

Education and Democracy Re-Imagining Liberal Learning in America

Orrill, Robert

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Education And Democracy Re Imagining Liberal Learning In America

Paul Woodford



Education And Democracy Re Imagining Liberal Learning In America:

Education and Democracy Robert Orrill, 1997 Liberal education has long been associated with a focus on so called great books drawn largely from the European past In sharp contrast this collection of essays explores the theory and practice of contemporary liberal education from the perspective of a distinctively American pragmatic tradition The result is a reimagined liberal education adapted to the needs of American democracy in the twenty first century *Democracy and Music Education* Paul Woodford, 2005 Counterpoints Music and Education Estelle R Jorgensen editor *Music Education in an Age of Virtuality and Post-Truth* Paul G. Woodford, 2018-10-25 This is a deliberately provocative book crossing many disciplinary boundaries and locating music and art education within a context of contemporary social and political problems in a time of growing disruption and authoritarianism Intended firstly for music teacher educators practicing music teachers and graduate and undergraduate music education majors the book also speaks to arts and media studies teachers parents or others interested in exploring how composing performing improvising conducting listening dancing teaching learning or engaging in music or education criticism are all political acts because fundamentally concerned with social values and thus inseparable from power and politics Among the book's central themes are the danger of democratic deconsolidation in the West and how music education can help counter that threat through the fostering of democratic citizens who are aware of music's ubiquity in their lives and its many roles in shaping public opinion and notions of truth and for better or for worse The arts can obviously be used for ill but as George Orwell demonstrated in his own work they can also be employed in defense of democracy as modes of political thought and action affording opportunities for the revitalization of society through its reimagining **New Perspectives in Service Learning** Andrew Furco, Shelley H. Billig, 2006-10-01 [Educating Citizens](#) Anne Colby, 2003-02-17 *Educating Citizens* reports on how some American colleges and universities are preparing thoughtful committed and socially responsible graduates Many institutions assert these ambitions but too few act on them The authors demonstrate the fundamental importance of moral and civic education describe how the historical and contemporary landscapes of higher education have shaped it and explain the educational and developmental goals and processes involved in educating citizens They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges Through a grand tour of American higher education *Educating Citizens* shows how institutions can equip students with the understanding motivation and skills of responsible and effective citizenship The book includes rich examples from in depth studies at twelve institutions and from a wide range of effective programs and approaches on other campuses The authors guidelines for implementing these programs can be applied in the full range of higher education institutions *Educating Citizens* is essential reading for all who believe that higher education can play a critical role in the health of American democracy by helping students become responsible citizens of the nation the world and their own communities [Encountering Global Environmental Politics](#)

Michael Maniates,2003 This collection draws students into conversation about global environmental threats the tenuous links between knowledge and power and ways of acting powerfully in service of sustainability Visit our website for sample chapters

Diversity's Promise for Higher Education Daryl G. Smith,2010-07-10 Daryl G Smith s career has been devoted to studying and fostering diversity in higher education She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to an imperative if institutions want to succeed In Diversity s Promise for Higher Education she analyzes how diversity is practiced today and offers new recommendations for effecting lasting and meaningful change Smith argues that in the next generation of work on diversity student population mix and performance will no longer be acceptable indicators of an institution s diversity effectiveness To become more relevant to society the nation and the world while remaining true to their core mission institutions must begin to see diversity like technology as central to teaching and research She proposes a set of practices that will help colleges and universities embrace diversity as a tool for institutional success This thoughtful volume draws on 40 years of diversity studies It offers both researchers and administrators an innovative approach to developing and instituting effective and sustainable diversity strategies

Transformative Student Experiences in Higher Education Michael G. Strawser,2018-10-15 Transformative Student Experiences in Higher Education Meeting the Needs of the Twenty First Century Student and Modern Workplace presents a thorough consideration of the role use and implications of transformative and active instructional strategies in higher education It examines the changing landscape of higher education and serves as a foundational lens and framework for thinking through higher education from both an experiential and transformative instructional context As instructors and administrators struggle with twenty first century challenges this seminal text serves as a companion resource that presents innovative twenty first century techniques in a fair and balanced theoretical context

The Palgrave Handbook of Educational Thinkers Brett A. Geier,2024-08-21 This handbook presents a durable comprehensive and up to date resource covering the seminal thinkers in education of past and present Each entry will capture the professional background of a legendary thinker and presents their key insights new thinking and major legacies to the field of education Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education this handbook provides a unique history and overview of figures who have shaped education and educational thinking throughout the world

Transforming English Studies Lori Ostergaard,Jeff Ludwig,2009-02-23 Transforming English Studies provides a uniquely interdisciplinary view of English studies crises both real and imagined and works toward resolving the legitimate pathologies that threaten the sustainability of the discipline

