



RETHINKING COLLEGE



Rethinking College Education

**Rafael Heller, Rebecca E. Wolfe, Adria
Steinberg**



Rethinking College Education:

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

Rethinking College Student Retention John M. Braxton, William R. Doyle, Harold V. Hartley, III, Amy S. Hirschy, Willis A. Jones, Michael K. McLendon, 2013-10-21 Drawing on studies funded by the Lumina Foundation the nation's largest private foundation focused solely on increasing Americans success in higher education the authors revise current theories of college student departure including Tinto's making the important distinction between residential and commuter colleges and universities and thereby taking into account the role of the external environment and the characteristics of social communities in student departure and retention A unique feature of the authors approach is that they also consider the role that the various characteristics of different states play in degree completion and first year persistence First year college student retention and degree completion is a multi layered multi dimensional problem and the book's recommendations for state and institutional level policy and practice will help policy makers and planners at all levels as well as anyone concerned with institutional retention rates and helping students reach their maximum potential for success understand the complexities of the issue and develop policies and initiatives to increase student persistence

Rethinking College Karin Klein, 2024-08-13 What if you didn't have to go to college You may have heard that a college degree is the only path to success But many college graduates end up mired in debt and underemployed working jobs that don't even require a degree The good news There are many promising career options for those who don't want to or can't attend college In *Rethinking College* award winning journalist Karin Klein sets out a new path for our country's students and their families Klein examines why the traditional college for all model has been overhyped and is growing less relevant then shares practical advice and real world examples of exactly how others have succeeded without a four year degree Discover an abundance of alternative paths including white collar apprenticeships certificate programs entrepreneurship creative careers residential public service work and more Klein will guide you step by step toward a broad range of fulfilling and well paid careers that don't require a degree ranging from pilots costume designers influencers writers computer programmers corporate headhunters film editors and so many more The breadth of possibilities is wider than you think *Rethinking College* is perfect for Those who are unsure of their next education or career steps Those looking to make a job pivot Parents seeking guidance for their child School counselors who want to offer their students more and better options Don't just go to college because everyone

says you have to find the path that's right for you. It's out there.

Rethinking College Student Development Theory

Using Critical Frameworks Elisa S. Abes, Susan R. Jones, D. L. Stewart, 2019. A major new contribution to college student development theory, this book brings third-wave theories to bear on this vitally important topic. The book has three sections. The first briefly introduces the third-wave theories that have recently expanded the frame of the topic; the second uses those theories to focus on specific aspects of student development; and the third brings it all together with a few chapters that look at the implications for practice. The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory. These theories include critical race theory, queer theory, feminist theories, intersectionality, decolonizing/indigenous theories, and crip theories. These chapters also include a discussion of how each theory is relevant to the central questions of student development theory. The second section provides critical interpretations of the primary constructs associated with student development theory. These constructs and their related ideas include resilience, dissonance, socially constructed identities, authenticity, agency, context, development, consistency, coherence, stability, and knowledge sources of truth and belief systems. Each chapter begins with brief personal narratives on a particular construct; the chapter authors then re-envision the narrative's highlighted construct using one or more critical theories. The third section will focus on implications for practice. Specifically, these chapters will consider possibilities for how student development constructs re-envisioned through critical perspectives can be utilized in practice. The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students. The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development.

Rethinking College Admissions OiYan A. Poon, Michael N. Bastedo, 2022-08-16

Rethinking College Admissions probes the many facets of higher education admissions and translates research-backed insights into actionable strategies for innovative, equitable admissions practices. Edited by scholars OiYan A. Poon and Michael N. Bastedo, this collection gives readers an evidence-based understanding of postsecondary admissions practices and structures, exploring many factors that affect college access and educational equity in the United States. These collected essays from leading experts present boundary-pushing applied research on admissions with implications for policy, practice, and leadership. The volume considers admissions issues from three angles. In the opening essays, contributors offer critical analyses of current admissions approaches in higher education, delineating the delicate balance of equity-building efforts and legal pressures. The contributors offer reflections on whether and how admissions systems further inclusion or inequality. They examine topics such as race-conscious admissions, holistic review without standardized test scores, and student test preparation. The volume's next part discusses the many different ways in which admissions work can be done, outlines ethical hazards, and considers potential areas for organizational change. The final essays provide inroads and examples for

developing reciprocal relationships in research and practice for the future They discuss promising approaches for advancing campus diversity such as admissions lotteries direct enrollment and institutional promise programs for high achieving students from low income communities A must read for practitioners policy makers and anyone interested in gaining a better understanding of postsecondary admissions structures including K 12 educators and counselors advocacy groups and students this work supports data informed approaches to higher education admissions We're Losing Our Minds R. Keeling, R. Hersh, 2011-12-19 America is being held back by the quality and quantity of learning in college Many graduates cannot think critically write effectively solve problems understand complex issues or meet employers expectations The only solution making learning the highest priority in college demands fundamental change throughout higher education

