
Rethinking Liberal Education

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Rethinking Liberal Education

**Laura E. Smithers, Heidi Fischer, Faith
A. Watrous**



Rethinking Liberal Education:

Rethinking Liberal Education Nicholas H. Farnham, Adam Yarmolinsky, 1996 Drawn from a symposium jointly sponsored by the Educational Leadership Program and the American Council of Learned Societies this work looks at the requirements of liberal education for the next century and the strategies of getting there Rethinking Liberal Education proposes better ways of connecting the curriculum and organization of liberal art colleges with today's challenging economic and social realities The authors push for greater flexibility in the organizational structure of academic departments and argue that faculty should play a greater role in the hard discussions that shape their institutions **Of Education,**

Fishbowls, and Rabbit Holes Jane Fried, 2023 This book questions some of our most ingrained assumptions not only about the nature of teaching and learning but about what constitutes education and about the cultural determinants of what is taught What if who you think you are profoundly affects what and how you learn Since Descartes teachers in the Western tradition have dismissed the role of self in learning What if our beliefs about self and learning are wrong and relevance of knowledge to self actually enhances learning as current research suggests Jane Fried deconstructs the Grand Western Narrative of teaching and learning describing it as a cultural fishbowl through which we see the world rarely aware of the fishbowl itself be it disciplinary constructs or the definition of liberal education She leads us on a journey to question the way things are to attend to the personal narratives of others from ethnic racial and faith groups different from ourselves to rediscover self authorship as the core task of learning in college and to empower ourselves and students to navigate the disorientation of the Alice in Wonderland rabbit holes of modern life This is a book for all educators concerned about the purpose of college and of the liberal arts in the 21st century and what it is we should reasonably expect students to learn Jane Fried both upends many received ideas and offers constructive insights based on science and evidence and does so in an engaging way that will stimulate reflection Provided by publisher **Education and Extremisms** Farid Panjwani, Lynn

Revell, Reza Gholami, Mike Diboll, 2017-08-09 Education and Extremisms addresses one of the most pressing questions facing societies today how is education to respond to the challenge of extremism It argues that the implementation of new teaching techniques curricular reforms or top down changes to education policy alone cannot solve the problem of extremism in educational establishments across the world Instead the authors of this thought provoking volume argue that there is a need for those concerned with radicalisation to reconsider the relationship between instrumentalist ideologies shaping education and the multiple forms of extremisms that exist Beginning with a detailed discussion of the complicated and contested nature of different forms of extremism including extremism of both a religious and secular nature the authors show that common assumptions in contemporary discourses on education and extremism are problematic Chapters in the book provide a careful selection of pertinent and topical case studies policy analysis and insightful critique of extremist discourses Taken together the chapters in the book make a powerful case for re engaging with liberal education in order to foster values of individual

and social enrichment intellectual freedom criticality open mindedness flexibility and reflection as antidotes to extremist ideologies Recognising recent criticisms of liberalism and liberal education the authors argue for a new understanding of liberal education that is suitable for multicultural societies in a rapidly globalising world This book is essential reading for academics researchers and postgraduate students with an interest in religion citizenship education liberalism secularism counter terrorism social policy Muslim education youth studies and extremism It is also relevant to teacher educators teachers and policymakers

Of Education, Fishbowls, and Rabbit Holes Jane Fried, 2023-07-03 This book questions some of our most ingrained assumptions not only about the nature of teaching and learning but about what constitutes education and about the cultural determinants of what is taught What if who you think you are profoundly affects what and how you learn Since Descartes teachers in the Western tradition have dismissed the role of self in learning What if our beliefs about self and learning are wrong and relevance of knowledge to self actually enhances learning as current research suggests Jane Fried deconstructs the Grand Western Narrative of teaching and learning describing it is a cultural fishbowl through which we see the world rarely aware of the fishbowl itself be it disciplinary constructs or the definition of liberal education She leads us on a journey to question the way things are to attend to the personal narratives of others from ethnic racial and faith groups different from ourselves to rediscover self authorship as the core task of learning in college and to empower ourselves and students to navigate the disorientation of the Alice in Wonderland rabbit holes of modern life This is a book for all educators concerned about the purpose of college and of the liberal arts in the 21st century and what it is we should reasonably expect students to learn Jane Fried both upends many received ideas and offers constructive insights based on science and evidence and does so in an engaging way that will stimulate reflection

