

Nafsa 2015 Application Forms

Your must-have resource on the law of higher education Written by recognized experts in the field, the latest edition of *The Law of Higher Education* offers college administrators, legal counsel, and researchers with the most up-to-date, comprehensive coverage of the legal implications of administrative decision making. In the increasingly litigious environment of higher education, William A. Kaplin and Barbara A. Lee's clear, cogent, and contextualized legal guide proves more and more indispensable every year. Two new authors, Neal H. Hutchens and Jacob H Rooksby, have joined the Kaplin and Lee team to provide additional coverage of important developments in higher education law. From hate speech to student suicide, from intellectual property developments to issues involving FERPA, this comprehensive resource helps ensure you're ready for anything that may come your way. Includes new material since publication of the previous edition Covers Title IX developments and intellectual property Explores new protections for gay and transgender students and employees Delves into free speech rights of faculty and students in public universities Expands the discussion of faculty academic freedom, student academic freedom, and institutional academic freedom If this book isn't on your shelf, it needs to be.

Student retention has become a difficult issue within higher education. As such, it is imperative to examine the causes, as well as provide educators with strategies to implement to improve retention rates. *Critical Assessment and Strategies for Increased Student Retention* is a pivotal reference source for the latest progressive research on a variety of current student success and attendance perpetuation issues. Featuring a broad range of coverage on a number of perspectives and topics, such as academic performance, counseling, and culture, this publication is geared towards practitioners, academicians, and researchers interested in understanding the difficulties with maintaining student retention.

The book explores the journey of 10 international students to better understand their experiences at a U.S. educational institution and how they constructed and revealed these experiences in this particular socio-academic space. The study features a series of three interviews during the semester that the participants were enrolled in a mainstream first-year writing course; their stories not only capture their experiences but reveal inspiring stories that "give voice" to students outside the dominant cultural and linguistic community. This study raises questions about how to support international students: In what ways can it inform our practices and policies relative to the internationalization of education and the development of global perspectives and competencies? What does it reveal that could impact daily instruction of L2 writing, particularly when it comes to international students' need to meet the expectations of "university-level writing" in U.S. institutions of higher education? On an individual level, what can we learn from these students and about ourselves as a result of our interactions?

Grounded in research and theory, *Internationalizing US Student Affairs Practice* presents an inclusive framework for enhancing the intercultural competencies of practitioners, students, and faculty in institutions of higher education. This cutting-edge book explores how student affairs practitioners are well positioned to integrate internationalization strategies across student affairs divisions and functions. Each chapter intentionally incorporates theories and literature from higher education and student affairs disciplines infused with international and multicultural education. "Promising Practices"—case studies written and submitted by practitioners around the world—appear throughout the book to demonstrate practical applications in non-US settings. The strategies in this book help student affairs practitioners enhance the intercultural development of support programs and services, all without leaving the home campus.

Education Abroad and the Undergraduate Experience

Journal of International Students, 2018(4)

Identities, Relationships and Languages in Migration

World Class

The Wiley Handbook of Social Studies Research

The Michiana Potters

An Intercultural and Inclusive Framework

With over 600 signed entries, The SAGE Encyclopedia of Higher Education demonstrates the impact higher education has had on global economies and universities across the world.

Topics include: • students burdened with higher tuition fees • departments expected to produce courses and research that have clear and demonstrable social impact • what the university is and how it meets social and business requirements *This encyclopedia touches on all aspects of higher education through:* • key concepts • debates • approaches • schools of thought on higher education • role of universities *As an interdisciplinary field, these volumes will prove to be an essential resource for students and researchers in education, sociology, politics and other related fields across the humanities and social science disciplines.*

This volume provides educators with a global understanding of the challenges associated with equity and inclusion in higher education, and it provides evidence-based strategies for addressing the challenges associated with implementing equity and inclusion at higher education institutions around the world.

"The syndicated columnist teams up with an expert on the effect of foreign labor on technology workers to challenge popular misconceptions about foreign labor and reveal corrupt practices that are undermining America's high-skill workbase,"--NoveList.

