BEYOND REASON AND TOLERANCE

The Purpose and Practice of Higher Education

ROBERT J. THOMPSON, JR.

Susan Barahal, Elizabeth Pugliano

Beyond Reason and Tolerance Robert J. Thompson Jr., 2014-01-10 The major challenges facing higher education are often framed in terms of preparing students for life long learning Society s 21st century needs require civic minded individuals who have the intellectual and personal capabilities to constructively engage political ethnic and religious differences work effectively and live together with many different kinds of people in a more global society In this volume Robert J Thompson aims to influence the current conversation about the purposes and practices of higher education Beyond Reason and Tolerance adopts a developmental science basis to inform the transformations in undergraduate educational practices that are necessary to empower students to act globally and constructively engage difference. It synthesizes current scholarship regarding the nature and development of three core capacities deemed essential A personal epistemology that reflects a sophisticated understanding of knowledge beliefs and ways of thinking empathy and the capacity to understand the mental states of others and an integrated identity that includes values commitments and a sense of agency for civic and social responsibility Beyond Reason and Tolerance argues that to foster the development of these capabilities colleges and universities must recommit to providing a formative liberal education and adopt a developmental model of undergraduate education as a process of intellectual and personal growth involving empathy as well as reasoning values as well as knowledge and identity as well as competencies Thompson focuses on emerging adulthood as an especially dynamic time of reorganization and development of the brain that both influences and is influenced by the undergraduate experience Advances in our understanding of human development and learning are synthesized with regard to the direct implications for undergraduate education practices Disability and Equity in Higher Education Accessibility Alphin, Ir., Henry C., Lavine, Jennie, Chan, Roy Y., 2017-03-24 Education is the foundation to almost all successful lives It is vital that learning opportunities are available on a global scale regardless of individual disabilities or differences and to create more inclusive educational practices Disability and Equity in Higher Education Accessibility is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in higher education despite traditional hindrances Featuring extensive coverage on relevant topics such as higher education policies electronic resources and inclusion barriers this publication is ideally designed for educators academics students and researchers interested in expanding their knowledge of disability inclusive global education The Experience of Being First in Family at University Sharron King, Ann Luzeckyj, Ben McCann, 2019-10-26 This book provides an in depth analysis of what it means to be the first in family at university It examines the factors that influence first in family students decisions to enrol attend and continue at university and how their hopes dreams and ambitions for the future affect their university experience Using survey data and semi structured interviews the book offers valuable and far reaching insights into the first in family student experience and provides recommendations for future practice at the national and institutional level for teaching and professional staff as well

as for first in family students As universities face intense competition for students and growing economic constraints due to funding cuts and increasing costs this book comes at a critical time **Multidisciplinary Approaches to Culminating Student Experiences** Michael G. Strawser, Robin Yaure, 2024-05-14 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 History, Practice and Pedagogy Susan Barahal, Elizabeth Pugliano, 2024-11-21 This edited volume explores the historical practical and pedagogical possibilities for expressing and cultivating empathy through works of art While aspects of what we today recognize as empathy has nestled in the artistic experiences and philosophies of all ages the subjective and elusive nature of empathic responses has often resulted in the relegation of empathy to the margins of art historical inquiry Moving into the second quarter of the twenty first century amidst global health crises civic unrest political turmoil and persistent social inequities and injustices this capacity to feel with and as someone or something outside of ourselves is more critical than ever Probing the very notion of empathy contributions address themes ranging from environmental and social justice to identity and inclusion to transdisciplinary pedagogies and practices each with a critical eye to how works of art not only appeal to empathic sensibilities but might play an active role in developing capacities for Anti-intellectualism to Anti-rationalism to Post-truth Era Robert J. Thompson Jr., 2022-02-14 Anti empathy in viewers intellectualism to Anti rationalism to Post truth Era The Challenges for Higher Education argues that emergence of the post truth world is evidence that anti intellectualism long recognized as a characteristic of American culture has morphed into anti rationalism as a surging force in American society that threatens our collective commitment to rationality A post truth world however is not an immutable condition and cannot be accepted as the new norm The author argues that American higher education take responsibility for combating anti rationalism by promoting the development of student s personal attributes that constitute a rational mind set and rationalist identity such that they hold themselves accountable for commitments to seeking truth and the value of critical thought and reasoned discourse as defining element of their way of being in the world Scholarship exists across many disciplines regarding anti intellectualism and anti rationalism in American society and the personal attributes that together constitute a rational mind set including an evaluativist personal

epistemology open mindedness and conscientiousness and a rationalist identity. The author brings the perspective of a psychologist to the analysis and synthesis of this scholarship and the implications for educational practices that are effective in promoting the development of student's rational mind set and rationalist identity necessary to combat anti-rationalism and the post truth world **Drama and Social Justice** Kelly Freebody, Michael Finneran, 2015-08-20 This text offers a cohesive framework for exploring social justice through drama and drama from a social justice perspective Research based examples of practice from a range of international contexts link theory and practice Connecting chapters raise key critical questions in an engaging dialogue format An important addition to the literature on social justice education Lee Anne Bell author Storytelling for Social Justice 2010 and co editor of Teaching for Diversity and Social Justice Routledge 2007 Much has been written within the tradition of drama education and applied theatre around the premise that drama can be a force for change within both individual lives and society more broadly However little has been published in terms of charting the nature of this relationship By combining theoretical historical and practical perspectives this book unpacks and explores drama s intrinsically entwined relationship with society more comprehensively and critically Chapters gather together and develop a range of theoretical understandings of social justice in applied drama in the first part of the book which are then used to frame and inform more focused discussions of drama research and practice in the second Contributors move beyond practical understandings of drama for empowerment or development in order to engage with the philosophy of praxis the interconnected and symbiotic nature of theory derived from practice and practice derived from theory Including concrete examples from current research and practice in the field the book opens up a conversation on and counter narrative to perceptions of the nature and impact of applied theatre and drama education on social justice Drama and Social Justice will be key reading for postgraduate students academics researchers and field based practitioners in the areas of applied drama and theatre education and youth work and social justice and the social sciences A Liberal Education Brendan Apfeld, Emanuel Coman, John Gerring, Stephen Jessee, 2024-01-18 An innovative and comprehensive account of the modern university s impact on social and political attitudes The Pedagogy of Business Schools Clayton Davies, 2023-11-25 This book is a demonstration of how the interpretive phenomenology and hermeneutics of Hans Georg Gadamer can be applied to the study and practice of business pedagogy The application of Existential Hermeneutic Phenomenology EHP uncovered underlying themes and essences that crossed internal pedagogical differences and debates within the Business Academy This book has an implication for personal pedagogical practice as the essences uncovered by the research create indicators of action for professional educators Also the development of this form of Existential Hermeneutic Phenomenological demonstrates how the reflective techniques informed by Gadamer's hermeneutics can be used to enhance the process of discursive exchange amongst key stakeholders in the evolution of Business pedagogy There have been many books written on the principles and practices of business pedagogy but none have examined this from a phenomenological perspective The

book gives a suggested template in which the interpretive phenomenology of Gadamer can be used to conduct research into the themes and essences that underpin key relationships in this field Books that examine this technique in other academic disciplines are also rare Responsible Management of Shifts in Work Modes – Values for a Post Pandemic Future, Volume 1 Kemi Ogunyemi, Adaora I. Onaga, 2022-09-26 Considering the organisations that have borne the impact of the changes and the challenges to the health sector Responsible Management of Shifts in Work Modes Values for a Post Pandemic Future Volume 1 unpacks what responsible management means explores future adaptions to heighten responsibility and proffers recommendations

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