

Responsive Professional Education

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Balancing Outcomes and Opportunities

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Responsive Professional Education Balancing Outcomes And Opportunities

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Responsive Professional Education Balancing Outcomes And Opportunities:

Responsive Professional Education Joan S. Stark, Malcolm A. Lowther, Bonnie Kawczak Hagerty, 1986 **Responsive Professional Education** Joan S. Stark, 1986 **Catalog of ERIC Clearinghouse Publications**, 1995 [Resources in Education](#), 1997 **The SAGE Handbook of Workplace Learning** Margaret Malloch, Len Cairns, Karen Evans, Bridget N O'Connor, 2010-09-21 This Handbook provides a state of the art overview of the field of workplace learning from a global perspective The authors are all well placed theoreticians researchers and practitioners in this burgeoning field which cuts across higher education vocational education and training post compulsory secondary schooling and lifelong education The volume provides a broad based yet incisive analysis of the range of theory research and practical developments in workplace learning The editors draw together the three essential areas of Theory Research and Practice and Issues and Futures in the field of Workplace Learning In addition final chapters include recommendations for further development Key researchers and writers in the field have approached workplaces as the base of learning about work that is work based learning There has also been emerging interest in variations of this idea such as learning about through and at work Many of the theoretical discussions have centred on adult learning and some on learners managing their own learning with emphasis on aspects such as communities of practice and self directed learning In Europe and Australia early work in the field was often linked to the Vocational Education and Training VET traditions with concerns around skills competencies and on the job learning The idea that learning and workplaces had more to do with real lifelong and lifewide aspects than traditional training regimens has emerged in the last decade Since the mid 1990s the field has grown world wide as an area of theory research and practical work that has not only expanded the interest but has also legitimized the area as a field of study reflection and progress The SAGE Handbook of Workplace Learning draws together a wide range of views theoretical dispositions and assertions and provides a leading edge presentation by key writers and researchers with insight into the field and its current state It is a resource for researchers and academics interested in the scope and breadth of Workplace Learning **Responsive Professional Education** Joan S. Stark, Malcolm A. Lowther, Ronnie M. K. Hagerty, 198? [Professional Education in the United States](#) Solomon Hoberman, Sidney Mailick, 1994-10-26 Believing that the primary purpose of professional education is to prepare practitioners the authors consider variables that affect professional practice Emphasis is the key role and techniques of experiential education for effective transfer of learning to practice in medicine law social work and management Other variables that impact cost and quality of services include cost and length of professional education specialization selection and promotion of faculty role of research use of paraprofessionals and assessment of professional education Conclusions go beyond education for the four professions discussed in detail to challenge current objectives and practices in all professional education The major conclusion is that professional learning for practice needs to be improved and points to the importance of utilizing and developing experiential education as the key learning approach Other counterproductive

effects of current professional education practices identified are a tendency to consider isolated problems and ignore clients needs inadequate continuing graduate professional education oversupply of professionals in many areas failure of many professionals to keep up with changing theory and practice and overly expensive and poor research as the result of using the same institutions for both Corrective action is suggested in each case Shaping the College Curriculum Lisa R.

Lattuca,Joan S. Stark,2011-01-11 *Shaping the College Curriculum* focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University *Assessing Communication Education* William G. Christ,2013-11-05 Designed as a handbook this text provides media speech public speaking interpersonal small group and organizational communication and theatre educators with both the theoretical and practical ammunition to fight the assessment battles on their campuses The philosophical implications of accountability are balanced with concrete specific and usable assessment strategies Stressing student faculty

course program department and institutional assessment this book's aim is to provide in one place information that will help diverse and complex communication programs face the growing challenges in assessment. The book is divided into three sections: background and foundational information for assessment; broad assessment strategies that apply to a variety of media, speech and theatre courses and programs; and context-specific assessment strategies. While covering a host of topics, it provides an overview of assessment and suggests how it might impact communication education; discusses the elements of program assessment and how linkage of mission statements with outcomes can lead to strong, innovative programs; compares and contrasts regional association requirements and presents a specific how-to strategy for writing outcome statements; discusses teaching evaluation and argues that we need to identify the what of teaching before we try to measure the how; looks at creative ways for formative and summative course evaluation that starts with the creation of an explicit syllabus; discusses the use of capstone courses as a way of evaluating not only their major but also how students have integrated their total educational experience; suggests the variety of ways that interpersonal communication can be assessed and calls for future research that stresses the knowledge component of learning; reports on a strategy for developing small group communication assessment measures; and provides media, speech and theatre faculty and administrators with the background understanding and tools to build stronger programs and develop better courses and educational experiences for their students.

Professional Workers as Learners E. Stephen Hunt, 1992 *The Improvement Science Dissertation in Practice* Jill Alexa Perry, Debby Zambo, Robert Crow, 2020-07-10

The Improvement Science Dissertation in Practice provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology when combined with the Dissertation in Practice experience in EdD programs reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way. Perfect for courses such as Educational Leadership, Research Methods, The Dissertation Process, Dissertation Writing and Research, and Thesis and Dissertation.

Change and Challenge in Library and Information Science Education Margaret F. Stieg, Margaret Stieg Dalton, 1992

Caught between university administrators and a vocal profession, library schools are in the position of having to satisfy two sets of expectations that have become increasingly incompatible.

Higher Education: Handbook of Theory and Research John C. Smart, 2006-05-11

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on twelve

general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world *Design Issues* ,1992 *The Changing Face of Professional Education* Australian Association for Research in Education. Conference,1991 **Contesting the Boundaries of Liberal and Professional Education** Peter Marsh,1988-06 **Advancing Higher Education as a Field of Study** Sydney Freeman,Linda Serra Hagedorn,Lester Goodchild,Dianne Wright,2023-07-03 Winner of the 2015 Auburn Authors AwardsWhere is higher education as a field of study going in this century How will higher education program leaders design and sustain their degree programs vitality in the face of perennial challenges from inside and outside the academy While in 1979 the Council for the Advancement of Standards in Higher Education CAS defined standards for student affairs master s level preparation and while 2010 saw the adoption of guidelines for higher education administration and leadership preparation programs at the master s degree level there still are however no guidelines that address higher education leadership doctoral programs despite increasing demands for assessment and evaluation This book suggests that higher education administration doctoral degree guidelines are a critical next step in advancing their program quality and continuity It offers a review of the field s history the condition of its higher education programs developments from the student affairs specialization and its guidelines and a multi chapter dialogue on the benefits or disadvantages of having guidelines At a time of urgency to prepare the next generation of higher education faculty and leaders this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students It also offers a useful framework for enriching the knowledge of deans chairs program coordinators and faculty who are engaged in program design assessment and revision It will also be of interest to policymakers the personnel of accrediting agencies and not least graduate students within higher education preparation programs All the contributors to this volume have the exemplary expertise leadership experience and a close association with higher education guidelines and standards and have extensively contributed to the literature on higher education *Professional Preparation Competences for Law Librarianship* Yvonne Jeannette Chandler,1994 **Higher Education: Handbook of Theory and Research** J.C. Smart,2012-12-06 **Annual Conference Proceedings** American Society for Engineering Education. Conference,1994

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