Your must-have resource on the law of higher education Written by recognized experts in the field, the latest edition of *The Law of Higher Education, Vol. 2* offers college administrators, legal counsel, and researchers with the most up-to-date, comprehensive coverage of the legal implications of administrative decision making. In the increasingly litigious environment of higher education, William A. Kaplin and Barbara A. Lee's clear, cogent, and contextualized legal guide proves more and more indispensable every year. Two new authors, Neal H. Hutchens and Jacob H Rooksby, have joined the Kaplin and Lee team to provide additional coverage of important developments in higher education law. From hate speech to student suicide, from intellectual property developments to issues involving FERPA, this comprehensive resource helps ensure you're ready for anything that may come your way. Includes new material since publication of the previous edition Covers Title IX developments and intellectual property Explores new protections for gay and transgender

students and employees Delves into free speech rights of faculty and students in public universities Expands the discussion of faculty academic freedom, student academic freedom, and institutional academic freedom Part of a 2 volume set If this book isn't on your shelf, it needs to be.

Handbook of Teaching and Learning in Tourism

Exemplar Programming in Higher Education

Academic Language and Learning Support Services in Higher Education

Bridging Research and Practice

Look Before Leaping

International Perspectives on Equity and Inclusion

The World-Class University and Repurposing Higher Education

Co-published with NACADA. Changes on college and university campuses have echoed changes in U.S. popular culture, politics, and religion since the 1970s through unprecedented visibility of LGBTQA persons and issues. In the face of hostile campus cultures, LGBTQA students rely on knowledgeable academic advisors for support, nurturance, and the resources needed to support their persistence. This edited collection offers theoretical understanding of the literature of the field, practical strategies that can be implemented at different institutions, and best practices that helps students, staff, and faculty members understand more deeply the challenges and rewards of working constructively with LGBTQA students. In addition, allies in the field of academic advising (both straight/cis-identified and queer) reflect on becoming an ally, describe obstacles and challenges they have experienced and offer advice to those seeking to deepen their commitment to ally-hood.

Co-published with AIEA International higher education has evolved, in some respects dramatically, in the decade since publication of the first edition of this handbook. The new issues, trends, practices and priorities of research that evolved over this time have in some instances been transformed by one of the most dynamic and tumultuous periods in the history of international higher education, brought on by the pandemic, a re-emergence of nationalism, and the recognition of the power imbalances between the developed economies and the global south, and racial inequities within and across borders. This new edition addresses the myriad changes across all aspects of international education, each chapter addressing to the extent possible the reality of the present in which they were written and offering some insights for the future. While updating a number of chapters from the first edition, it also includes a preponderance of new chapters written by contributors representing wider and more diverse backgrounds. In keeping with the first edition, the overall message is that the internationalization of higher education has a vital role to play in a world that is more interconnected than ever before. Recognizing changing economic, geopolitical, climatic, and public health issues, as well as the importance of international and cross-cultural collaboration to address global problems, this handbook offers a comprehensive range of models, data and ideas to stimulate new directions in the conception and practice of international education. This edition reflects today's concerns around inclusion, diversity and equity, and how international education is being changed by issues such as decolonization, the focus on learning outcomes, the impact of digital tools to enhance access and learning and collaboration such a virtual exchange, competition for resources, risk, new patterns of mobility, and new models such as joint programs and qualifications. As with the first edition, the chapters often intentionally pair scholars and practitioners from different parts of the world, and include text boxes that highlight concrete institutional, national, or regional experiences, providing diverse voices and perspectives from around the world. This comprehensive new edition provides ideas, concepts, theories and practical ideas from around the world for those seeking to enhance the quality of the three core functions of higher education: teaching, research and service to society. It constitutes an essential resource for everyone involved in the delivery of international education and in determining its future direction. Summary of Contents Maintaining a similar structure of the first edition, this revised Handbook is comprised of four sections. The first section includes five chapters that address national, regional and international frameworks and contexts. The second addresses key aspects of internationalization at the strategy level, covering leadership, institutional strategies, outcomes assessment, resources and financing, risk management, and institutional linkages and partnerships. The third describes core functions of internationalization, addressing intercultural competence development, the internationalization of the curriculum, teaching and learning, virtual exchange, international

perspectives on the work of student affairs professionals, student engagement, engaging staff and faculty, the internationalization of research and finally, and a chapter on serving communities.

