
Rethinking Liberal Education

Edited by

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Rethinking Liberal Education

Michael B. Paulsen



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 *Rethinking Liberal Education* Nicholas H. Farnham, Adam Yarmolinsky, 1996-01-11 Liberal education has always had its share of theorists believers and detractors both inside and outside the academy The best of these have been responsible for the development of the concept and of its changing tradition 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 for getting there With contributions from Leon Botstein Ernest Boyer Howard Gardner Stanley Katz Bruce Kimball Peter Lyman Susan Resneck Pierce Adam Yarmolinsky and Frank Wong *Rethinking Liberal Education* proposes better ways of connecting the curriculum and organization of liberal arts 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 Through the implementation of interdisciplinary and collaborative approaches to learning along with better integration of the curriculum with the professional and vocational aspects of the institution this work proposes to restore vitality to the curriculum The concept of rethinking liberal education does not mean the same thing to every educator To one it may mean a strategic shift in requirements to another the reformulation of the underlying philosophy to meet changing times Any significant reform in education needs careful thought and discussion *Rethinking Liberal Education* makes a substantial contribution to such debates It will be of interest to scholars and students administrators and anyone concerned with the issues of modern education

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 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 Provided by publisher

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 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

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

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 extremism 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

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

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

Rethinking Educational Theory Rupert Wegerif,2025-02-12 The theory of education as expanding dialogue outlined in this insightful book shows how education can be designed to support the collective intelligence and global citizenship we need in response to the challenges of the Anthropocene and the rise of AI

On Re-thinking Liberal Education ,1953 *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

Contemporary Understandings of Liberal Education Carol Geary Schneider,1998 **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 **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

Rethinking Library Technical Services Mary Beth Weber, 2015-04-09 Will library technical services exist thirty years from now If so what do leading experts see as the direction of the field In this visionary look at the future of technical services Mary Beth Weber Head of Central Technical Services at Rutgers and editor of *Library Resources and Technical Services* LRTS the official journal of ALA s Association for Library Collections and Technical Services and one of the top peer reviewed scholarly technical services journals has compiled a veritable who s who of the field to answer just these questions Experts including Amy K Weiss Sylvia Hall Ellis and Sherri L Vellucci answer vital questions like Is there a future for traditional cataloging acquisitions and technical services How can librarians influence the outcome of vendor provided resources such as e books licensing records sets and authority control Will RDA live up to its promise Are approval plans and subject profiles relics of the past Is there a need to curate data through its lifecycle What skills will be needed in the future in technical services jobs

Thinking and Rethinking the University Ronald Barnett, 2014-11-27 In the World Library of Educationalists series international scholars compile career long selections of what they judge to be among their finest pieces so the world has access to them in a single manageable volume Readers are able to follow the themes and strands and see how their work contributes to the development of the field Over more than three decades Professor Ronald Barnett has acquired a distinctive position as a leading philosopher of the university and higher education and this volume brings together 15 of his key writings particularly papers from leading journals This volume also includes as his introductory chapter an intellectual autobiography in which Professor Barnett recounts the history of his scholarship and writing traces its development across five stages and identifies the themes and sources of inspiration that lie within his corpus of work Ronald Barnett has described his corpus of work as a social philosophy of the university that is at once conceptual critical practical and imaginative His concepts of criticality critical interdisciplinarity supercomplexity and the ecological university have been taken up in the literature across the world Through telling examples and with an incisive clarity of writing Ronald Barnett s scholarship has helped to illuminate in fresh ways and reorient practices in the university and in higher education The chapters in this volume reveal all of these qualities so making this volume a compelling overview of a passionate and yet constructive critic of the university

Reading, Writing, and Justice James W. Fraser, 1997-01-01 This is a book for

teachers parents and other concerned citizens who care about public education who want schools to be democratic in the best sense and who seek argumentative ammunition for defending schools and for placing school issues within the larger framework of the long struggle to keep and expand democracy in the United States

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

Re-thinking Academic Politics in (Re)unified Germany and the United States John A. Weaver, 2018-12-07 In Rethinking Academic Politics in Re Unified Germany and the United States Dr John Weaver uses case studies to engage historical and contemporary issues in academic politics arguing for the importance of this often dismissed and much bemoaned facet of academic work Dr Weaver's unique treatment includes discussions of such hotly debated issues as the Enola Gay exhibit the science debates in the U S and the politics of academic evaluations and hiring practices Rethinking Academic Politics in Re Unified Germany and the United States speaks to the interests of students and scholars of international and comparative education higher education policy and practice cultural studies and science studies

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

Decoding **Rethinking Liberal Education**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Rethinking Liberal Education**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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