Postgraduate Prospectus 2014 School Of Dentistry The University

This trusted, bestselling guide--now updated for 2018/2019--is the resource you can rely on for profiles of more than 300 graduate clinical and counseling psychology programs, plus expert advice for choosing and getting into the right one. Based on intensive research, the Insider's Guide offers information and guidance not available from any other source. It provides details on each program's specializations or tracks, admission requirements, acceptance rates, financial aid, research areas, and clinical opportunities. You get invaluable tips for completing prerequisite coursework, accumulating clinical and research experience, and developing polished application materials and personal statements. Special features include a handy time line and planning and decision-making worksheets. The 2018/2019 Edition incorporates profiles of eight additional programs as well as the latest information on GRE preparation, student loans, and more.

The general academic progression, and particularly research engagement, of postgraduate students is characterized by various problems such as high dropout rates, longer completion times, low graduation rates, and high repetition or retake rates. This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education. Yet, there is growing demand for postgraduate education given its strong projected association with socioeconomic transformation at national and international levels among developed and developing countries alike. Postgraduate Research Engagement in Low Resource Settings sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal, societal, national, and international socioeconomic transformation. Covering a range of topics such as intellectual property, mental health, and quality assurance, this book is ideal for research supervisors, higher education faculty, librarians, educators, administrators, researchers, academicians, and students.

Undergraduate programs in public health are growing rapidly. At colleges and universities throughout the United States, both the number of programs and the number of students have expanded greatly in the past decade. In response to this trend, the Council for Education of Public Health (CEPH) has begun to accredit undergraduate public health programs, with the first programs approved in 2014. Around the country programs exhibit wide variation, from concentrations in liberal arts colleges to pre-clinical foundations at doctorate-granting universities to undergraduate programs in accredited schools of public health. Faculty, both new and seasoned, are fully aware of the need to integrate undergraduate education in public health with graduate education—but the roadmaps of exactly how to do so are still nascent. The purpose of this Research Topic is to gather articles describing this variation, with the intent that the collective body of work will facilitate analysis and discussion of what makes a quality education and builds a competent workforce.

Science, technology, engineering and mathematics (STEM) professionals generate a stream of scientific discoveries and technological innovations that fuel job creation and national economic growth. Ensuring a robust supply of these professionals is critical for sustaining growth and creating jobs growth at a time of intense global competition.

Undergraduate STEM education prepares the STEM professionals of today and those of tomorrow, while also helping all students develop knowledge and skills they can draw on in a variety of occupations and as individual citizens. However, many capable students intending to major in STEM later switch to another field or drop out of higher education altogether, partly because of documented weaknesses in STEM teaching, learning and student supports. Improving undergraduate STEM education to address these weaknesses is a national imperative. Many initiatives are now underway to improve the quality of undergraduate STEM teaching and learning. Some focus on the national level, others involve multi-institution collaborations, and others take place on individual campuses. At present, however, policymakers and the public do not know whether these various initiatives are accomplishing their goals and leading to nationwide improvement in undergraduate STEM education. Indicators for Monitoring Undergraduate STEM Education outlines a framework and a set of indicators that document the status and quality of undergraduate STEM education at the national level over multiple years. It also indicates areas where additional research is needed in order to develop appropriate measures. This publication will be valuable to government agencies that make investments in higher education, institutions of higher education, private funders of higher education programs, and industry stakeholders. It will also be of interest to researchers who study higher education.

The Commonwealth Yearbook is the flagship annual publication of the Commonwealth Secretariat. It is the essential reference guide to the countries, organizations, activities and values of the modern Commonwealth. The 2014 edition has been fully updated and includes reports from the 2013 Commonwealth Heads of Government Meeting; a directory of Commonwealth organizations; and extensive reference sections; and in-depth profiles on each of the 53 member countries.

This edited book compiles pedagogical practices and studies of Content and Language Integrated Learning (CLIL) from two sites: Spain, where CLIL has been widely implemented for more than a decade, and Japan, where the CLIL approach is still in its relative infancy, and quickly gaining momentum. Focusing on three aspects of the CLIL implementations: policy, practice and pedagogy, the authors describe how CLIL has evolved in distinctive socio-political, historical and cultural contexts. The chapters range across primary, secondary and tertiary education, and examine English language teaching and learning at both the macro level - through language education policy - and the micro level - with a focus on classroom interaction and pedagogy. This book fills a gap in the English as a Medium of Instruction (EMI) literature, and will be of particular interest to language teachers, teacher trainers, and students and scholars of applied linguistics more broadly.