Millions of students seek short- and long-term study abroad options every year, and this trend is a key illustration of the internationalization of higher education. Because a global perspective has become mandatory in the largely globalized workforce, many institutions look to study abroad programs to prepare their students. This outbound mobility has the potential to contribute to greater understanding between cultures, countries, and individuals. The Handbook of Research on Study Abroad Programs and Outbound Mobility offers a comprehensive look into motivations for and opportunities through all forms of outbound mobility programs. By providing empirically-based research, this publication establishes the benefits, difficulties, and rewards of building a framework to support international students and programs. It is an invaluable resource for academics, students, policy makers, course developers, counselors, and cross-cultural student advisors.

This comprehensive Handbook provides an international perspective on contemporary issues and future directions in teaching and learning in tourism. Key topics include assurance of learning, development of skills, learning in the field, work integrated learning, sustainability and critical studies, internationalisation, technology enabled learning, links between teaching and research, and graduate student supervision. Within these topics attention is devoted to the discussion of curriculum, pedagogy, assessment, students, educators and trends and issues. The Handbook provides a valuable resource for understanding teaching and learning theory and practice in tourism.

Conflict Zone, Comfort Zone

Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction

Implausible Dream

Journal of International Students, 2016 Vol. 6(4)

Reconstructing our Relationship with Education

International Students in First-Year Writing

Ethics, Pedagogy, and Effecting Change in Field-Based Courses

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education.

Registering for courses, securing financial aid, developing strong study skills, and mastering difficult course material are just a few of the wide variety of obstacles that college students must overcome on their path to graduation. Beyond inadequate academic preparation, first-generation college students may not be able to rely on family or friends for advice about higher education and thus face the additional burden of constructing a support network of mentors and advisors. Without suitable advice and counseling, these students may make decisions that adversely affect their circumstances—and thus, their education. Academic Language and Learning Support Services in Higher Education is an essential scholarly resource that examines the quality, organization, and administration of academic advisement and academic support systems for college and university students that connect them to the academic community and foster an appreciation of lifelong learning. Featuring a wide range of topics such as enrollment services, professional developments, and service learning, this text is ideal for academicians, academic advisers, mentors, curriculum designers, counsellors, administrators, higher education faculty, policymakers, researchers, and graduate students.

Understand the needs and contributions of international students. The increase in the number of international students attending English-dominant schools brings benefits as well as challenges for institutions. Shapiro, Farrelly, and Tomáš provide a lively, informative discussion that answers the questions instructors commonly ask when seeking to ensure success for these students: What do I do to help students be successful in U.S. academic culture? How can I ensure that the content for my course is comprehensible to students who are still learning English? How do I design assignments and assessments that are fair while still acknowledging the difficulty of doing academic work in a second or foreign language? How might I treat international students as a linguistic

and cultural asset in the classroom, and help them to become institutionally integrated? This best-selling book is filled with anecdotes, reflection questions, strategies, resources, and activities that can easily be adapted to curricula in various disciplines and provide instructors, as well as academic advisors and administrators, with tools for responding to common classroom challenges. – Back cover.