Rethinking Undergraduate Business Education Anne Colby, Thomas Ehrlich, William M. Sullivan, Jonathan R. Dolle, 2011-04-20 Business is the largest undergraduate major in the United States and still growing This reality along with the immense power of the business sector and its significance for national and global well being makes quality education critical not only for the students themselves but also for the public good The Carnegie Foundation for the Advancement of Teaching's national study of undergraduate business education found that most undergraduate programs are too narrow failing to challenge students to question assumptions think creatively or understand the place of business in larger institutional contexts Rethinking Undergraduate Business Education examines these limitations and describes the efforts of a diverse set of institutions to address them by integrating the best elements of liberal arts learning with business curriculum to help students develop wise ethically grounded professional judgment

Rethinking College Education George Allan, 1997 Not a method of turning your degree back in and having your loans forgiven but an argument that by becoming vocational schools measured by reduced cost and efficient production colleges and universities are neglecting their essential purpose The reason for college education says Allan is to provide an environment within which students can absorb the moral practices that determine how they can

acquire and evaluate knowledge best conduct their lives and become responsible adults He maintains that such learning requires imagination dialogue conversation and cultured intercourse Annotation copyrighted by Book News Inc Portland OR

Academia in Crisis ,2020-03-02 Academia is standing at a junction in time Behind lies the community of the curious ahead the mass and the market This book joins in a growing stream of works that explore the vicissitudes of present day European universities in what Bauman coined as liquid times Here a number of concerned engaged European scholars attempt to defend and brush up academic core values and practices starting from their own life worlds and positions in higher education They share the view that there is no point in turning back nor in mechanically marching straight on Above all they uphold that there is no alternative to treasuring academia as a space for thinking together Hopefully the fruit of this sine qua non invites to think with and envision academic activism Contributors are Samuel Abraham Stefano Bianchini Simon Charlesworth Leonidas Donskis Frans Kamsteeg Joost van Loon Ida Sabelis Tamara Shefer and Harry Wels **Higher**

Education: Handbook of Theory and Research Michael B. Paulsen,2015-01-12 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 a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Contemporary Understandings of Liberal Education Carol Geary Schneider,1998 **Higher Education in the Making** George Allan,2012-02-01 George Allan argues that the so called culture wars in higher education are the result of the dogmatic and unyielding certainty that both canonists and anti canonists bring to any discussion of how best to organize an undergraduate curriculum He then proposes a middle way Drawing from William James John Dewey and Alfred North Whitehead he contrasts the absolutist claims of both canonists and anti canonists with a fallibilist approach and argues for a more pragmatic canon that is normative and always in need of renovation A wide variety of voices are heard in Allan s conversation about the nature and meaning of an education canon including philosophers Aristotle Descartes Arthur Lovejoy Hannah Arendt Spengler Emerson Lyotard and Rorty Contemporary voices include Eva Brann Charles Anderson Francis Oakley Martha Nussbaum Gerald Graff Henry Louis Gates Jr and Bill Readings **Back to the Core** Emma Cohen de Lara,Hanke Drop,2020-10-06 Whereas liberal arts and sciences education arguably has European roots European universities

have evolved over the last century to become advanced research institutions mainly offering academic training in specialized disciplines. The Bologna process started by the European Union in the late nineties encouraged European institutions of higher education to broaden their curricula and to commit to undergraduate education with increased vigor. One of the results is that Europe is currently witnessing a proliferation of liberal arts and sciences colleges and broad bachelor degrees. This edited volume fills a gap in the literature by providing reflections on the recent developments in Europe with regard to higher education in the liberal arts and sciences. The first section includes reflections from either side of the Atlantic about the nature and aims of liberal arts and sciences education and the way in which it takes shape or should take shape in European institutions of higher learning. The edited volume takes as a distinct approach to liberal arts and sciences education by focusing on the unique way in which core texts i.e. classic texts from philosophical, historical, literary or cultural traditions involving the best that has been written meet the challenges of modern higher education in general and in Europe in particular. This approach is manifested explicitly in the second section that focuses on how specific core texts promote the goals of liberal arts and sciences education including the teaching methods, curricular reflections and personal experiences of teaching core texts. The edited volume is based on a selection of papers presented at a conference held in Amsterdam, the Netherlands in September 2015. It is meant to impart the passion that teachers and administrators share about developing the liberal arts and sciences in Europe with the help of core texts in order to provide students with a well rounded formative and genuinely liberal education.