Keeping students engaged and receptive to learning can, at times, be a challenge. However, by the implementation of new methods and pedagogies, instructors can strengthen the drive to learn among their students. Fostering Sustained Learning Among Undergraduate Students: Emerging Research and Opportunities is an essential publication for the latest scholarly information on methods to inculcate student learning with a focus on implications to institutional policy and practices. Featuring coverage on topics such as financial aid, student motivation, and mentorship, this book is ideally designed for academicians, practitioners, and researchers seeking novel perspectives on the learning process and instruction methods.

The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching, pedagogy, and professional issues in psychology. The Handbook is designed to help psychology educators at each stage of their careers, from teaching their first courses and developing their careers to serving as department or program administrators. The goal of the Handbook is to provide teachers, educators, researchers, scholars, and administrators in psychology with current, practical advice on course creation, best practices in psychology pedagogy, course content recommendations, teaching methods and classroom management strategies, advice on student advising, and administrative and professional issues, such as managing one's career, chairing the department, organizing the curriculum, and conducting assessment, among other topics. The primary audience for this Handbook is college and university-level psychology teachers (at both two and four-year institutions) at the assistant, associate, and full professor levels, as well as department chairs and other psychology program administrators, who want to improve teaching and learning within their departments. Faculty members in other social science disciplines (e.g., sociology, education, political science) will find material in the Handbook to be applicable or adaptable to their own programs and courses.

In Your Undergraduate Degree in Psychology: From College to Career, authors and professors Paul I. Hettich and R. Eric Landrum provide innovative strategies and tools for succeeding after college with an undergraduate degree in psychology. Drawing on current research data, applied theory, and both academic and workplace experiences, they help stimulate self-reflection and improve decision making as students approach their careers. The text covers key topics in the college-to-career transition, including career planning and development, identifying and transferring marketable skills, building and sustaining strong networks, understanding what employers want and don't want, coping with personal life changes, becoming a valued employee, and more.

The field of computer science (CS) is currently experiencing a surge in undergraduate degree production and course enrollments, which is straining program resources at many institutions and causing concern among faculty and administrators about how best to respond to the rapidly growing demand. There is also significant interest about what this growth will mean for the future of CS programs, the role of computer science in academic institutions, the field as a whole, and U.S. society more broadly. Assessing and Responding to the Growth of Computer Science Undergraduate Enrollments seeks to provide a better understanding of the current trends in computing enrollments in the context of past trends. It examines drivers of the current enrollment surge, relationships between the surge and current and potential gains in diversity in the field, and the potential impacts of responses to the increased demand for computing in higher education, and it considers the likely effects of those responses on students, faculty, and institutions. This report provides recommendations for what institutions of higher education, government agencies, and the private sector can do to respond to the surge and plan for a strong and sustainable future for the field of CS in general, the health of the institutions of higher education, and the prosperity of the nation.

Props are moving objects of attention: they can be part of theatre scenery, equal partners in performance, or autonomous things. This wide-ranging book brings together both theoretical and practical viewpoints on objects in performance, covering actor training, scenography, materials, construction techniques and object theatre.

When it comes to policymaking, public servants have traditionally learned 'on the job', with practical experience and tacit knowledge valued over theory-based learning and academic analysis. Yet increasing numbers of public servants are undertaking policy training through postgraduate qualifications and/or through short courses in policy training. Learning Policy,

Doing Policy explores how policy theory is understood by practitioners and how it influences their practice. The book brings together insights from research, teaching and practice on an issue that has so far been understudied. Contributors include Australian and international policy scholars, and current and former practitioners from government agencies. The first part of the book focuses on theorising, teaching and learning about the policymaking process; the second part outlines how current and former practitioners have employed policy process theory in the form of models or frameworks to guide and analyse policymaking in practice; and the final part examines how policy theory insights can assist policy practitioners. In exploring how policy process theory is developed, taught and taken into policymaking practice, Learning Policy, Doing Policy draws on the expertise of academics and practitioners, and also 'pracademics' who often serve as a bridge between the academy and government. It draws on a range of both conceptual and applied examples. Its themes are highly relevant for both individuals and institutions, and reflect trends towards a stronger professional ethos in the Australian Public Service. This book is a timely resource for policy scholars, teaching academics, students and policy practitioners.

