



# Improving Undergraduate Education In Large Universities

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## **Improving Undergraduate Education In Large Universities:**

**Improving Undergraduate Education in Large Universities** Carol H. Pazandak,1989      **Improving Undergraduate Education Through Faculty Development** Kenneth Eugene Eble,Wilbert James McKeachie,1985

**Rethinking Higher Education** George Fallis,2014-01-01 The basic structure of universities and colleges in Ontario one focused primarily on expansion and greater access and put in place in the 1960s is outdated The system is now large enough the eligible age group for entering post secondary studies is shrinking and participation rates are as high as they are likely to go In Rethinking Higher Education George Fallis argues that policy makers should shift their attention away from growth and towards improving and diversifying the range of programs available and creating new means of program delivery He calls for increases in honours undergraduate programs and polytechnic education and envisions a group of research intensive universities responsible for doctoral education The existing design Fallis contends neglects the specific needs of graduate education and research layering it on top of a system designed for undergraduate education In addition there is disconnection between Ontario s Ministry of Training Colleges and Universities and the research missions of the universities and colleges themselves Fallis recommends that Ontario establish a system for documenting and assessing the quality of research published at universities Thought provoking and thoroughly argued Rethinking Higher Education provides a detailed design for higher education in the twenty first century      **The Seven Principles in Action** Susan Rickey Hatfield,1995      *Shaping the Future: Perspectives on undergraduate education in science, mathematics, engineering, and technology* ,1996      Transforming Undergraduate Education in Science, Mathematics, Engineering, and Technology National Research Council,Division of Behavioral and Social Sciences and Education,Board on Science Education,Committee on Undergraduate Science Education,1999-03-25 Today s undergraduate students future leaders policymakers teachers and citizens as well as scientists and engineers will need to make important decisions based on their understanding of scientific and technological concepts However many undergraduates in the United States do not study science mathematics engineering or technology SME T for more than one year if at all Additionally many of the SME T courses that students take are focused on one discipline and often do not give students an understanding about how disciplines are interconnected or relevant to students lives and society To address these issues the National Research Council convened a series of symposia and forums of representatives from SME T educational and industrial communities Those discussions contributed to this book which provides six vision statements and recommendations for how to improve SME T education for all undergraduates The book addresses pre college preparation for students in SME T and the joint roles and responsibilities of faculty and administrators in arts and sciences and in schools of education to better educate teachers of K 12 mathematics science and technology It suggests how colleges can improve and evaluate lower division undergraduate courses for all students strengthen institutional infrastructures to encourage quality teaching and better prepare graduate students who will become

future SME T faculty      *The Economics of American Higher Education* William E. Becker Jr., D.R. Lewis, 2012-12-06

Postsecondary educational institutions in the United States are facing increasing financial stress and waning public support. Unless these trends can be changed, higher education can be expected to stagnate. What if anything can be done? As a starting point, advocates of higher education need to more fully recognize the issues associated with the economic mission of higher education and how this mission gets translated into individual student gains, regional growth, and social equity. This requires an understanding of the relationship between the outcomes of higher education and measures of economic productivity and well-being. This volume addresses topics related to the role of postsecondary education in microeconomic development within the United States. Attention is given to the importance of colleges and universities in the enhancement of individual students and in the advancement of the communities and states within which they work. Although several of the chapters in this volume are aimed at research, teaching universities, much of what is presented throughout can be generalized to all of postsecondary education. Little attention, however, is given to the role of higher education in the macroeconomic development of the United States; this topic is covered in our related book *American Higher Education and National Growth*.      **College Education** United States. Congress. House. Select Committee on Children, Youth, and Families, 1993      [The Undergraduate Experience](#) Peter Felten, John N. Gardner, Charles C. Schroeder, Leo M. Lambert, Betsy O. Barefoot, Freeman A. Hrabowski, 2016-04-22

A clear practical framework for getting higher education back on track. *The Undergraduate Experience* is a guide for significantly improving student learning and institutional performance in the rapidly changing world of higher education. Written by recognized experts in undergraduate education, this book encourages college and university leaders to rethink current practices that fragment the student experience and to focus on creating powerful, integrated undergraduate learning for all students. Drawing from their own deep experience and the latest research, the authors reveal key principles that enable institutional change and enhance student outcomes in any higher education setting. Coverage includes high-impact practices for engagement, the importance of strategic leadership, the necessity of setting and maintaining high expectations, and insight on fostering excellence through systematic planning. Through its core themes and action principles, this book can be a valuable resource for faculty, staff, administrators, and governing boards at all types of postsecondary institutions. The book provides a practical framework for achieving excellence in undergraduate education by focusing on Learning, Relationships, Expectations, Alignment, Improvement, Leadership. The value of an undergraduate education is under greater scrutiny than ever before, and campus leaders must be able to convey the value of their institutions to students, boards, donors, and legislators. Is a college or university degree worth the increasing cost? Are today's students academically adrift? What's the difference between a degree and an education? Responding to these questions requires focused action by individuals and institutions. *The Undergraduate Experience* offers practical guidance for creating and sustaining excellence in the face of disruption and change in higher education.      **Proceedings of the Annual**