Redefining Liberal Arts Education in the Twenty-First Century Robert E. Luckett Jr., 2021-05-28. Contributions by William D. Adams, Sarah Archino, Mario J. Azevedo, Katrina Byrd, Rico D. Chapman, Helen O. Chukwuma, Monica Flippin, Wynn Tatiana Glushko, Eric J. Griffin, Kathi R. Griffin, Yumi Park, Huntington Thomas M. Kersen, Robert E. Luckett Jr., Floyd W. Martin, Preselfannie W. McDaniels, Dawn Bishop, McLin Lauren Ashlee Messina, Byron D. Andra Orey, Kathy Root, Pitts Candis Pizzetta, Lawrence Sledge, RaShell R. Smith, Spears Joseph, Martin Stevenson, Seretha D. Williams and Karen C. Wilson. Stevenson. *Redefining Liberal Arts Education in the Twenty First Century* delves into the essential nature of the liberal arts in America today. During a time when the STEM fields of science, technology, engineering, and math dominate the narrative around the future of higher education, the liberal arts remain vital but frequently dismissed academic pursuits. While STEAM has emerged as a popular acronym, the arts get added to the discussion in a way that is often rhetorical at best. Written by scholars from a diversity of fields and institutions, the essays in this collection legitimize the liberal arts and offer visions for the role of these disciplines in the modern world. From the arts pedagogy and writing to social justice, the digital humanities, and the African American experience, the essays that comprise *Redefining Liberal Arts Education in the Twenty First Century* bring attention to the vast array of ways in which the liberal arts continue to be fundamental parts of any education. In an increasingly transactional environment in which students believe a degree must lead to a specific job and set income, colleges and universities should take heed of the advice from these scholars. The liberal

arts do not lend themselves to the capacity to do a single job but to do any job The effective teaching of critical and analytical thinking writing and speaking creates educated citizens In a divisive twenty first century world such a citizenry holds the tools to maintain a free society redefining the liberal arts in a manner that may be key to the American republic

International Perspectives on Lifelong Learning Colin Griffin, John Holford, Peter Jarvis, 2013-01-11 Taking an international perspective the authors examine the theoretical and practical aspects of lifelong learning A number of issues and key areas of debate are addressed in different national and international contexts and case studies are provided from countries including Hong Kong

Rethinking Science Education Roland M. Schulz, 2014-08-01 This book presents a philosophy of science education as a research field as well as its value for curriculum instruction and teacher pedagogy It seeks to re think science education as an educational endeavour by examining why past reform efforts have been only partially successful including why the fundamental goal of achieving scientific literacy after several reform waves has proven to be so elusive The identity of such a philosophy is first defined in relation to the fields of philosophy philosophy of science and philosophy of education It argues that educational theory can support teacher s pedagogical content knowledge and that history philosophy and sociology of science should inform and influence pedagogy Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform It seeks to contribute in general to the improvement of curriculum design and science teacher education The perspective to be taken on board is that to teach science is to have a philosophical frame of mind about the subject about education about one s personal teacher identity

Realizing General Education: Reconsidering Conceptions and Renewing Practice Cynthia A. Wells, 2015-12-30 General education is widely touted as an enduring distinctive of higher education but what do we actually mean by general education Differing perspectives not only make it challenging to consider its significance but also open it up to a wide range of determinations regarding its effectiveness This volume aims to sharpen understanding of the complex picture of general education by describing how various conceptions of general education evolved historically identifying various functions expected of general education in the contemporary context and pointing out the educational practices that fulfill general education s aims in the current context The conceptions of and aspirations for general education are consequential This volume disentangles the divergent conceptions that hinder its renewal and considers the range of avenues for realizing its effectiveness This is the second issue of the 42nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Management Education for Integrity Charles Wankel, Agata Stachowicz-Stanusch, 2011-09-02 Explains how curricula should be streamlined and rejuvenated to ensure a