This cross-disciplinary volume incorporates diverse perspectives on mentoring undergraduate research, including work from scholars at many different types of academic institutions in Australia, Canada, the United Kingdom, and the United States. It strives to extend the conversation on mentoring undergraduate research to enable scholars in all disciplines and a variety of institutional contexts to critically examine mentoring practices and the role of mentored undergraduate research in higher education.

This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students' lack of engagement and learning. The author, an experienced scientist, faculty member, and educational consultant, addresses these issues with the knowledge of faculty interests, constraints, and day-to-day concerns in mind. Drawing from the research on learning, she offers faculty new ways to think about the struggles their science students face. She then provides a range of evidence-based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying. Linda Hodges reviews the various learning problems endemic to teaching science, explains why they are so common and persistent, and presents a digest of key ideas and strategies to address them, based on the research she has undertaken into the literature on the cognitive sciences and education. Recognizing that faculty have different views about teaching, different comfort levels with alternative teaching approaches, and are often pressed for time, Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices, and then providing a range of strategies to address very specific teaching barriers – whether it be students' motivation, engagement in class, ability to problem solve, their reading comprehension, or laboratory, research or writing skills. Except for the first and last chapters, the other chapters in this book stand on their own (i.e., can be read in any order) and address a specific challenge students have in learning and doing science. Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement. Some, for example, can work in a large lecture class without a great expenditure of time; others may require more preparation and a more adventurous approach to teaching. Each strategy is accompanied by a table categorizing its likely impact, how much time it will take in class or out, and how difficult it will be to implement. Like scientific research, teaching works best when faculty start with a goal in mind, plan an approach building on the literature, use well-tested methodologies, and analyze results for future trials. Linda Hodges' message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities, whether those students are potential scientists or physicians or entrepreneurs. Her book serves as a mini compendium of

current research as well as a protocol manual: a readily accessible guide to the literature, the best practices known to date, and a framework for thinking about teaching.

The Naylor Report on Undergraduate Research in Writing Studies combines scholarly research with practical advice for practitioners of undergraduate research in writing studies, including student researchers, mentors, and program administrators. Building upon the 1998 Boyer Commission Report, Reinventing Undergraduate Education, this book provides insight into the growth of undergraduate research over the last twenty years. Contributors demonstrate how undergraduate research serves students and their mentors as well as sponsoring programs, departments, and institutions. The Naylor Report also illustrates how making research central to undergraduate education helps advance the discipline. Organized in two parts, Part I focuses on defining characteristics of undergraduate research in writing studies: mentoring, research methods, contribution to knowledge, and circulation. Part II focuses on critical issues to consider, such as access, curriculum, and institutional support. The image of the university is tarnished: this book examines how recent philosophies of education, new readings of its economics, new technologies affecting research and access, and contemporary novelists' representations of university life all describe a global university that has given up on its promise of greater educational equality.

Co-published with the Council for Undergraduate Research img src="https://www.presswarehouse.com/sites/stylus/images/CURlogo.jpg"/a Undergraduate research has long been recognized as a high-impact practice (HIP), but has unfortunately been offered only to juniors and seniors, and to very few of them (often in summer programs). This book shows how to engage students in authentic research experiences, built into the design of courses in the first two years, thus making the experience available to a much greater number of students. Research that is embedded in a course, especially general education courses, addresses the issue of how to expand undergraduate research to all students. Research has shown that students who have early experiences in undergraduate research are more likely to pursue further research prior to and after graduation. This is also an issue of social justice because it makes the benefits of undergraduate research available to students who must work during the academic year and in the summer. It is widely accepted that the skills developed through undergraduate research help prepare students for their future careers. The book addresses all aspects of the topic, including: - What are appropriate expectations for research in the first two years; - How to design appropriate course-based research for first- and second-year students; - How to mentor a class rather than individual students; - How students can disseminate the results of their research; - Possible citizen-science projects appropriate for the first and second years; - Providing additional resources available to support course-based research in the first two years. Designed for faculty at four-year and two-year colleges – and including examples from the sciences, the social sciences, and the humanities – the strategies and methods described can be adapted to disciplines not specifically mentioned in the book. Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline, because they worry about the time it will take to develop

activities for these students, and because they wonder how they can mentor a whole class of students doing research. The authors have successfully dealt with these issues, and provide examples of how it's done.