Becoming an Engaged Campus Carole A. Beere,James C. Votruba,Gail W. Wells,2011-04-05 Becoming an Engaged Campus offers campus leaders a systematic and detailed approach to creating an environment where public engagement can grow and flourish The book explains not only what to do to expand community engagement and how to do it but it also

explores how to document evaluate and communicate university engagement efforts Praise for Becoming an Engaged Campus This provocative yet exceedingly practical book looks at all of the angles and lays bare the opportunities and barriers for campus community engagement while providing detailed pathways toward change This comprehensive treatise marks a significant shift in the literature from the what and why of public engagement to the how It is simply superb KEVIN KECSKES associate vice provost for engagement Portland State University Becoming an Engaged Campus is an essential guidebook for university leaders It details the specific ways that campuses must align all aspects of the institution if they are to be successful in the increasingly important work of community outreach and engagement GEORGE L MEHAFFY vice president for academic leadership and change American Association of State Colleges and Universities Most colleges and universities make the rhetorical claim of community engagement this book is an excellent primer on how to transform the rhetoric into reality The authors do not speak in abstract terms They describe the specific structures policies and programs that have made Northern Kentucky University a national model of how a large urban university can transform its impact on the region it is supposed to serve WILLIAM E KIRWAN chancellor University System of Maryland

Facilitating Deep Learning Julian Hermida, 2014-07-01 Deep learning is a committed approach to learning It is a process of constructing and interpreting new knowledge in light of prior cognitive structures and experiences which can be applied in new unfamiliar contexts Deep learning produces learning that lasts a lifetime and it results in better quality learning and profound understanding In contrast surface learning involves a dispassionate approach to learning The surface learner is not concerned with understanding Information acquired is usually lost after examinations and there is no profound understanding or knowledge construction Research studies show that most university and college students today take a surface approach to learning The purpose of this book is to show readers how to create a learning environment that promotes deep learning in their classes The book will do so by providing readers with the theoretical and pedagogical tools needed to Understand the notion of deep learning Design and implement courses that encourage students to take a deep approach to learning Design engaging and innovative teaching and learning activities that encourage students to use higher order cognitive skills to construct knowledge and negotiate meaning Implement assessment tools aimed at facilitating the deep learning process Support international and other nontraditional students to construct learning deeply The book begins with an examination of the big picture the institutional constraints that hinder a culture of deep learning From there it deconstructs the concept of deep learning and it examines every element of the deep learning process It also discusses the factors that contribute to produce a deep learning environment The rest of the chapters are about how to facilitate deep learning The book examines every component of the teaching and learning system goals performances and evaluation It discusses strategies and methods that teachers can adopt to help students learn how to read and write in their disciplines in a deep way The book also discusses the notion of inclusive deep learning environments which focus on engaging

nontraditional students **Transforming Undergraduate Education** Donald W. Harward, 2012 Given the intensity of interest regarding the problems in higher education Harward notes how the systemic sources of those problems are infrequently addressed and even rarer is the offering of solutions or suggestions for positive actions Harward and his colleagues see the achievement of this book as doing both understanding the problems and offering solutions **Case Method and Pluralist Economics** Kavous Ardalan, 2017-12-09 This book discusses the relationship between pluralist economics and the case study method of teaching advocating the complimentary use of both to advance economics education Using a multi paradigmatic philosophical frame of analysis the book discusses the philosophical methodological and practical aspects of the case study method while drawing comparisons with those of the more commonly used lecture method The book also discusses pluralist economics through the exposition of the philosophical foundations of the extant economics schools of thought which is the focal point of the attention and admiration of pluralist economics More specifically the book discusses the major extant schools of thought in economics Neo Classical Economics New Institutional Economics Behavioral Economics Austrian Economics Post Keynesian Economics Institutional Economics Radical Economics and Marxist Economics and emphasizes that these schools of thought in economics are equally scientific and informative that they look at economic phenomena from their certain paradigmatic viewpoint and that together they provide a more balanced understanding of the economic phenomenon under consideration Emphasizing paradigmatic diversity as the cornerstone of both the case method and pluralist economics the book draws the two together and makes an effective case for their combined use A rigorous multi faceted analysis of the philosophy methodology and practice of economics education this book is important for academicians and students interested in heterodox economics philosophy and education Learning to Serve Maureen E. Kenny, Lou Anna K. Simon, Karen Kiley-Brabeck, Richard M. Lerner, 2012-12-06 Service learning as defined by the editors is the generation of knowledge that is of benefit to the community as a whole This seventh volume in the Outreach Scholarship book series contributes a unique discussion of how service learning functions as a critical cornerstone of outreach scholarship The sections and chapters of this book marshal evidence in support of the idea that undergraduate service learning infused throughout the curriculum and coupled with outreach scholarship is an integral means through which higher education can engage people and institutions of the communities of this nation in a manner that perpetuate civil society The editors through this series of models of service learning make a powerful argument for the necessity of engaged institutions Handbook of Applied Developmental Science Richard M. Lerner, Francine Jacobs, Donald Wertlieb, 2003 The Handbook of Applied Developmental Science is the only work to comprehensively present the latest theory research and application from applied developmental science ADS and the positive psychology movement It summarizes and synthesizes the best scientific knowledge from ADS to help readers understand the efforts being made around the world to ensure that all children and adolescents develop into healthy adults who contribute positively to society The Handbook is also