high level of integrity in management education providing numerous examples of new tools teaching methods integrity sensitization and development exercises and ethical management education assessment approaches *Impact/Impasse* Laura E. Smithers, Heidi Fischer, Faith A. Watrous, 2024-06-01 *Impact Impasse* argues for the value of everyday life in college classrooms Quantifiable categories such as high impact practice student engagement and integrative learning have captured the imagination of a generation of higher education researchers practitioners administrators and policymakers But they miss those mundane moments or impasses that resist capture by metrics while nevertheless shaping student outcomes *Impact Impasse* blends critical theories and ethnographic research conducted before and during the COVID 19 pandemic to argue that learning happens in ordinary moments Indeed in sharing anecdotes from both in person and virtual classrooms the coauthors show how the so called new normal is little different from the old in its neoliberal attachment to data *Impact Impasse* provides a conceptual and practical foundation for an alternative approach to valuing impacts on their own terms in excess of quantification

Student Politics in America Philip G. Altbach, 2018-04-27 Students have periodically played an important role in campus political life as well as in societal politics Students were active in the anti slavery movement they rebelled against military service in the Civil War they staged demonstrations during the Depression and they were vocal during the 1960s While activism has subsided somewhat in the past three decades students continue to be involved in significant political issues *Student Politics in America* is the first book to chronicle the entire history of student political activism in America dealing not only with the periods when students were dramatically involved in politics but also focusing on less active periods This book provides a sense of the entire history of political involvement and the evolution of student organizations and attitudes toward politics Student religious organizations that have been involved in social activism are discussed as are student government organizations which are generally ignored in analyses of campus life Altbach shows that at least since the 1930s there is an ideological trend toward liberal and radical activism yet at the same time conservative student organizations have also been influential Politics on the campus is a multifaceted phenomenon and Altbach handles the complexity of student political life in a carefully nuanced manner In a new preface the author discusses his reasons and motivation for originally writing *Student Politics in America* In his new introduction he brings the history of student activism and the lack thereof up to date *Student Politics in America* provides a unique historical perspective on the political activities of college and university students in the United States and will be an important contribution to the personal libraries of educators university administrators students political scientists and historians

Redefining University Leadership for the 21st Century Christine Chow, Clement Leung, 2018-11-09 In a constantly changing economic environment higher education institutions need to adapt in order to be relevant to their stakeholders and the society The unpredictable landscape also demands a fresh approach as university presidents are increasingly subject to high resolution and three dimensional scrutiny Instead of relying on last century's old management mindset university leaders must build institutions that are agile

and flexible which can continuously learn to adapt to the changing environment Redefining University Leadership for the 21st Century is a treatise on the challenges universities face in current times Readers will understand in three parts the heart of what makes a great university The initial part of the book covers the market failures and the management practices that have led to the erosion of confidence in universities among stakeholders The authors examine the consequences of market failures caused by the marketization of higher education an oversupply of graduates student dissatisfaction mismatch between qualifications and needed skills student disillusionment and the diminishing return on investments by students and their families Next authors offer concrete advice on how universities can future proof university graduates in this fast changing world of the fourth industrial revolution and artificial intelligence The authors also provide valuable strategies to help university leaders to lead effectively in this uncertain world with a concluding case study on the University of Hong Kong With its clear logical and concise presentation Redefining University Leadership for the 21st Century is a must read for anyone who leads works or studies in a university or is interested in current trends in the higher education sector

Spanning the Theory-practice Divide in Library and Information Science William A. Crowley, 2005 Reveals how practitioners consultants and faculty can derive theories from actual experience and use such theories in solving real world problems Bill Crowley explores why theory in particular theory developed by university and college faculty is too little used in the off campus world The volume examines the importance of solving the theory irrelevance problem and drawing on a broad spectrum of research and theoretical insights it provides suggestions for overcoming the not so hidden secret of the academic world why theory with little or no perceived relevance to off campus environments can be absolutely essential to advancing faculty careers It also addresses the implications for theory development of fundamental aspects of the American culture and economy including the American ambivalence towards intellectuals the rise in the theory unfriendly environments of for profit educational institutions and public demands for enhanced accountability

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