This volume offers a wide range of approaches for framing and addressing issues which currently shape global education. The discussions here are constructed around four research themes which reflect current strategic research priorities in Australian education. Together, they form a more rounded framework for approaching and evaluating educational changes and developments. The collection is made up of collaborative research that emerged between researchers and Master's coursework students in the Department of Education at Charles Darwin University, Australia. The original approach this collaboration of research adopted was developed in response to the challenges currently being experienced by higher education institutions both in Australia and around the world, which are now redesigning research and coursework programmes to address the quality of the services that they provide. This book will appeal to educators, researchers and postgraduate students.

How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? Access to Higher Education: Theoretical perspectives and contemporary challenges seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia, South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. Access to Higher Education is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical schd practical ideas for moving the access agenda forward in their institutional, regional or national contexts.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact

that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Drawing on a theoretical model of coexistence premised on universality, reciprocity and inclusion, this book focusses on the development of academic social work programs and cross-border partnerships to promote social justice and peace in Israel, Palestine, and Jordan. Using the model of rights-based practice initiated by Professor Torczyner in Montreal and brought to the Middle East in the 1990s, it shows how the creation and brokering of cross-border partnerships added the concept of rights-based practice to the lexicon of these countries, established groundbreaking advocacy centers in the hearts of disadvantaged communities, developed academic social work programs, and initiated important policy changes in each country to reduce inequality and promote social inclusion. Showing how this evolving method of rights-based practice rooted in theories of coexistence was uniquely adapted in different contexts and cultures while negotiating complex, volatile political environments, it illustrates how long-term peace can be advanced when like-minded people —irrespective of nationality or religion—find ways to promote common interest and a regional culture where all people share the same rights. This book will be of interest to all social work students and practitioners interested in community organization and rights-based

practice, as well as scholars, policy makers and practitioners of international development, political science, peace studies, Jewish studies, Middle Eastern studies, reconciliation, and conflict resolution.

2014 International Conference on Education and Management Science (ICEMS2014) will be held in Beijing, China on August 19–20, 2014. The main purpose of this conference is to provide a common forum for researchers, scientists, and students from all over the world to present their recent findings, ideas, developments and application in the border areas of Education and Management Science. It will also report progress and development of methodologies, technologies, planning and implementation, tools and standards in information systems. Education is an internal topic. It is a process of delivering knowledge in a basic meaning. Humans are hard to define the actual definition of education. But it is the key point for our society to step forward. Management science is the discipline that adapts the scientific approach for problem solving to help managers making informed decisions. The goal of management science is to recommend the course of action that is expected to yield the best outcome with what is available.

This comprehensive book provides advice and guidance to those seeking to develop and enhance Masters level programmes. Based on practice, experience and research, it covers issues in design and delivery, helping to ensure that programmes are fit for purpose and meet contemporary needs in a rapidly changing and highly-competitive global market.

Graduate Research is an all-in-one resource for prospective and matriculated graduate students in the sciences. The newly revised edition includes updates to every chapter. Graduate Research covers a range of topics including writing and preparation of research proposals, developing and refining teaching skills, and ethics and compliance areas such as research involving human subjects and animals. Graduate Research helps readers navigate the multidimensional and interdisciplinary world of scientific research and it is an invaluable resource for graduate researchers as well as those in advising or mentoring roles. Discusses a broad range of topics including time management, library and literature work, and grant support Includes a new chapter on career planning and development with advice on careers in academia, government, and the private sector Contains chapters that promote the development of a varied set of communication skills Greatly expanded treatment of graduate study and research in international settings

This book, an inaugural publication from the Australian Teacher Education Association (ATEA), Teacher Education: Innovation, Intervention and Impact is both a product of, and seeks to contribute to, the changing global and political times in teacher education research. This book marks an historically significant shift in the collective work and outreach of the Australian Teacher Education Association (ATEA) as it endeavours to become an even more active contributor to a research-rich foundation for initial teacher education and to a research-

