation a new section on the sources of hidden costs and a Prioritization Process and Implementation workbook designed to help administrators avoid costly mistakes This book includes access to additional content online including models for prioritization from a variety of campuses Based on the author's extensive consulting experience this necessary and timely resource offers the best advice for addressing the current economic concerns affecting most colleges and universities Praise for *Prioritizing Academic Programs and Services* For more than a decade higher education leaders have turned to Dickeson's practical guide to academic program assessment These newly expanded approaches are just in time for today's competitive environment

SUZANNE SHIPLEY president Shepherd University Dickeson provides a compelling rationale for program prioritization as well as a practical planning structure that promotes alignment between programs resources and university mission Presidents and provosts can use his approach to frame campus discussions around the future of the institution and away from legacy programs whose time has passed

KYLE R CARTER provost and senior vice chancellor Western Carolina University Dickeson's approach ensures that critical decisions regarding academic programs and resource allocation are aligned with strategic goals and institutional mission As one of the early adopters of the process that he proposes I am convinced that it is a powerful and practical tool for any college or university committed to remaining focused resilient vital and relevant in a dynamic and increasingly challenging environment

DAVID MAXWELL president Drake University *Excellent University*

Teaching David Kember, 2006 Quality of teaching has proved to be an elusive construct This book is based on extensive interviews with 18 truly exemplary teachers at The Chinese University of Hong Kong The book explains and illustrates the principles of excellent teaching that underpin the way these teachers plan and teach their courses What content teaching strategies and assessment tasks do they select What do they actually do in their classrooms How do they establish and maintain relationships with their students How do they improve their own practice through evaluation These principles of excellent teaching apply across all disciplines and indeed across the global higher education community Book jacket

Engaging the Six Cultures of the Academy William H. Bergquist, Kenneth Pawlak, 2007-10-19 In *The Four Cultures of the Academy* William H Bergquist identified four different yet interrelated cultures found in North American higher education collegial managerial developmental and advocacy In this new and expanded edition of that classic work Bergquist and coauthor Kenneth Pawlak propose that there are additional external influences in our global culture that are pressing upon the academic institution forcing it to alter the way it goes about its business Two new cultures are now emerging in the academic institution as a result of these global external forces the virtual culture prompted by the technological and social forces that have emerged over the past twenty years and the tangible culture which values its roots community and physical location and has only recently been evident as a separate culture partly in response to emergence of the virtual culture These two cultures interact with the previous four creating new dynamics *Rethinking Teaching in Higher Education* Alenoush Saroyan, Cheryl Amundsen, 2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University's week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop's evolutionary changes The structure shows faculty members conceptualizing new courses or re examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill's Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university

teaching in particular It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning *Academic Tribes and Territories* Tony Becher,Paul Trowler,2001-10-16 Acclaim for the first edition of *Academic Tribes and Territories* Becher s insistence upon in depth analysis of the extant literature while reporting his own sustained research doubled the thickness of the material to be covered *Academic Tribes and Territories* is a superb addition to the literature on higher education There is here an education to be had Burton R Clark Higher Education Becher s landmark work The higher education community both practitioners and educational researchers need to assimilate and to heed the message of this important and insightful book Alan E Bayer Journal of Higher Education a bold approach to a theory of academic relations The result is a debt to him Becher for all students of higher education The Times Educational Supplement a classic in its field The book is readily accessible to any member of the academic profession but it also adds significantly to a specialist understanding of the internal life of higher education institutions in Britain and North America I confidently predict that it will appear prominently on citation indices for many years Gareth Williams Studies in Higher Education How do academics perceive themselves and colleagues in their own disciplines and how do they rate those in other subjects How closely related are their intellectual tasks and their ways of organizing their professional lives What are the interconnections between academic cultures and the nature of disciplines *Academic Tribes and Territories* maps academic knowledge and explores the diverse characteristics of those who inhabit and cultivate it This second edition provides a thorough update to Tony Becher s classic text first published in 1989 and incorporates research findings and new theoretical perspectives Fundamental changes in the nature of higher education and in the academic s role are reviewed and their significance for academic cultures is assessed This edition moves beyond the first edition s focus on elite universities and the research role to examine academic cultures in lower status institutions internationally and to place a new emphasis on issues of gender and ethnicity This second edition successfully renews a classic in the field of higher education