The idea of the professional who bridges both research and practice has been largely overlooked and at times even disregarded by the academic and administrative structures that govern activity in higher education today. In international higher education, the number of students who now engage in mobility and exchange has expanded globally, along with the administrative cadre that manages all facets of internationalization, and the quickly growing scholarly attention to understanding the phenomenon. In this process, two distinct professional categories have emerged: those who ‘study it’ and those who ‘do it’ – the scholars and the practitioners. Practitioners are seen as those who manage the daily logistical flow of students and personnel around the globe, while scholars are seen as those who conduct research, collect and analyze data, and publish findings to inform, improve, and justify the activity. Yet this dichotomy is overly simplistic, outdated, and excludes the large and growing class of hybrid scholar-practitioners who now engage regularly in both kinds of activity. It is this rapidly growing population of bridge builders that are profiled and discussed in this book through critical essays on the notion of the scholar-practitioner and its implication for the further development of international higher education. The chapters include detailed analyses from university faculty, senior international officers and other high-level administrators, directors of research centers, key leaders from influential professional associations and private organizations, managers of study abroad and exchange, and graduate students. This book launches a much-needed dialogue about the perception and reality, potential and promise, of the scholar-practitioner in higher education today. It will be of relevance to a wide variety of readers, from those within universities and organizations to those who are outside observers of higher education.

Promoting Inclusion in Education Abroad

A Handbook of Research and Practice

Institutional pathways to success

The Rise of China-U.S. International Cooperation in Higher Education

Neo-nationalism and Universities

Challenges and Opportunities

A Guide to Practitioner Research in Education

Look before Leaping merges court trends and cases, experts’ first-hand accounts and recommendations of best practices, currently used risk-averting documents, and essential texts to bring a comprehensive study of the most common risks, liabilities, and needed repair for study abroad in higher education. As the title implies, too often students and program leaders jump into study abroad without adequately knowing the risks involved; the results can be tragic, even deadly. Unfortunately, ill-trained, negligent program leaders contribute to the mayhem, and legal ramifications frequently follow. At present, study abroad is experiencing its greatest growth ever. With this phenomenon more mishaps and lawsuits are occurring, demanding an increasing duty of care to manage programs. This book is produced for experts who design and lead study abroad, and for participants who desire the safest, most educational experiences overseas. Each has a duty to be scrupulous, or to “look before leaping” into study abroad. This book is designed to armor both for possible overseas risks, and give them preparedness to work through potential threats that may be faced.

Co-published with While education abroad - including studying, volunteering, researching, and interning abroad - is increasingly emphasized as a critical factor in preparing undergraduates for a globally interconnected world, diversifying the pool of participants in such activities has proven challenging. Framed within the concept of "inclusive excellence" with the objective of promoting diversity, inclusion, and equity in higher education as foundational to educational excellence, the contributors present research and practices that have been proven successful in improving participation among groups of students traditionally underrepresented in education abroad. Broader participation in education abroad programming has been a perennial concern at numerous higher education institutions in the U.S., having prompted countless discussions in professional organizations and across campuses among faculty, staff, and students. Many have come to recognize that overseas opportunities are no longer a luxury and instead are a necessity for job seekers entering a more diverse, globally interconnected workplace. The volume offers a combination of research-based chapters and case studies from leading experts on the barriers that disproportionately impact specific groups of students, including: students with disabilities; first-generation college students; undocumented students; racial and ethnic minorities; science, technology, engineering, and mathematics (STEM) majors; and males. The authors illuminate the issues which may inhibit education abroad participation, from individual to institutional, and present strategies reflecting a broad range of institutional contexts, resources, and needs. While there has been significant discussion and action to promote broader inclusion in education abroad, this is the first volume focusing on research and practice to achieve these ends, and is intended as a critical resource for practitioners and scholars alike.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international

education. More at www.ojed.org/jis

This book dives into student development theory, unpacking key foundational and emergent theories of college student development while providing contemporary examples and application. Helping aspiring higher education and student affairs practitioners grasp and use theories holistically, this important text brings to life theoretical knowledge to enhance the development and learning of college and university students. Showcasing a diversity of programs, practices, and services across a variety of institutional types, *Applying Student Development Theories Holistically* demonstrates how professionals are intertwining the science of theory with the art of practice in multidimensional, holistic ways.