informed teaching profession. The book showcases teacher education research and scholarship from a wide range of institutional collaborations across Australia. Studies highlight the multiple ways in which teacher education researchers are engaging with students, teachers, schools and communities to best prepare future teachers. It informs both teacher education policy and practice and is 'a must read' for those engaged in the education community. Above all it marks a shift for teacher educators to build a research rich teaching profession.
How do Christian ethics begin? This pioneering study explores the grammar of the Christian life, as it is embodied and learned in worship as the formative experience of the 'fellow citizens of God's people'. The book presents the first in-depth theological investigation of the phenomenon of 'political worship', by exposing the political nature of worship and the worship dimension of politics. In a careful analysis of biblical and traditional conceptions of worship, Wannenwetsch demonstrates how the genuine political character of worship neutralizes attempts to politicize or de-politicize it. I.
Since the first MOOC was launched at the University of Manitoba in 2008, this new form of the massification of higher education has been a rollercoaster ride for the university sector. The New York Times famously declared 2012 to be the year of the MOOC. However, by 2014, the number of academic leaders who believed the model was unsustainable doubled to more than 50%. While the MOOC hype has somewhat subsided, the attitudes and anxieties of this peak time can still be seen influencing universities and their administrations. This is the first volume that addresses Massive Open Online Courses from a post-MOOC perspective. We move beyond the initial hype and revolutionary promises of the peak-MOOC period and take a sober look at what endures in an area that is still rapidly growing, albeit without the headlines. This book explores the future of the MOOC in higher education by examining what went right, what went wrong and where to next for the massification of higher education and online learning and teaching. The chapters in this collection address these questions from a wide variety of different backgrounds, methodologies and regional perspectives. They explore learner experiences, the move towards course for credit, innovative design, transformations and implications of the MOOC in turn. This book is valuable reading for students and academics interested in education, eLearning, globalisation and information services.
While online courses are said to be beneficial and many reputable brick and mortar higher education institutions are now offering undergraduate and graduate programs online, there is still ongoing debate on issues related to credibility and acceptability. There is some reluctance to teach online and to admit and hire students who have enrolled in online programs. Given these concerns, it is essential that educators in online communities continue to share the significant learning experiences and outcomes that occur in online classrooms and highlight pedagogical practices used by online instructors to make their courses and programs comparable to those offered face-to-face. The Handbook of Research

on Creating Meaningful Experiences in Online Courses is a comprehensive research book that examines the quality of courses in higher education that are offered exclusively online and details strategies and practices used by online instructors to create meaningful teaching and learning experiences in online courses. Featuring a range of topics such as gamification, professional development, and learning outcomes, this book is ideal for academicians, researchers, educators, administrators, instructional designers, curriculum developers, higher education faculty, and students.

As long as there have been U. S. colleges and universities, there have been entry courses that pose difficulties for students ï¿1?2 courses that have served more as ï¿1?2weeding-outï¿1?2 rather than ï¿1?2gearing-upï¿1?2 experiences for undergraduates. This volume makes the case that the weed-out dynamic is no longer acceptable ï¿1?2 if it ever was. Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students, and this new level of access is coupled with increased scrutiny of retention and graduation outcomes. Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching, learning and outcomes in these foundational components of the undergraduate experience. This is the 180th volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

This Handbook approaches sustainable development in higher education from an integrated perspective, addressing the dearth of publications on the subject. It offers a unique overview of what universities around the world are doing to implement sustainable development (i.e. via curriculum innovation, research, activities, or practical projects) and how their efforts relate to education for sustainable development at the university level. The Handbook gathers a wealth of information, ideas, best practices and lessons learned in the context of executing concrete projects, and assesses methodological approaches to integrating the topic of sustainable development in university curricula. Lastly, it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education.

Co-published with the Council on Undergraduate Researchimg alt="" src="https://styluspub.presswarehouse.com/uploads/71c005d5633809b40b1da36968e360e2d8276564.jpg" This book highlights the exciting work of two-year colleges to prepare students for their future careers through engagement in undergraduate research. It emerged from work in five community college systems thanks to two National Science Foundation grants the Council for Undergraduate Research received to support community colleges' efforts to establish undergraduate research programs. Chapters one, two, and three provide background

