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this book presents an exciting and novel approach to explore the concept of the ideal student written in the context of higher education the concept aims to promote a more transparent conversation about the explicit implicit and idealistic expectations of university students it would address concerns that implicit rules or unspoken practices can result in diverse but patterned student experiences widening social inequalities the concept of the ideal student can provide students especially those less familiar or confident with higher education with a better and clearer understanding of what is valued expected and rewarded at university with increasing student diversity there is an urgent need for greater openness and awareness of the different expectations and ideals of students the key questions explored include how is the ideal student imagined and envisioned to what extent are these constructions realistic and achievable are certain students more likely to aspire identify or embody these ideal characteristics are there any features of the ideal student that are widely shared and recognised how do people from different social backgrounds construct their ideal student how can staff support students to develop desirable characteristics for university a number of issues are unpacked as the book discusses the nuances of what it means to be a university student the ideal student is written for a general audience and will be of particular interest to those working or studying in higher education especially staff students and senior leaders this clearly written and engaging book will be of interest to he practitioners students and researchers who want to support more inclusive learning environments professor louise archer karl mannheim professor of sociology of education ucl institute of education uk this is a rigorously informed and illuminating

reconsideration of the notion of the ideal type of student in higher education professor gill crozier dphil frsa university of roehampton uk based on solid empirical work combining qualitative and quantitative data the book offers an insight into the perception of whom and what the ideal student is professor lars ulriksen department of science education university of copenhagen denmark in their well written and clearly structured volume wong and chiu summarise valuable data driven research that sheds light on the important question of what characterises the ideal student stefan t siegel tobias böttger university of augsburg germany billy wong is an associate professor in widening participation at the institute of education university of reading tiffany chiu is senior teaching fellow in educational development at the centre for higher education research and scholarship and programme director for the pg cert in university learning and teaching at imperial college london she is a senior fellow of the hea

despite the relatively recent popularity of culminating experiences a multidisciplinary and practical resource that provides information for all types of culminating student experiences is not yet available the idea for this volume arose because of the recognition that a holistic and applied resource for those looking to have general knowledge of different ways to assess student learning especially at the undergraduate level was lacking this text seeks to fill a gap and provide a historical context for culminating experiences suggestions for assessment foundational knowledge for different types of projects and finally approaches to using these experiences in various disciplines because of the information desired experts in their field from a wide variety of disciplines were approached to be chapter contributors this resource focuses predominantly on undergraduate students but many of the chapters can either be applied to both undergraduate and graduate students e g thesis or specifically focus on the graduate student population e g dissertation

in july 2011 the asq education division held its first advancing the stem science technology engineering and mathematics agenda in education the workplace and society conference at the university of wisconsin stout this publication is a selection of papers and workshops from this groundbreaking conference the ideas presented

here will help other educators and policy makers to develop their own innovative high impact ideas for inspiring student interest in stem careers improving the delivery of stem education at their schools and colleges and helping stem college graduates transition to the workplace the chapters in this book reflect research and best practices integrating the ideas of continuous improvement in combination with a can do attitude to provide a valuable resource that will lead others to consider similar innovative and collaborative educational structures that will drive more interest in stem majors in college and provide for our next generation of scientists technicians and engineers prior to reviewing advancing the stem agenda i had a list in my mind of topics that i hoped would be addressed i m very pleased with how many are covered and covered well this project succeeds at the challenge of providing not only beneficial breadth but also important depth because our public private partnership has been committed explicitly to continuous improvement for more than a decade i couldn t help but notice as the editors also point out in their conclusion the extent to which continuous improvement is a common thread throughout the book that speaks to the book s practical utility in many settings and on a long term basis no less valuable is the discussion of student motivation by many of the authors which stem teachers in our area have identified as a major issue of interest to them in recent surveys richard bogovich executive director rochester area math science partnership minnesota veenstra padró and furst bowe provide a huge contribution to the field of stem education we all know the statistics and of the huge need in the area of stem students and education but what has been missing are application and success stories backed by research and modeling the editors have successfully contributed to our need by focusing on collaborative models building the k 12 pipeline showing what works at the collegiate level connecting across gender issues and illustrating workforce and innovative ideas john j jasinski president northwest missouri state university advancing the stem agenda provides a broad set of current perspectives that will contribute in many ways to advancing the understanding and enhancement of education in science education and engineering this work is packed with insights and perspectives from experienced educators and bridges the transition from education to workplace john dew senior vice chancellor troy

university

in 2021 mcgill university celebrated its bicentennial anniversary reflecting on contributions to research education and other successes the university s founding within the context of nineteenth century atlantic capitalism requires that a deeper account engage with the more complex and difficult elements of its history mcgill in history brings together diverse historiographies and perspectives to critically examine how mcgill has been implicated in power structures and is the product of conflicting ideologies james mcgill the university s namesake owned and profited from the sale of enslaved black and indigenous people a legacy highlighted by the removal of his statue and ongoing debates over the racially charged redman name used by the men s sports teams imperialism settler colonialism slavery sexism and homophobia are elements of mcgill s story that must be fully integrated into a broader understanding of the university s institutional history challenging siloed narratives with new research the contributors in this volume highlight the important task of scholars to scrutinize and confront history that is unflattering and to rethink their institution s own story a reckoning happening across many institutions of higher education around the world mcgill in history broadens the historical frame of critical university studies showing how the university can serve as a model for understanding power in modern society

this student book supports the new btec first award in application of science the first external assessment for this award will take place in march 2014 although the award can be taught from 2012

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