Intercultural Horizons Volume IV

Sludge

Critical Perspectives and Approaches to Integration with Student Learning and Development

Handbook of Research on Study Abroad Programs and Outbound Mobility

Transformation and Empowerment through Education

Applying Student Development Theories Holistically

Views from the Field

*By taking students out of their comfort zone, field-based courses—which are increasingly popular in secondary and postsecondary education—have the potential to be deep, transformative learning experiences. But what happens when the field in question is a site of active or recent conflict? In *Conflict Zone, Comfort Zone*, editors Agnieszka Paczyńska and Susan F. Hirsch highlight new approaches to field-based learning in conflict zones worldwide. As the contributors demonstrate, instructors must leave the comfort zone of traditional pedagogy to meet the challenges of field-based education. Drawing on case studies in the United States and abroad, the contributors address the ethical considerations of learning in conflict zones, evaluate the effectiveness of various approaches to teaching these courses, and provide guidelines for effecting change. They also explore how the challenges of field-based classes are magnified in conflict and postconflict settings, and outline the dilemmas faced by those seeking to resolve those challenges. Finally, filling a crucial gap in existing literature, the contributors identify best practices that will assist aspiring instructors in developing successful field-based courses in conflict zones. Contributors: Daniel R. Brunstetter, Alison Castel, Gina M. Cerasani, Alexander Cromwell, Maryam Z. Deloffre, Sandi DiMola, Leslie Dwyer, Eric Hartman, Pushpa Iyer, Allyson M. Lowe, Patricia A. Maulden, rj nickels, Anthony C. Ogden, Jennifer M. Ramos, Lisa E. Shaw, Daniel Wehrenfennig*

*In each chapter of *The Rise of China-U.S. International Cooperation in Higher Education: Views from the Field*, scholars, leaders, and practitioners describe the theoretical and practical implications of partnerships between higher education institutions in China and the U.S.*

*A new pottery tradition has been developing along the border of northern Indiana and southern Michigan. Despite the fact that this region is not yet an established destination for pottery collectors, Michiana potters are committed to pursuing their craft thanks to the presence of a community of like-minded artists. *The Michiana Potters*, an ethnographic exploration of the lives and art of these potters, examines the communal traditions and aesthetics that have developed in this region. Author Meredith A. E. McGriff identifies several shared methods and styles, such as a preference for wood-fired wares, glossy glaze surfaces, cooler colors, the dripping or layering of glazes on ceramics that are not wood-fired, the handcrafting of useful wares as opposed to sculptural work, and a tendency to borrow forms and decorative effects from other regional artists. In addition to demonstrating a methodology that can be applied to studies of other emergent regional traditions, McGriff concludes that these styles and methods form a communal bond that inextricably links the processes of creating and sharing pottery in Michiana.*

*How we became so burdened by red tape and unnecessary paperwork, and why we must do better. We've all had to fight our way through administrative sludge--filling out complicated online forms, mailing in paperwork, standing in line at the motor vehicle registry. This kind of red tape is a nuisance, but, as Cass Sunstein shows in *Sludge*, it can also also impair health, reduce growth, entrench poverty, and exacerbate inequality. Confronted by sludge, people just give up--and lose a promised outcome: a visa, a job, a permit, an educational opportunity, necessary medical help. In this lively and entertaining look at the terribleness of sludge, Sunstein explains what we can do to reduce it. Because of sludge, Sunstein, explains, too many people don't receive benefits to which they are entitled. Sludge even prevents many people from exercising their constitutional rights--when, for example, barriers to voting in an election are too high. (A Sludge Reduction Act would be a Voting Rights Act.) Sunstein takes readers on a tour of the not-so-wonderful world of sludge, describes justifications for certain kinds of sludge, and proposes "Sludge Audits" as a way to measure the effects of sludge. On balance, Sunstein argues, sludge infringes on human dignity, making people feel that their time and even their lives don't matter. We must do better.*

One Mother's Journey Halfway Around the Globe in Search of the Best Education for Her Children

International Higher Education's Scholar-Practitioners

What Stops Us from Getting Things Done and What to Do about It

The Law of Higher Education, A Comprehensive Guide to Legal Implications of Administrative Decision Making

Fostering International Student Success in Higher Education

The Law of Higher Education

Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students

Although many countries have created effective strategies to recruit more international students due to proven economic and social benefits, recruiting international students as a field of research lacks coherence. Filling this gap, this book provides a holistic and comprehensive overview of this emerging research area.

Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first-hand, in-service and pre-service educators are better prepared to address diversity issues within their classrooms. *The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers* highlights program developments geared towards pre-service and in-service teachers. Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs, this

publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.

This book presents the latest on the theoretical approach of the contemporary issues evolved in strategic marketing and the integration of theory and practice. It seeks to make advancements in the discipline by promoting strategic research and innovative activities in marketing. The book highlights the use of data analytics, intelligence and knowledge-based systems in this area. In the era of knowledge-based economy, marketing has a lot to gain from collecting and analyzing data associated with customers, business processes, market economics or even data related to social activities. The contributed chapters are concerned with using modern qualitative and quantitative techniques based on information technology used to manage and analyze business data, to discover hidden knowledge and to introduce intelligence into marketing processes. This allows for a focus on innovative applications in all aspects of marketing, of computerized technologies related to data analytics, predictive analytics and modeling, business intelligence and knowledge engineering, in order to demonstrate new ways of uncovering hidden knowledge and supporting marketing decisions with evidence-based intelligent tools. Among the topics covered include innovative tourism marketing strategies, marketing communications in small and medium-sized enterprises (SMEs), the use of business modeling, as well as reflecting on the marketing trends and outlook for all transportation industry segments. The papers in this proceedings has been written by scientists, researchers, practitioners and students that demonstrate a special orientation in strategic marketing, all of whom aspire to be ahead of the curve based on the pillars of innovation. This proceedings volume compiles their contributions to the field, highlighting the exchange of insights on strategic issues in the science of innovation marketing.

Why the paradigm of the world-class university is an implausible dream for most institutions of higher education Universities have become major actors on the global stage. Yet, as they strive to be “world-class,” institutions of higher education are shifting away from their core missions of cultivating democratic citizenship, fostering critical thinking, and safeguarding academic freedom. In the contest to raise their national and global profiles, universities are embracing a new form of utilitarianism, one that favors market power over academic values. In this book, James Mittelman explains why the world-class university is an implausible dream for most institutions and proposes viable alternatives that can help universities thrive in today’s competitive global environment. Mittelman traces how the scale, reach, and impact of higher-education institutions expanded exponentially in the post-World War II era, and how the market-led educational model became widespread. Drawing on his own groundbreaking fieldwork, he offers three case studies—the United States, which exemplifies market-oriented educational globalization; Finland, representative of the strong public sphere; and Uganda, a postcolonial country with a historically public but now increasingly private university system. Mittelman shows that the “world-class” paradigm is untenable for all but a small group of wealthy, research-intensive universities, primarily in the global North. Nevertheless, institutions without substantial material resources and in far different contexts continue to aspire to world-class stature. An urgent wake-up call, *Implausible Dream* argues that universities are repurposing at the peril of their high principles and recommends structural reforms that are more practical than the unrealistic worldwide measures of excellence prevalent today.

Critical Assessment and Strategies for Increased Student Retention

Journal of International Students 2016 Vol 6 Issue 4

Contexts for Diversity and Gender Identities in Higher Education

Strategic Innovative Marketing

4th IC-SIM, Mykonos, Greece 2015

Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers

The SAGE Encyclopedia of Higher Education

This book is a guide to research methods for practitioner research. Written in friendly and accessible language, it includes numerous practical examples based on the authors' own experiences in the field, to support readers. The authors provide information and guidance on developing research skills such as gathering and analysing information and data, reporting findings and research design. They offer critical perspectives to help users reflect on research approaches and to scrutinise key issues in devising research questions. This book is for undergraduate and postgraduate students, teachers and practitioners in practitioner research development and leadership programmes. The team of authors are all within the School of Education at the University of Glasgow and have significant experience of working with practitioner researchers in education.