Resources in Education ,2001 *Student Affairs* Lesley Andres,Finola Finlay,2005-05 Who has access to higher education today At what financial and personal cost Based on what conditions and criteria How do students describe and interpret their experiences And how can institutions facilitate and constrain successful participation and completion These research studies extend current understandings of what it is to be a student in higher education by embracing the dynamic relationship between students as agents and institutions as living structures which impact on their lives Focusing on the diverse experiences of today s non traditional and traditional students researchers explore how and why institutional rhetoric of inclusion engagement gender and access may or may not be reflected in the reality of students experiences *Student Affairs* moves from theory to application by suggesting realistic strategies for addressing the challenges surrounding the interrelation of students and institutions Each essay analyzes issues of access and participation in programs ranging from community college development studies to graduate studies As a whole this collection is a testament to how much

institutional change has occurred in the social organization of postsecondary education and how much more change is required to meet the challenge of equitable access and inclusion Field Guide to Academic Leadership Robert M. Diamond, Bronwyn E. Adam, 2002-10-09 Once again Bob Diamond has cut to the heart of the matter and has given us a field guide actually a handbook of real hands on academic leadership He has assembled an elite group of contributors who provide insights and guidance which will be useful for all academic leaders new and old public or private CEO or assistant Charles E Glassick senior associate emeritus The Carnegie Foundation **Resources in Education** ,1997 NACADA Journal ,1998

Learning to Think Janet Gail Donald, 2002-03-25 In colleges and universities there is increasing demand to help students learn how to conceptualize analyze and reason Learning to Think presents a model of learning that takes into account the different ways learning occurs in different academic disciplines and explores the relationship between knowledge and thinking processes Janet Donald a leading researcher in the field of postsecondary teaching and learning presents a framework for learning that goes beyond the acquisition of knowledge to encompass ways of constructing and utilizing it within and across disciplines The author discusses how learning occurs in different academic disciplines and reveals how educators can improve the teaching and learning process in their classrooms and programs International Handbook of School Effectiveness and Improvement Tony Townsend, 2007-09-21 This book reviews of the development implementation and practice of the disciplines of school effectiveness and school improvement Seven main topics are addressed History of the school effectiveness movement over the last 25 years Changes in accountability and standards Leadership in school effectiveness Changes in teacher education Impact of Diverse Populations Education Funding and its Impact and Best Practice Case Studies The contributors are active in school effectiveness research worldwide **College Student Journal** ,2004

Connecting Leadership with Learning Michael A. Coplan, Michael S. Knapp, 2006-10-15 What kind of leadership makes learning possible for all students How can school leaders help teachers increase their knowledge and improve their instructional abilities What actions should leaders take to ensure that learning occurs In *Connecting Leadership with Learning* A Framework for Reflection Planning and Action Michael A Copland and Michael S Knapp give educational leaders a new way to answer these questions and find solutions perfect for their particular school environment Copland and Knapp assert that far too many educational leaders are struggling with outdated curricula demands that don't align with their school or district goals and professional meetings that are high on complaints but low on solutions Instead of prescribing a linear or rigid approach the authors encourage educators to be attentive and tune into their leadership actions by using the Leading for Learning Framework The framework provides different vantage points to help leaders reflect on their strengths and weaknesses plan for improvement and take actions to foster learning for students teachers and professionals and school and district leaders The Leading for Learning Framework will empower leaders to Establish a focus on equitable learning Build professional communities Engage communities and external partnerships Act strategically and share leadership Create

coherence in their leadership actions The book includes extended case studies descriptions of 23 different leadership pathways and many examples from schools and districts that show the Leading for Learning Framework in action There is no magic formula for great school leadership but Copland and Knapp conclude that magic can happen when leaders reframe their efforts to focus more clearly on learning

Leading School Improvement: A focus on the work of the school leader. David Lynch,Tina Doe,Ken Sell,2016-06-21 Ken Sell David Lynch and Tina Doe three accomplished and published experts in the field of education bring together leading education researchers and school leaders to create a collection of chapters which focus on key aspects of effective school leadership The book explores a model for whole of school improvement and examines key concepts such as readiness for change approaches to leadership how to use data parental engagement as well as providing insights into aspects of schooling and teaching into the future

Educational Leadership for Organisational Learning and Improved Student Outcomes William Mulford,Halia Silins,Kenneth A.