Rethinking Education and Poverty William G. Tierney, 2015-11 How can new ways of thinking about education improve the lives of poor students In *Rethinking Education and Poverty* William G Tierney brings together scholars from around the world to examine the complex relationship between poverty and education in the twenty first century International in scope this book assembles the best contemporary thinking about how education can mediate class and improve the lives of marginalized individuals In remarkably nuanced ways this volume examines education's role as both a possible factor in perpetuating and a tool for alleviating entrenched poverty Education has long been seen as a way out of poverty Some critics however argue that educational systems mask inequality and perpetuate cycles of poverty and wealth others believe that the innate resilience or intellectual ability of impoverished students is what allows those individuals to succeed *Rethinking Education and Poverty* grapples in turn with the ramifications of each possibility Throughout these compelling far reaching and provocative essays the contributors seek to better understand how local efforts to reduce poverty through education interact or fail to interact with international assessment efforts They take a broad historical view examining social economic and educational policies from the postWorld War II period to the end of the Cold War and beyond Although there is no simple solution to inequality this book makes clear that education offers numerous exciting possibilities for progress

Rethinking College Student Development Theory Using Critical Frameworks Elisa S. Abes, Susan R. Jones, D-L Stewart, 2023-07-03 A major new contribution to college student development theory this book brings third wave theories to bear on this vitally important topic The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory These theories include critical race theory queer theory feminist theories intersectionality decolonizing indigenous theories and crip theories These chapters also include a discussion of how each theory is relevant to the central questions of student development theory The second section provides critical interpretations of the primary constructs associated with student development theory These constructs and their related ideas include resilience dissonance socially constructed identities authenticity agency context development consistency coherence stability

and knowledge sources of truth and belief systems Each chapter begins with brief personal narratives on a particular construct the chapter authors then re envision the narrative s highlighted construct using one or more critical theories The third section will focus on implications for practice Specifically these chapters will consider possibilities for how student development constructs re envisioned through critical perspectives can be utilized in practice The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development

Race and Higher Education Annie Howell, Frank Tuitt, 2003-01-01 The contributors to *Race and Higher Education* guide educators toward an understanding of how changes in the student population call for new approaches to classroom instruction and address the need for new pedagogical practices in increasingly diverse college classrooms Over the last few decades U S colleges and universities have witnessed increasing diversity in their student bodies Yet faculty members operating on the notion that one pedagogy fits all students continue to employ traditional modes of instruction This adherence to outdated pedagogies has created potentially harmful learning environments for all students and particularly for students of color *Race and Higher Education* addresses this persistent problem guiding educators toward a better understanding of how changes in the student population have resulted in the need for new approaches to classroom instruction By including voices from inside classrooms along with analyses from scholarly researchers this volume provides college and university teachers administrators students and scholars with a critical instrument for improving higher education

Rethinking Campus Life Christine A. Ogren, Marc A. VanOverbeke, 2018-07-19 This edited volume explores the history of student life throughout the nineteenth and twentieth centuries Chapter authors examine the expanding reach of scholarship on the history of college students the history of underrepresented students including black Latino and LGBTQ students and student life at state normal schools and their successors regional colleges and universities and at community colleges and evangelical institutions The book also includes research on drag and gender and on student labor activism and offers new interpretations of fraternity and sorority life Collectively these chapters deepen scholarly understanding of students the diversity of their experiences at an array of institutions and the campus lives they built