the first resource to organize and integrate both the prevention and promotion approaches to programs and policies for children adolescents and families In addition the Handbook provides a detailed road map for future research and for actions that will promote positive child youth and family development Published in four volumes the Handbook features 95 chapters by more than 150 contributors many of who are renowned leaders in the field Volume 1 describes the foundation of applied developmental science its historical development and current scientific and professional efforts to develop policies and programs that promote positive child adolescent and family development Volume 2 examines public policy and government service systems Volume 3 discusses community systems for enhancing citizenship and promoting a civil society Finally Volume 4 outlines methods for university engagement and academic outreach Feature and Benefits Four comprehensive topical volumes Approximately 2 200 pages 95 chapters More than 150 contributors many of whom are world renowned leaders in applied development science from the academic professional and policy and political arenas Forewords for each volume written by well known authorities including Edward Zigler co founder of the Head Start program US Congressman Elijah E Cummings David Bell International Youth Foundation and Graham Spanier President The Pennsylvania State University Designed for a wide audience the Handbook will be an important addition to your library collection It offers a single source for information about fostering generations of healthy children and families It is designed specifically to meet the needs of Faculty and students in the fields of psychology human development family studies policy studies nursing allied health and education Staff and volunteers working in non governmental organizations Members of local state national and international government organizations and personnel involved in policy and program development and funding Directors and staff at foundations that administer programs aimed at promoting positive your and family development

Works about John Dewey, 1886-2012 Barbara Levine,2013-11-05 Works of John Dewey 1886 2012 is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher psychologist and educational reformer Dewey 1859 1952 an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education was hailed by Life magazine in 1990 as one of the one hundred most important Americans of the twentieth century This rich and continually expanding compendium of historical and more recent essays research and references is a testament to the growing interest in Dewey s intellectual work and his measurable impact in the United States and throughout the world In Works of John Dewey 1886 2012 some four thousand new entries are presented in ebook format in addition to those from earlier print and electronic editions dating back to 1995 Copies of most of the works have been obtained and are stored at the Center for Dewey Studies For the first time users can access all items from all editions in one user friendly format Jump links to alphabetical sections facilitate movement through the vast collection of entries Users can search by keyword and author

Why Do We Educate? David L. Coulter,John R. Wiens,Gary D. Fenstermacher,2009-03-23

This book reflects the editors concerns that too many public discussions of education are dominated by too few ideas and is intended to serve as a kind of handbook for those who wish to enter the conversation about education. A work of impressive scholarship accessible to the general reader. A unique collection of essays written by internationally recognized and emerging thinkers from the field of education and related disciplines. Contributors among others include Anthony Appiah Princeton Seyla Benhabib Yale Eamon Callan Stanford Joseph Dunne St Patrick's College Ireland Kieran Egan Simon Fraser Ursula Franklin Toronto Nel Noddings Stanford Martha Nussbaum Chicago and Diane Ravitch New York

Reconstructing the "Uni-versity" Harvey J. Graff, 2025-09-14 Slogans, myths and isolated anecdotes are inadequate substitutes for documented history and contextual understanding. Literature on the history of higher education is dominated by a historical and contextually ignorant slogans. Seldom acknowledged in discussions of the decline or failure of the modern university is 1 how long it has been going on at least since the 1960s and 2 universities own complicity in this long complicated and contradictory process. Myths intertwine inseparably with slogans to echo yet another lost cause. Our collective as well as individual pasts provide essential lessons if we know how to read and learn from them. More complicated is imagining a plausible better future for universities. In *Reconstructing the University: From the Ashes of the Mega and Multi-versity to the Futures of Higher Education* Harvey J. Graff, bringing experience from over 50 years as a professor, provides an accurate history of higher education, redefining the issues and terms to establish a new agenda.

Knowledge for Social Change Lee Benson, 2017-07 Employing history, social theory and a detailed contemporary case study, *Knowledge for Social Change* argues for fundamentally reshaping research universities to function as democratic, civic and community engaged institutions dedicated to advancing learning and knowledge for social change. The authors focus on significant contributions to learning made by Francis Bacon, Benjamin Franklin, Seth Low, Jane Addams, William Rainey Harper and John Dewey as well as their own work at Penn's Netter Center for Community Partnerships to help create and sustain democratically engaged colleges and universities for the public good. *Knowledge for Social Change* highlights university assisted community schools to effect a thoroughgoing change of research universities that will contribute to more democratic schools, communities and societies. The authors also call on democratic minded academics to create and sustain a global movement dedicated to advancing learning for the relief of man's estate, an iconic phrase by Francis Bacon that emphasized the continued betterment of the human condition and to realize Dewey's vision of an organic Great Community composed of participatory, democratic, collaborative and interdependent societies.

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