Leithwood,2006-04-11 The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question challenge and debate teaching and learning issues How to achieve such learning communities is far from clear but we believe the areas of problem based learning PBL and organizational learning OL offer valuable clues The indications are that the successful educational restructuring agenda depends on teams of leaders whole staffs and school personnel working together i e OL linking evidence and practice in genuine collaboration i e PBL The book is unique in that it is both about and uses these two concepts

Technology Leadership for School Improvement Rosemary Papa,2011 Technology Leadership for School Improvement is a practical textbook that prepares primary and secondary educational leaders with the skills and knowledge to manage and administer technology in their school settings The text focuses on helping educational leaders learn what they need to know about technology standards data driven decision making and creative leadership in this digital environment To effectively cover the many facets of technology each chapter is written by a specialist following a similar structure and pedagogy for ease of use by the learner

The Volunteering Journey to Project Leadership Mayte Mata Sivera,Yasmina Khelifi,2024-09-02 The project management profession has grown through the hard work of many volunteer groups and organizations The Volunteering Journey to Project Leadership explains how volunteering can help project management professionals grow their own capabilities and careers It explains how volunteering in project oriented organizations or any organization where projects are delivered can help project managers develop leadership skills build strong and diverse networks and gain experiences in new fields Any project manager or PMO can get advice and insights from this book which explains how to Identify volunteering goals that align with career goals Find the right organization that complements professional aspiration Choose activities for enhancing careers in project leadership Strategically select the right role to advance careers Based on the authors own volunteering and

professional experiences as well as interviews and informal discussion with more than 100 volunteers this book is a hands on guide to personal and professional growth in the field of project management It is structured in three parts Part I describes four ways volunteering can develop project leadership abilities Part II focuses on leadership and adaptative skills networking and new skills gained by experimenting Part III consolidates the learning and explains how to apply it at work Each chapter ends with practical case studies detailed interviews key takeaways and questions to reflect on

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Table of Contents Improving The Environment For Learning Academic Leaders Talk About What Works

1. Understanding the eBook Improving The Environment For Learning Academic Leaders Talk About What Works
 - The Rise of Digital Reading Improving The Environment For Learning Academic Leaders Talk About What Works
 - Advantages of eBooks Over Traditional Books
2. Identifying Improving The Environment For Learning Academic Leaders Talk About What Works
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Improving The Environment For Learning Academic Leaders Talk About What Works
 - User-Friendly Interface
4. Exploring eBook Recommendations from Improving The Environment For Learning Academic Leaders Talk About What Works
 - Personalized Recommendations

- Improving The Environment For Learning Academic Leaders Talk About What Works User Reviews and Ratings
- Improving The Environment For Learning Academic Leaders Talk About What Works and Bestseller Lists
- 5. Accessing Improving The Environment For Learning Academic Leaders Talk About What Works Free and Paid eBooks
 - Improving The Environment For Learning Academic Leaders Talk About What Works Public Domain eBooks
 - Improving The Environment For Learning Academic Leaders Talk About What Works eBook Subscription Services
 - Improving The Environment For Learning Academic Leaders Talk About What Works Budget-Friendly Options
- 6. Navigating Improving The Environment For Learning Academic Leaders Talk About What Works eBook Formats
 - ePub, PDF, MOBI, and More
 - Improving The Environment For Learning Academic Leaders Talk About What Works Compatibility with Devices
 - Improving The Environment For Learning Academic Leaders Talk About What Works Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Improving The Environment For Learning Academic Leaders Talk About What Works
 - Highlighting and Note-Taking Improving The Environment For Learning Academic Leaders Talk About What Works
 - Interactive Elements Improving The Environment For Learning Academic Leaders Talk About What Works
- 8. Staying Engaged with Improving The Environment For Learning Academic Leaders Talk About What Works
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Improving The Environment For Learning Academic Leaders Talk About What Works
- 9. Balancing eBooks and Physical Books Improving The Environment For Learning Academic Leaders Talk About What Works
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Improving The Environment For Learning Academic Leaders Talk About What Works
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions

- Managing Screen Time
- 11. Cultivating a Reading Routine Improving The Environment For Learning Academic Leaders Talk About What Works
 - Setting Reading Goals Improving The Environment For Learning Academic Leaders Talk About What Works
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Improving The Environment For Learning Academic Leaders Talk About What Works
 - Fact-Checking eBook Content of Improving The Environment For Learning Academic Leaders Talk About What Works
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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