Transformation and Empowerment through Education challenges the normalisation of Western discourses as the optimal choice for empowering education. The book aims to reconstruct our relationship with education and employs contemporary theories in order to understand some of the most persistent phenomena in contemporary education and its role in our lives. Written by professionals with experience of a wide range of academic and institutional conventions and traditions, and from diverse ethnocultural backgrounds, this book effectively presents a global perspective on educational practices, both inside and outside the classroom. The range of topics covered includes equity, access, inclusivity, social justice, leadership and the internationalisation of teaching. This book, based on empirical studies using key methodologies, is ideal for academics and postgraduate researchers interested in critical pedagogy, educational studies and educational linguistics, as well as educators and policymakers around the world.

"This book offers the first significant examination of the rise of neo-nationalism and its impact on the missions, activities, behaviors, and productivity of leading national universities. This book also presents the first major comparative exploration of the role of national politics and norms in shaping the role of universities in nation-states, and vice versa, and discusses when universities are societal leaders or followers-in promoting a civil society, facilitating talent mobility, in researching challenging social problems, or in reinforcing and supporting an existing social and political order"--

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

Manual for developing intercultural competencies

The Handbook of International Higher Education

Populists, Autocrats, and the Future of Higher Education

Risks, Liabilities, and Repair of Study Abroad in Higher Education

Internationalizing US Student Affairs Practice

Global Perspectives and Local Challenges Surrounding International Student Mobility

How High-Tech Billionaires & Bipartisan Beltway Crapweasels Are Screwing America's Best & Brightest Workers

Over the last few decades, the use of virtual technologies in education, including foreign/second language instruction, has developed into a substantial field of study. Through virtual technologies, language learners can develop metacognitive and metalinguistic skills, and they can practice the language by interacting with real/virtual users or virtual objects, a very important issue for language learners who have no or little contact with native or target language speakers outside the classroom. Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction provides emerging research exploring the theoretical and practical aspects of virtual technologies and applications in engaging language learners both within and outside the classroom. Featuring coverage on a broad range of topics such as game-based learning, online classrooms, and learning management systems, this publication is ideally designed for academicians, researchers, scholars, educators, graduate-level students, software developers, instructional designers, linguists, and education administrators seeking current research on how virtual technologies can be utilized and interpreted methodologically in virtual classroom settings.

This book is a timely insight into the internationalization of higher education institutions. The internationalization of higher education is a global phenomenon, but with substantial variation in how it is made operational in individual institutions. Comprehensive Internationalization focuses on desirable practices in institutions and their actual approaches to implement a more integrated, strategic, or comprehensive global engagement across their core missions: teaching, research, and service. Part I of the book investigates a wide range of issues governing the internationalization of institutions: Outlining the origins, meaning and evolution toward more strategic and comprehensive forms of internationalization; building an understanding of the meanings of comprehensive internationalization, as well as common aspirations, when linked to different types of institutions; understanding the rationales and motivations for internationalization and intended results; creating an institutional vision and culture to support comprehensive internationalization; and implementing key strategies for successful internationalization in terms of practical actions and programs and results, including identifying and ameliorating barriers, engaging organizational change, assessing outcomes, and obtaining resources. Part II of the book offers case stories from institutions across the globe which describe varying pathways toward more comprehensive internationalization. Institutions were chosen to reflect the diversity of higher education and approaches to internationalization. An analysis of the cases uncovers similarities and differences, as well as common lessons to be learned. With contributions from mainland Europe, Australia, the USA, the UK, Latin America, Singapore and South Africa, the global application of the book is unparalleled. Comprehensive Internationalization will be of vital interest to a wide variety of higher education institutional leaders and managers as they address the problems and solutions for institutional internationalization available to them in a rapidly changing educational world and a 21st Century global environment.

As one of the fastest growing trends in higher education, study abroad programs are having a critical impact on the educational landscape. While international study programs generate more revenue and promote campus diversity, there are several challenges that must be considered when integrating non-native students into native universities. Global Perspectives and Local Challenges Surrounding International Student Mobility explores comparative research regarding the implementation of effective strategies needed when working with native and non-native individuals in educational settings. Offering perspectives from international student experiences, as well as views on current mobility trends, immigration policies, and challenges with cultural expectations, this publication will be a critical source for educators, policymakers, and university staff who interact with international students.

