



Mind the Gap!

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Andrew P. Wilson



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Mind the Gap Nina Namaste, Amanda Sturgill, 2023-07-03 There is growing awareness that global learning is not confined to university credit bearing off campus international programs and that institutions of higher learning have up until now conceived of global education too narrowly Global learning through study abroad and off campus domestic study fits into a larger context of students educational experiences You can find global learning as part of other high impact practices domestic off campus programs undergraduate research and service or community based learning all can be global learning opportunities On campus global learning can occur in the disciplines and in the core curriculum as well Language and culture anthropology sociology and other departments multicultural centers and diversity and inclusivity offices to name a few also teach students to be global learners Global learning pertains to the many staff and faculty educators who intentionally encourage students to engage with and successfully navigate difference Thus there is a growing need for bridging across disciplinary and administrative silos silos that are culturally bound within academia The gaps between these silos matter as students seek to integrate off and on campus learning Higher education needs a new holistic assessment of global learning This book investigates not just student learning but also faculty experiences program structures and pathways that impact global learning and expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience Chapters look at recent developments such as short term off campus international study and certificate medallion programs as well as blended learning environments and undergraduate research all in the context of multi institutional comparisons Global learning is also situated in a larger university context A Series on Engaged Learning and Teaching Book Visit the books companion website hosted by the Center for Engaged Learning for book resources

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of

inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI Mind the gap: To what extent do social, economic, and psychological factors explain underperformance in achievements assessments? Identifying interventions to narrow the gap Marcos Cupani, Ana E. Azpilicueta, Jose Juan Gongora, Sebastian Urquijo, 2023-10-06 **The Teacher's Guide to Successful Professional Learning Networks: Overcoming Challenges and Improving Student Outcomes** Cindy Poortman, Chris Brown, 2023-04-18 The establishment of professional learning networks can be transformational for you personally and professionally This book takes you step by step through the process of developing an effective Professional Learning Network PLN to create and realise a new status quo Catherine Carden Canterbury Christ Church University UK The book impressively underscores the relevance and opportunities of Professional Learning Networks for innovation in school while also addressing the challenges and pitfalls of successfully establishing running and sustaining PLNs from the perspective of teachers Colin Cramer University of Tuebingen Germany This book is a must read for practitioners policy makers and researchers interested in Professional Learning Networks It provides readers with concrete recipes with all the necessary ingredients including leadership trust and collaboration to ensure PLN success Prof Dr Kim Schildkamp University of Twente the Netherlands The Teacher s Guide to Successful Professional Learning Networks supports educators with practical guidelines developed from the authors practical and research based experience in this area Taking a step by step approach the book guides readers through the different stages of inquiry and influencing factors involved with successfully running a PLN The authors explore how teachers can participate in networks to achieve deep reflective inquiry and make positive changes in teaching and learning The book Builds on international research into professional learning networks PLNs Uses illustrative case studies from a range of contexts across the world Provides step by step guidance to help readers establish sustainable PLNs Drawing from a diverse range of international contexts and with content stretching from early years to secondary this book is essential reading for any educator looking to create expand or enhance their Professional Learning Network Cindy Poortman is Associate Professor at the University of Twente in the

Netherlands Her research and teaching focus is teacher and school leader professional development in PLNs She has co founded and is coordinating the PLN network within the International Congress for School Effectiveness and Improvement ICSEI Chris Brown is Professor and Director of Research at the Department of Education Studies at the University of Warwick UK He has co edited two books on Professional Learning Networks is co editor of the Professional Learning Networks Book Series and is co founder and co convener of the ICSEI Professional Learning Networks research network

Critical Entanglements: Postmodern Theory and Biblical Studies Andrew P. Wilson, 2019-11-26 While postmodernism remains an ambiguous and messy phenomenon to represent it also remains a compelling prophetic voice in the ongoing development of contemporary biblical studies In *Critical Entanglements Postmodern Theory and Biblical Studies* Andrew P Wilson tracks the various strands of postmodernism threaded through the discipline drawing on a range of evocative biblical readings as well as key examples from the art world Wilson demonstrates that the scholarly entanglement with postmodern theory provides a valuable critical sensibility to biblical readings and referring to specific examples from reception history one that has the potential to showcase biblical studies at its best When it comes to reading practices scholarly voices and identities postmodern theory shows that biblical scholarship is ethically oriented and has an expansive sense of the text and textual effects Wilson plots the distinctive ways in which postmodern theory has shaped scholarship of the bible while continuing to beckon in unanticipated ways from unexpected vantage points [Yearbook of International Organizations 2014-2015 \(Volume 4\)](#) Union Of International Associations, Union of International Associations, 2014-09-17 The *Yearbook of International Organizations* provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and activities of international organizations with their events publications and contact details the volumes of the *Yearbook* include networks between associations biographies of key people involved and extensive statistical data Providing both an international organizations and research bibliography Volume 4 cites over 46 000 publications and information resources supplied by international organizations and provides nearly 18 000 research citations under 40 subject headings This volume also includes a research bibliography on international organizations and transnational associations **The Oxford Handbook of Spontaneous Thought** Kieran C. R. Fox, Kalina Christoff, 2018 Where do spontaneous thoughts come from It may be surprising that the seemingly straightforward answers from the mind or from the brain are in fact an incredibly recent understanding of the origins of spontaneous thought For nearly all of human history our thoughts especially the most sudden insightful and important were almost universally ascribed to divine or other external sources Only in the past few centuries have we truly taken responsibility for their own mental content and finally localized thought to the central nervous system laying the foundations for a protoscience of spontaneous thought But enormous questions still loom what exactly is

