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This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. A must-read for practitioners, policy-makers, scholars and students in the field of education.

The book publishing industry is going through a period of profound and turbulent change brought about in part by the digital revolution. What is the role of the book in an age preoccupied with computers and the internet? How has the book publishing industry been transformed by the economic and technological upheavals of recent years, and how is it likely to change in the future? This is the first major study of the book publishing industry in Britain and the United States for more than two decades. Thompson focuses on academic and higher education publishing and analyses the evolution of these sectors from 1980 to the present. He shows that each sector is characterized by its own distinctive [logic] or dynamic of change, and that by reconstructing this logic we can understand the problems, challenges and opportunities faced by publishing firms today. He also shows that the digital revolution has had, and continues to have, a profound impact on the book publishing business, although the real impact of this revolution has little to do with the ebook scenarios imagined by many commentators. Books in the Digital Age will become a standard work on the publishing industry at the beginning of the 21st century. It will be of great interest to students taking courses in the sociology of culture, media and cultural studies, and publishing. It will also be of great value to professionals in the publishing industry, educators and policy makers, and to anyone interested in books and their future.

Co-published with  [ ] While assessment may feel to constituents like an activity of accountability simply for accreditors, it is most appropriate to approach assessment as an activity of accountability for students. Assessment results that improve institutional effectiveness, heighten student learning, and better align resources serve to make institutions stronger for the benefit of their students, and those results also serve the institution or program well during the holistic evaluation required through accreditation. [ ] from the foreword by Heather Perfetti, President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors. This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the U.S. and one in Australia. All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature. The book is organized in four parts. Part One is focused on student learning and assessment and includes ten chapters. The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters. Part Three has a faculty engagement and assessment focus, and Part Four includes four chapters on institutional effectiveness and assessment, with a focus on strategic planning. This book is a publication of the Association for the Assessment of Learning in Higher Education (AALHE), an organization of practitioners interested in using effective assessment practice to document and improve student learning.

When a dissertation crosses my desk, I usually want to grab it by its metaphorical lapels and give it a good shake. [ ] You know something! [ ] I would say if it could hear me. [ ] Now tell it to us in language we can understand! [ ] Since its publication in 2005, From Dissertation to Book has helped thousands of young academic authors get their books beyond the thesis committee and into the hands of interested publishers and general readers. Now revised and updated to reflect the evolution of scholarly publishing, this edition includes a new chapter arguing that the future of academic writing is in the hands of young scholars who must create work that meets the broader expectations of readers rather than the narrow requirements of academic committees. At the heart of From Dissertation to Book is the idea that revising the dissertation is fundamentally a process of shifting its focus from the concerns of a narrow audience [ ] a committee or advisors [ ] to those of a broader scholarly audience that wants writing to be both informative and engaging. William Germano offers clear guidance on how to do this, with advice on such topics as rethinking the table of contents, taming runaway footnotes, shaping chapter length, and confronting the limitations of jargon, alongside helpful timetables for light or heavy revision. Germano draws on his years of experience in both academia and publishing to show writers how to turn a dissertation into a book that an audience will actually enjoy, whether reading on a page or a screen. Germano also acknowledges that not all dissertations can or even should become books and explores other, often overlooked, options, such as turning them into journal articles or chapters in an edited work. With clear directions, engaging examples, and an eye for the idiosyncrasies of academic writing, From Dissertation to Book reveals to recent PhDs the secrets of careful and thoughtful revision [ ] a skill that will be truly invaluable as they add [ ] author [ ] to their curriculum vitae.

This volume of Transforming Institutions follows from and builds on its predecessor of five years ago (Weaver et al., 2015) with a mix of case studies, models, and analyses. The authors and editors provide key perspectives for advancing change initiatives in higher education and STEM education. The Transforming Institutions conferences and book series began with the first convening in 2011 at Purdue University, organized by the Discovery Learning Research Center (DLRC), and continues with the 2019 and 2021 Transforming Institutions Conferences. The meeting sought then, as it still does, to bring together researchers, academic leaders, national organizations and funding agency representatives to discuss the practical aspects of changing institutional practices to align with the large body of evidence in the field. The editors and authors of this volume consider this work to be a beginning and hope it will be a call to action for every reader. View this book online at: <http://openbooks.library.umass.edu/ascnti2020/>

As a result, Defending Privilege offers a counterhistory to scholarship on the novel's capacity to motivate the promulgation of human rights and champion social ascendance through the upwardly mobile realist character.

"Provides a fine-grained, multidisciplinary, multi-context and inclusive set of approaches to the challenges and complexities within contemporary academic working lives"--

This comprehensive resource examines the rapidly-growing esports phenomenon in higher education, bringing the perspectives of players, administrators, and scholars together in one volume to discuss the basics of esports, how to start and maintain successful esports programs, and issues and trends in the field. Esports are a global phenomenon with an estimated audience of 400 million people in 2018. Given their already strong base and rising popularity on college campuses, esports have been referred to as the new college football. This book offers practical insights into how to develop and maintain an esports program that is consistent with institutional purposes and values. The book is helpful to all types of institutions (small to large, public and private, 2-year or 4-year). It draws on current scholarship and the professional experience of the authors, focused heavily on practical advice for higher education professionals. Among the challenges of esports in higher education the book addresses are competition structure, competition climate, child protection, cheating, gambling, lack of reliable relevant data to inform decisions, and the advent of an esports arms race. Some of the opportunities described in the book include student recruitment and success networks with high schools, and partnerships with the esports industry. Done correctly, esports can provide a structured way for all students (on campus, off campus, and online) to engage in both curricular and cocurricular programming that can provide measurable learning outcomes and have a positive impact on retention rates.

Spite angers and enrages us, but it also keeps us honest. In this provocative account, a psychologist examines how petty vengeance explains human thriving. Spite seems utterly useless. You don't gain anything by hurting yourself just so you can hurt someone else. So why hasn't evolution weeded out all the spiteful people? As psychologist Simon McCarthy-Jones argues, spite seems pointless because we're looking at it wrong. Spite isn't just what we feel when a car cuts us off or when a partner cheats. It's what we feel when we want to punish a bad act simply because it was bad. Spite is our fairness instinct, an innate resistance to exploitation, and it is one of the building blocks of human civilization. As McCarthy-Jones explains, some of history's most important developments [ ] the rise of religions, governments, and even moral codes [ ] were actually redirections of spiteful impulses. A provocative, engaging read, Spite shows that if you really want to understand what makes us human, you can't just look at noble ideas like altruism and cooperation. You need to understand our darker impulses as well.

How do university finances really work? From flagship public research universities to small, private liberal arts colleges, there are few aspects of these institutions associated with more confusion, myths or lack of understanding than how they fund themselves and function in the business of higher education. Using simple, approachable explanations supported by clear illustrations, this book takes the reader on an engaging and enlightening tour of how the money flows. How does the university really pay for itself? Why do tuition and fees rise so fast? Why do universities lose money on research? Do most donations go to athletics? Grounded in hard data, original analyses, and the practical experience of a seasoned administrator, this book provides refreshingly clear answers and comprehensive insights for anyone on or off campus who is interested in the business of the university: how it earns its money, how it spends it, and how it all works.

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