**Convention** National Association of State Universities and Land-Grant Colleges,1926      Encountering Global Environmental Politics Michael Maniates,2003 This collection draws students into conversation about global environmental threats the tenuous links between knowledge and power and ways of acting powerfully in service of sustainability Visit our website for sample chapters      *Federal Register* ,1991-05-08      **Improving Undergraduate Instruction in Science, Technology, Engineering, and Mathematics** National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on Undergraduate Science Education,Steering Committee on Criteria and Benchmarks for Increased Learning from Undergraduate STEM Instruction,2003-06-28 Participants in this workshop were asked to explore three related questions 1 how to create measures of undergraduate learning in STEM courses 2 how such measures might be organized into a framework of criteria and benchmarks to assess instruction and 3 how such a framework might be used at the institutional level to assess STEM courses and curricula to promote ongoing improvements The following issues were highlighted Effective science instruction identifies explicit measurable learning objectives Effective teaching assists students in reconciling their incomplete or erroneous preconceptions with new knowledge Instruction that is limited to passive delivery of information requiring memorization of lecture and text contents is likely to be unsuccessful in eliciting desired learning outcomes Models of effective instruction that promote conceptual understanding in students and the ability of the learner to apply knowledge in new situations are available Institutions need better assessment tools for evaluating course design and effective instruction Deans and department chairs often fail to recognize measures they have at their disposal to enhance incentives for improving education Much is still to be learned from research into how to improve instruction in ways that enhance student learning      **Assessment in Higher Education** Samuel J. Messick,2013-12-16 Assessment in Higher Education brings together in one place most of the major issues confronting higher education in the 1990s These include enhancing student access development and success in higher education transforming admissions testing to meet expanding educational needs resolving the politics of accountability by assessing quality outcomes of higher education assuring fair assessment responsive to human diversity and facing the technological future of higher education An integrative thread that weaves through all of these issues is the concept of equity especially as it bears on social justice in education and on fairness in assessment Another integrative thread is the role of computer and multimedia technology not only in improving the efficiency and power of all the functions of higher education assessment but also in revolutionizing the delivery of higher education itself      **Improving How Universities Teach Science** Carl Wieman,2017-05-22 Too many universities remain wedded to outmoded ways of teaching Too few departments ask whether what happens in their lecture halls is effective at helping students to learn and how they can encourage their faculty to teach better But real change is possible and Carl Wieman shows us how it can be done through detailed tested strategies      **Departments of Veterans Affairs and Housing and Urban Development, and independent agencies appropriations for 1990** United States.

Congress. House. Committee on Appropriations. Subcommittee on VA, HUD, and Independent Agencies,1989

**Departments of Veterans Affairs and Housing and Urban Development, and Independent Agencies**

**Appropriations for 1990: Office of Science and Technology Policy** United States. Congress. House. Committee on Appropriations. Subcommittee on VA, HUD, and Independent Agencies,1989      **Student Motivation, Cognition, and Learning**

Paul R. Pintrich,Donald R. Brown,Claire Ellen Weinstein,2012-12-06 Designed to present some of the current research on student motivation cognition and learning this book serves as a festschrift for Wilbert J McKeachie who has been a leading figure in college teaching and learning The contributions to this volume were written by former students colleagues and friends A common focus on a general or social cognitive view of learning is shared throughout the volume but there are significant differences in the perspectives the researchers bring to bear on the issues They provide an excellent cross section of current thinking and research on general cognitive topics such as students knowledge structures cognitive and self regulated learning strategies as well as reasoning problem solving and critical thinking Social cognitive and motivational topics are also well represented including self worth theory and expectancy value models More importantly an explicit attempt is made to link cognitive and motivational constructs theoretically and empirically This area of research is one of the most important and promising areas of future research in educational psychology Finally most of the chapters address instructional implications but several explicitly discuss instructional issues related to the improvement of college students motivation and cognition

**Higher Expectations** Derek Bok,2022-05-17 How our colleges and universities can respond to the changing hopes and needs of society In recent decades cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills and qualities that will enhance their lives and increase their contributions to society In this landmark book Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the twenty first century Prior to this century most psychologists thought that creativity empathy resilience conscientiousness and most personality traits were largely fixed by early childhood What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life How prepared are educators to cultivate these qualities of mind and behavior What do they need to learn to capitalize on the possibilities Will college faculties embrace these opportunities and make the necessary changes in their curricula and teaching methods What can be done to hasten the process of innovation and application In providing answers to these questions Bok identifies the hurdles to institutional change proposes sensible reforms and demonstrates how our colleges can help students lead more successful productive and meaningful lives

**Exploring Signature Pedagogies** Regan A. R. Gurung,Nancy L. Chick,Aeron Haynie,2023-07-03 From the Foreword These authors have clearly shown the value in looking

for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by the articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

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