

As if Learning Mattered



REFORMING HIGHER EDUCATION



Richard E. Miller

As If Learning Mattered Reforming Higher Education

Lakshmi Lingam, Nolwazi Mkhwanazi



As If Learning Mattered Reforming Higher Education:

As If Learning Mattered Richard Earl Miller, 1998 Writing with wit and precision Miller shows why the system of higher education has been particularly resistant to reform Unraveling stereotypes about conservative liberal and radical reform efforts Miller looks at what has actually happened when theories about education have been put into practice What did Matthew Arnold do as a school inspector to promote the study of the best that has been thought and said in our time

Digital Technologies and Gendered Realities Lakshmi Lingam, Nolwazi Mkhwanazi, 2024-09-13 The book explores the varying experiences and engagement of youth with smartphones and digital technologies in India and South Africa It examines the process of meaning making identity construction garnered through smartphone technology specifically relating to notions of love sex and sexuality A keen reappraisal of the smartphone revolution the essays underline the constant negotiations between technology and social institutions such as family schools colleges universities religious groups traditional community leaders media police law and governments The volume looks at new forms of digital based surveillance on girls women and gender minorities and maps the responses of state civil society and women's movements in tackling the divergent narratives of freedom versus control empowerment versus violence It specifically looks at how concepts of privacy agency autonomy and consent are being framed in the legal arena regarding young women which may or may not be empowering of their agency and choices Challenging notions about gender technology and society this book will be of great interest to scholars and researchers of sociology and social anthropology politics gender studies and Global South studies

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

Best of the Journals in Rhetoric and Composition 2019 Jessica Pauszek, David Blakesley, 2019-10-13 Best of the Journals in Rhetoric and Composition 2019 represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's journals Representing both print and digital journals the essays featured here explore issues ranging from classroom practice to writing in global and digital contexts from border rhetorics to social justice research Together the essays provide readers with a rich understanding of the present and future direction of the field The anthology features work by the following authors and representing these journals Amber Simpson and Kristi Girdhar Elaine

Richardson and Alice Ragland Community Literacy Journal Shari J Stenberg Rhetoric Society Quarterly David Riche Literacy in Composition Studies Eileen Kogl Camfield Lara Killick and Ruth Lewis Journal of Teaching Writing Elizabeth G Allan Pedagogy Christina Saidy WPA Writing Program Administration Anthony Warnke and Kirsten Higgins Teaching English in the Two Year College Cati V de los R os and Kate Seltzer Research in the Teaching of English Romeo Garc a Writing Center Journal Wendy Pfrenger Journal of Basic Writing Janine Butler Rhetoric Review Pamela Takayoshi College Composition and Communication Maria Novotny and John T Gagnon Reflections Kate Vieira Writing on the Edge

Visions and Revisions

James Dale Williams, 2002 Williams Soka U California has compiled nine essays that examine rhetoric and composition from the 1960s to the present its emergence as a field the influence of linguistics and psychology in shaping an empirical agenda the waning of that influence as the field aligned itself more closely with the goals and objectives of traditional English departments the shift toward postmodern perspectives on language place and self and a move toward post postmodern concerns This historical study begins with reminiscences by Richard Lloyd Jones W Ross Winterowd Frank J D Angelo and John Warnock The second section examines those changes in detail For example Williams makes the connection between rhetoric and democracy especially the influence of liberal democracy on rhetoric in society He argues that because our liberal democracy is so focused on entertainment rhetoric and composition must examine its role in relation to it

Annotation copyrighted by Book News Inc Portland OR *Introduction to Scholarship in Modern Languages and Literatures* David G. Nicholls, 2015-01-01 The third edition of the MLA s widely used *Introduction to Scholarship in Modern Languages and Literatures* features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures

Postcomposition Sidney I Dobrin, 2011-06-02 Leading a burgeoning self critical moment in composition studies and writing program administration *Postcomposition* is a fundamental reconsideration of the field that attempts to shift the focus

away from pedagogy and writing subjects and toward writing itself In this forceful and reasoned critique of many of the primary tenets and widely accepted institutional structures of composition studies Sidney I Dobrin delivers a series of shocks to the system meant to disrupt the pedagogical imperative and move beyond the existing limits of the discipline Dobrin evaluates the current state of composition studies underscoring the difference between composition and writing and arguing that the field's focus on the administration of writing students and its historically imposed prohibition on theory greatly limit what can be understood about writing Instead he envisions a more significant approach to writing one that questions the field's conservative allegiance to subject and administration and reconsiders writing as spatial and ecological Using concepts from ecocomposition spatial theory network theory complexity theory and systems theory Postcomposition lays the groundwork for a networked theory of writing and advocates the abandonment of administration as a useful part of the field He also challenges the usefulness of rhetoric in writing studies showing how writing exceeds rhetoric Postcomposition is a detailed consideration of how posthumanism affects the field's understanding of subjectivity It also tears at the seams of the contingent labor problem As he articulates his own frustrations with the conservatism of composition studies and builds on previous critiques of the discipline Dobrin stages a courageous and inevitably polemical intellectual challenge to the entrenched ideas and assumptions that have defined composition studies

Writing at the End of the World Richard E. Miller, 2005-10-23 What do the humanities have to offer in the twenty first century Are there compelling reasons to go on teaching the literate arts when the schools themselves have become battlefields Does it make sense to go on writing when the world itself is overrun with books that no one reads In these simultaneously personal and erudite reflections on the future of higher education Richard E Miller moves from the headlines to the classroom focusing in on how teachers and students alike confront the existential challenge of making life meaningful In meditating on the violent events that now dominate our daily lives school shootings suicide bombings terrorist attacks contemporary warfare Miller prompts a reconsideration of the role that institutions of higher education play in shaping our daily experiences and asks us to reimagine the humanities as centrally important to the maintenance of a compassionate secular society By concentrating on those moments when individuals and institutions meet and violence results *Writing at the End of the World* provides the framework that students and teachers require to engage in the work of building a better future

Composition Studies in the New Millennium Lynn Z. Bloom, Donald A. Daiker, Edward Michael White, 2003 *Landmark Essays in Contemporary Writing Center Studies* Neal Lerner, Paula Gillespie, 2024-11-01 This volume collects essential writings in the field of writing center studies as it has blossomed and developed since the 1995 publication of *Landmark Essays on Writing Centers* These writings offer a new generation of writing center readers provocative ideas and research based praxis on the topics covered in the book's four parts Writing Center History Critical Perspectives on Current Practices Writing Center Research and Writing Centers in New Spaces Its provocative chapters discuss issues including student agency collaboration social justice and marginalized

populations community engagement and online writing instruction Landmark Essays in Contemporary Writing Center Studies provides an up to date introduction to new students and a useful reference for long time practitioners It is essential reading for undergraduate and graduate students in composition and education as well as writing center staff and directors

Dialogue on Writing Geraldine DeLuca, Len Fox, Mark -Ameen Johnson, Myra Kogen, Geri DeLuca, 2013-06-17 Designed for courses on theories and methods of teaching college writing this text is distinguished by its emphasis on giving teachers a foundation of knowledge for teaching writing to a diverse student body As such it is equally relevant for teacher training in basic writing ESL and first year composition the premise being that in most colleges and universities today teachers of each of these types of courses encounter similar student populations and teaching challenges Many instructors compile packets of articles for this course because they cannot find an appropriate collection in one volume This text fills that gap It includes in one volume the latest thinking about teaching and tutoring basic writing ESL and first year composition students seminal articles carefully selected to be accessible to those new to the field by classic authors in the field of composition and ESL as well as a number of new voices attention to both theory and practice but with an emphasis on practice and articles about non traditional students multiculturalism and writing across the disciplines The text includes suggestions for pedagogy and invitations for exploration to engage readers in reflection and in applications to their own teaching practice Popular Culture Primer John A. Weaver, 2009 This revised edition of the Popular Culture Primer is an introductory text that traces the history of popular culture and cultural studies Besides covering the traditional subjects such as the influence of the Frankfurt School and the Centre for Contemporary Cultural Studies this book covers the cultural studies of science and technology the biosciences drugs and sports as well as other often ignored topics such as science fiction fan cultures and childhood studies It looks at the impact these topics have on our understanding of education and popular culture The Popular Culture Primer is an essential text for any class devoted to teaching the history and importance of the subject Great Books, Honors Programs, and Hidden Origins William Haarlow, 2003-12-16 This book argues a new and more complex interpretation of the development and manifestations of the liberal arts movement in American higher education during the 1930s 40s and 50s Specifically the book elucidates the under explored yet formative role that the University of Virginia and its 1935 Virginia Plan played both in fostering the liberal arts movement and as a representative institution of the broader interaction colleges and universities had with this movement *Acts of Enjoyment* Thomas J. Rickert, 2007-05-20 Why are today s students not realizing their potential as critical thinkers Although educators have for two decades incorporated contemporary cultural studies into the teaching of composition and rhetoric many students lack the powers of self expression that are crucial for effecting social change Acts of Enjoyment presents a critique of current pedagogies and introduces a psychoanalytical approach in teaching composition and rhetoric Thomas Rickert builds upon the advances of cultural studies and its focus on societal trends and broadens this view by placing attention on the conscious and subconscious thought of the individual By