Rethinking Readiness Rafael Heller, Rebecca E. Wolfe, Adria Steinberg, 2017 *Rethinking Readiness* offers a new set of competencies to replace the narrow learning goals of No Child Left Behind and in chapters written by some of the nation s most well respected education scholars explores their implications for schools Today s students must cultivate the full range of intellectual interpersonal and intrapersonal capacities that have been grouped together under the banner of deeper learning *Rethinking Readiness* focuses on how educators and policy makers should move forward to provide the educational experiences that students need to become truly well prepared for college careers and civic life including changes in curriculum teacher evaluation and student assessment As state leaders chart a new course

for K 12 education in the Every Student Succeeds Act era Rethinking Readiness offers a succinct and compelling vision for a new agenda for school reform so future generations can prosper in a rapidly changing world *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 Interpreting Neville J. Harley Chapman, Nancy Frankenberry, Nancy K. Frankenberry, 1999-05-13 Distinguished scholars provide the first book length consideration of the work of philosopher and theologian Robert Cummings Neville including a response from Neville himself Rethinking the Curriculum Mary E. Clark, Sandra A. Wawrytko, 1990-07-26 The 18 contributions and editor s introduction included in this volume represent some of the most dynamic thinking on the how and why of curricular change today The essays are founded on the consensus that most of what passes for liberal studies and general education is so out of touch with today s world that it is simply beside the point **Rethinking Faculty Work** Judith M. Gappa, Ann E. Austin, Andrea G. Trice, 2007 Shows how changes in higher education are transforming the careers of faculty and provides a model that makes it possible for all faculty to be in a position to do their best Crisis in the Academy Christopher J. Lucas, 1998-03-15 Not since student turmoil and unrest wreaked havoc on the nation s campuses three decades ago has American higher education been the subject of so much controversy and popular criticism Countless indictments compete for the public s attention as critics explore vital issues confronting today s institutions of higher learning curricular fragmentation declining academic standards the apparent erosion of liberal learning within academe widespread neglect of undergraduate education in favour of academic research and unprecedented financial woes Confusion over fundamental priorities and purposes the author argues lies at the heart of the dilemma facing end of the century higher education Thoughtful and timely *Crisis in the Academy* offers a wide ranging analysis of contemporary higher education while making an important contribution to the ongoing public debate over the future of America s beleaguered and diverse institutions of higher learning **Higher Education: Handbook of Theory and Research** Michael B. Paulsen, 2013-02-12 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

Rethinking College Athletics Judith Andre, David N. James, 1991 College sport is a major part of our cultural landscape but it is perennially troubled with rule violations academic failure and exploitation As recent moral philosophy has turned to practical issues it has somehow overlooked the problems in its own back yard This collection of essays enables us to step back from the sports page for both a broader view and a deeper look at college athletics The editors who are themselves moral philosophers have brought together many perspectives phenomenology game theory aesthetics cognitive science as well as history anthropology economics and sports medicine The essays illuminate the values of sport and their corrosion within the university's commercial environment Does sport belong in college at all If so how can institutions preserve the real values of athletics while honoring those of the university The book's contributors philosophers social scientists and physical educators examine the current status of sport in Western society the reason for its importance the kind of pleasure derived by both participants and spectators problems faced by athletes and the effects on the larger society of troubles within the world of sport Comparing university sport programs in the United States with those in other countries and examining problems that start with recruiting high school athletes the authors ask whether present practices are justified Determining the values that are intrinsic to sport they explore how these values fit with the essential goals of universities And they look at the peculiar features of revenue producing sports and ask whether these change the nature of sport Author note Judith Andre is Associate Professor of Philosophy at Old Dominion University David N James is Assistant Professor of Philosophy at Old Dominion University

The Adventure of Education Adam Christian Scarfe, 2009 This book on process relational philosophy of education suggests that the notion of Adventure is foundational for the advancement of knowledge Learning teaching and research are best conceived as rhythmic and relational processes involving curiosity imagination valuation creativity and self realization Thus construed contemporary educational practices can be revitalized from pedagogies of information retention and the current overemphasis on analytic precision

University Access and Success Merridy Wilson-Strydom, 2015-02-11 The challenge of widening access and participation in higher education in a manner that ensures students are successful in their studies is a major issue globally and a significant research focus within higher education studies and higher education policy Similarly the challenge of under preparedness of students entering higher education has become increasingly pertinent as universities in both developed and developing countries struggle to improve their

throughput rates in a context in which schooling no longer seems to provide sufficient preparation for entering university In this book Merridy Wilson Strydom applies the capabilities approach to better understand university access and participation and draws on a rich case study from South Africa to critically and innovatively explore the complex and contradictory terrain of access with success The book integrates quantitative and qualitative research with theory and practical application to provide a new framework for considering and improving the transition from school to university University Access and Success will appeal to academics and researchers in the field of higher education internationally The book also contributes to the growing body of international and comparative scholarship on the capabilities approach in higher education and will therefore be of value to higher education practitioners such as those working in the promotion of teaching and learning higher education quality assurance institutional research and student affairs

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