spontaneous thought Why does our brain engage in spontaneous forms of thinking and when is this most likely to occur And perhaps the question most interesting and accessible from a scientific perspective how does the brain generate and evaluate its own spontaneous creations Spontaneous thought includes our daytime fantasies and mind wandering the flashes of insight and inspiration familiar to the artist scientist and inventor and the nighttime visions we call dreams This Handbook brings together views from neuroscience psychology philosophy phenomenology history education contemplative traditions and clinical practice to begin to address the ubiquitous but poorly understood mental phenomena that we collectively call spontaneous thought In studying such an abstruse and seemingly impractical subject we should remember that our capacity for spontaneity originality and creativity defines us as a species and as individuals Spontaneous forms of thought enable us to transcend not only the here and now of perceptual experience but also the bonds of our deliberately controlled and goal directed cognition they allow the space for us to be other than who we are and for our minds to think beyond the limitations of our current viewpoints and beliefs

Study Abroad and the Quest for an Anti-Tourism Experience John J. Bodinger de Uriarte, Michael A. Di Giovine, 2020-12-16 With contributions from anthropologists and cultural theorists Study Abroad and the Quest for an Anti Tourism Experience examines the culture and cultural implications of student travel Drawing on rich case studies from the Arctic to Africa Asia to the Americas this impressive array of experts focuses on the challenges and ethical implications of student engagement service and volunteering immersion research in the field local community engagement and crafting a new generation of active engaged global citizens This volume is a must read for students practitioners and scholars For more information check out this presentation by Michael A Di Giovine coeditor of Study Abroad and the Quest for an Anti Tourism Experience or these podcast episodes Sustainable Study Abroad with Dr Michael Di Giovine by ODLI on Air Study Abroad and the Quest for an Anti Tourism Experience by Meaningful Journeys

The Routledge Companion to Philanthropy Tobias Jung, Susan D. Phillips, Jenny Harrow, 2016-05-17 Philanthropy the use of private resources for public purposes is undergoing a transformation both in practice and as an emerging field of study Expectations of what philanthropy can achieve have risen significantly in recent years reflecting a substantial but uneven increase in global wealth and the rolling back of state services in anticipation that philanthropy will fill the void In addition to this experiments with entrepreneurial and venture philanthropy are producing novel intersections of the public non profit and private spheres accompanied by new kinds of partnerships and hybrid organisational forms The Routledge Companion to Philanthropy examines these changes and other challenges that philanthropists and philanthropic organisations face With contributions from an international team of leading contemporary thinkers on philanthropy this Companion provides an introduction to and critical exploration of philanthropy discussing current theories research and the diverse professional practices within the field from a variety of disciplinary perspectives The Routledge Companion to Philanthropy is a rich and valuable resource for students researchers practitioners and policymakers working in or interested in philanthropy

Opening the Online Door to Academe Dianne Conrad, 2022-06-08 Our technologically advanced society has generated many rapid changes in higher education in recent years. These changes have been recently exacerbated by the global pandemic COVID 19. Educational institutions around the world have adapted to offering their programs by distance, usually via online computer platforms. While many levels of credentials already existed successfully online, the elite and difficult doctoral degree has remained largely traditional, a bricks and mortar program requiring attendance and perhaps a major lifestyle transition for learners. COVID has changed and will continue to change that. This book explores the world of online learning and online doctoral study post COVID and in the future. From should I undertake this learning to how to choose a supervisor and manage the online research experience, using her years of experience and insight, the author has compiled a practical guide outlining not only how to successfully undertake online doctoral study but also how to wisely transfer that acquired online acumen beyond graduation into the academic life. Newly minted PhDs and EdDocs face a steep learning curve when entering the professorial life in the Ivory Tower of higher education. This down-to-earth plain language and often humorous text explores the pedagogical advantages of the online experience and their usefulness to the new academic hire. Current doctoral learners, both traditional and online, as those mulling future educational plans and doctoral completers surveying higher education opportunities, will benefit from the insight and advice in this very frank text.

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