introducing the cultural theory work of Slavoj Žižek Rickert seeks to encourage personal and social invention rather than simply following a course of unity equity or consensus that is so prevalent in current writing instruction He argues that writing should not be treated as a simple skill as a naïve self expression or as a tool for personal advancement but rather as a reflection of social and psychological forces such as jouissance enjoyment sensual pleasure desire and fantasy creating a more sophisticated panoptic form The goal of the psychoanalytical approach is to highlight the best pedagogical aspects of cultural studies to allow for well rounded individual expression ultimately providing the tools necessary to address larger issues of politics popular culture ideology and social transformation

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

The Global Virtual University John Tiffin, Lalita Rajasingham, 2003 This book highlights the emergence of the virtual university to fit the needs of the global information society

Politics Of Remediation Mary Soliday, 2002-09-01 While some students need more writing instruction than others The Politics of Remediation reveals how that need also pertains to the institutions themselves Mary Soliday argues that universities may need remedial English to alleviate their own crises in admissions standards enrollment mission and curriculum and English departments may use remedial programs to mediate their crises in enrollment electives and relationships to the liberal arts and professional schools Following a brief history of remedial English and the political uses of remediation at CCNY before during and after the open admissions policy Soliday questions the ways in which students need for remedial writing instruction has become widely associated with the need to acculturate minorities to the university In disentangling identity politics from remediation she challenges a powerful assumption of post structuralist work that a politics of language use is equivalent to the politics of access to institutions

Values in Conflict Paul Axelrod, 2002 Values in Conflict is a clarion call to policy makers business leaders and the public at large to rethink the current direction of the contemporary university Paul Axelrod demonstrates that liberal education the core of higher learning is threatened by the constricting pressures of the marketplace and shows how political and economic pressures are redefining higher learning Axelrod demonstrates how in the race for riches symbolised by endless rhetoric about the need for Canada to become globally competitive technologically advanced and proficient at churning out knowledge workers our schools and universities are being forced by government policy to narrow their educational vistas The decision making autonomy that universities must have to provide cultural intellectual community service and training functions is being eroded Values in Conflict explains why this is happening and why it matters

Making Teaching and Learning Matter Judith Summerfield, Cheryl C. Smith, 2010-12-09 This volume captures the spirit of collaboration and innovation that its authors bring into the classroom as well as to groundbreaking undergraduate programs and initiatives Coming from diverse points of view and twenty different disciplines the contributors illuminate the often perplexing debates

about what matters most in higher education today Each chapter tells a unique story about creating vital pedagogical arenas that have the potential to transform teaching and learning for both faculty and students These exploratory spaces include courses under construction cross college and interdisciplinary collaborations general education reform initiatives and fresh perspectives on student support services faculty development freshman learning communities writing across the curriculum on line degree initiatives and teaching and learning centers All these spaces lend shape to an over arching system wide project bringing together the often disconnected silos of undergraduate education at The City University of New York CUNY America s largest urban public university system Since 2003 the University s Office of Undergraduate Education has sponsored coordinated efforts to study and improve teaching and learning for the system s 260 000 undergraduates enrolled at 18 distinct colleges The contributors to this volume present a broad spectrum of administrative and faculty perspectives that have informed the process of transforming the undergraduate experience Combined the voices in these chapters create a much needed exploratory space for the interplay of ideas about how teaching and learning need to matter in evolving notions of higher education in the twenty first century In addition the text has wider social relevance as an in depth exploration of change and reform in a large public institution

Deconstructing Higher Education Reforms in India

Kurmana Simha Chalam,2011

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