information about community colleges, undergraduate research, and the systems the author worked with: California, City University of New York, Maricopa Community College District - Arizona, Oklahoma, and Tennessee. Chapter four examines success strategies. The next five chapters look at five approaches to undergraduate research: basic/applied, course-based, community-based, interdisciplinary, and partnership research. Chapters ten, eleven and twelve discuss ways to assess and evaluate undergraduate research experiences, inclusive pedagogy, and ways to advance undergraduate research. Today there are 942 public community colleges in the United States, providing affordable access to 6.8 million students who enrolled for credit in one of the public two-year institutions in the United States. Students are more prepared for the next step in their education or careers after participating in quality UR experiences. Featuring contributions by distinguished scholars from ten countries, The Wiley Handbook of the History and Philosophy of Criminology provides students, scholars, and criminologists with a truly a global perspective on the theory and practice of criminology throughout the centuries and around the world. In addition to chapters devoted to the key ideas, thinkers, and moments in the intellectual and philosophical history of criminology, it features in-depth coverage of the organizational structure of criminology as an academic discipline world-wide. The first section focuses on key ideas that have shaped the field in the past, are shaping it in the present, and are likely to influence its evolution in the foreseeable future. Beginning with early precursors to criminology's emergence as a unique discipline, the authors trace the evolution of the field, from the pioneering work of 17th century Italian jurist/philosopher, Cesare Beccaria, up through the latest sociological and biosocial trends. In the second section authors address the structure of criminology as an academic discipline in countries around the globe, including in North America, South America, Europe, East Asia, and Australia. With contributions by leading thinkers whose work has been instrumental in the development of criminology and emerging voices on the cutting edge The Wiley Handbook of the History and Philosophy of Criminology provides valuable insights in the latest research trends in the field world-wide - the ideal reference for criminologists as well as those studying in the field and related social science and humanities disciplines.
Enrich your students and the institution with a high-impact practice Designing and Teaching Undergraduate Capstone Courses is a practical, research-backed guide to creating a course that is valuable for both the student and the school. The book covers the design, administration, and teaching of capstone courses throughout the undergraduate curriculum, guiding departments seeking to add a capstone course, and allowing those who have one to compare it to others in the discipline. The ideas presented in the book are supported by regional and national surveys that help the reader understand what's common, what's exceptional, what works, and what doesn't within capstone courses. The authors also provide additional information specific to different departments across the

curriculum, including STEM, social sciences, humanities, fine arts, education, and professional programs. Identified as a high-impact practice by the National Survey of Student Engagement (NSSE) and the Association of American Colleges and Universities' LEAP initiative, capstone courses culminate a student's final college years in a project that integrates and applies what they've learned. The project takes the form of a research paper, a performance, a portfolio, or an exhibit, and is intended to showcase the student's very best work as a graduating senior. This book is a guide to creating for your school or department a capstone course that ties together undergraduate learning in a way that enriches the student and adds value to the college experience. Understand what makes capstone courses valuable for graduating students Discover the factors that make a capstone course effective, and compare existing programs, both within academic disciplines and across institutions Learn administrative and pedagogical techniques that increase the course's success Examine discipline-specific considerations for design, administration, and instruction Capstones are generally offered in departmental programs, but are becoming increasingly common in general education as well. Faculty and administrators looking to add a capstone course or revive an existing one need to understand what constitutes an effective program. Designing and Teaching Undergraduate Capstone Courses provides an easily digested summary of existing research, and offers expert guidance on making your capstone course successful.

This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence-based pedagogies in higher education, at something a level approaching large-scale impact. By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation, we aim to change the conversation and focus on how we work and learn together – i.e. extending the implementation and knowledge of co–design methods. In this first edition of our Research Topic on Active Learning, we highlight two (of the three) types of publications we wish to promote. First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community. These types of studies constitute the "practice pull" that we see as a necessary counterbalance to "knowledge push" in a more productive pedagogical innovation ecosystem based on research-practitioner partnerships. Second are studies empirically examining the implementations of evidence-based designs in naturalistic settings and under naturalistic conditions. Interestingly, the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as "in-betweens" straddling the two worlds. As a result, these publications represent both the rigours of research and the pragmatism of reflective practice. In forthcoming editions, we will add to this collection a third type of publication -- design profiles. These will present

practitioner-developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners, instructional designers and researchers alike. We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner-researcher interactions that promote co-design in pedagogical innovation.

This publication on School Environment in Nigeria, Ghana, and the Philippines is a continuation of our maiden publication published in 2015. The inclusion of Ghana in this edition is a conviction of the strategic position of the countrys educational system not only as a fast and dynamic developing economy in the African continent, but also one with an enviable educational culture. The articles in this edition are grouped under quality assurance, higher education, management, business, library, information and communications technology, special education, internationalization, and science issues with a view of proffering solutions, suggestions, and recommendations to several questions that may have risen over time in the academia.

Undergraduate Research is any effort undertaken by an undergraduate that advances their academic knowledge and leads to new scholarly insights. This volume tells the story of undergraduate research programs at Historically Black Colleges and Universities from the voices of faculty mentors, student mentees and UGR program directors and coordinators.

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