Co-published with NAFSA. This volume focuses on two questions. First, how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape, rather than as time away from their education and as a commodity to be consumed? Second, how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences? The volume argues that learning abroad be positioned within the work of the larger institution and students' overall education. Organized within three sections, this volume makes the case that learning abroad must be positioned within the work of the larger institution and students' overall education. In doing so, it questions many current assumptions and stimulates thinking about the power of an integrative approach to

education abroad to lead to lasting educative value. An integrative approach requires that students be afforded multiple opportunities and ongoing support to draw connections with their learning abroad with other dimensions of their undergraduate education. Chapters cover topics such as the additive value of integrating multiple HIPs with education abroad to span disciplinary boundaries and promote an array of soft or operational skills; the importance of maintaining the disruptive quality of the encounter with the foreign to enrich study at home; issues of commodification and reciprocity; increasing access to study abroad to community college--particularly adult--populations; facilitating students' social and intellectual development, identity formation, and reflective practice; rethinking orientation programming to emphasize the continuity of learning pre-, during- and post-education abroad; asking fundamental questions about the purpose of education abroad to rethink assessment and its purposes; the faculty role in the internationalization of the curriculum; and developing more intentional relationships with in-field partners and international educational organizations to more effectively connect learning abroad with other dimensions of undergraduate education. For everyone involved in international education – whether SIOs, faculty, department chairs or deans – the critical questions and new perspectives offered here will inform and shape the growing movement to integrate education abroad with the overall undergraduate experience.

Sold Out

Global Perspectives on Recruiting International Students

A Journey Through Socio-Academic Space

Comprehensive Internationalization

Art, Community, and Collaboration in the Midwest

story circles

This volume originates from the fourth and fifth Intercultural Horizons conferences, held in New York and Sardinia, respectively. It reflects a diverse array of research, case studies and theoretical reflections on intercultural studies, civic engagement and varied perspectives on migration issues in the Mediterranean region. The book will be of interest to a broad audience both within and beyond academia, including researchers of intercultural education and communication, service-learning and related issues; college and university administrators responsible for intercultural and service-learning initiatives; and students enrolled in intercultural and service-learning courses. The papers within will also be useful to persons who serve as intercultural mediators, including trainers and coaches involved in intercultural studies in business and other non-academic settings.

“An upbeat chronicle of [Clavel’s] children’s school experiences in Hong Kong, Shanghai, and Tokyo...[offering] advice about vetting schools and enriching children’s education.”
—Kirkus Reviews *“An intriguing volume on the differences in global education.”* —Library Journal *A must-read firsthand exploration of why Asian students are outpacing their American counterparts and how to help our children excel in today’s competitive world. When Teru Clavel had young children, she watched her friends and fellow parents vie for spots in elite New York City schools. Instead of losing herself in the intensive applications and interview process, Teru and her family moved to Asia, embarking on a decade-long journey through the public schools of Hong Kong, Shanghai, and Tokyo. These schools were low-tech and bare-bones, with teachers who demanded obedience and order. In Hong Kong, her children’s school was nicknamed The Prison for its foreboding facilities, yet her three-year-old loved his teachers and his nightly homework. In Tokyo, the students were responsible for school chores, like preparing and serving school lunches. Yet Teru was amazed to discover that her children thrived in these academically competitive cultures; they learned to be independent, self-confident, resilient, and, above all, they developed a deep love of learning. When the family returned to the States, the true culture shock came when the top schools could no longer keep up with her children. Written with warmth and humor, World Class is a compelling story about how to inspire children to thrive academically. “Studded with lists of useful tips about choosing schools and hiring tutors, for parents who must advocate for their children and supplement gaps in their educations” (Publishers Weekly) and an insightful guide to set your children on a path towards lifelong success.*