

1. Record Nr.	UNINA9910349332803321
Titolo	Transnational Higher Education in Computing Courses : Experiences and Reflections // edited by Jenny Carter, Clive Rosen
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030282516 3030282511
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (XIV, 249 p. 35 illus., 31 illus. in color.)
Disciplina	371.33
Soggetti	Educational technology Education - Data processing International education Comparative education Education, Higher Science - Study and teaching Digital Education and Educational Technology Computers and Education International and Comparative Education Higher Education Science Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part I: Principles -- 1. Bridging the Cultural Divide: Applying Critical Thinking in TNE Partnerships -- 2. The Challenges of Managing a Transnational Education Partnership -- 3. International Student Achievement in Computer Science -- 4. Sino-UK Educational Differences: the Impacts of Cultures and the Current Educational Curricular on Students in Computer Science -- 5. Revising ICT Programmes through Learning Outcome Alignment: A Practical Exercise in Belarusian Universities -- Part II: Supporting Students -- 6. Revising ICT Programmes through Learning Outcome Alignment: A Practical Exercise in Belarusian Universities -- 7. 'We all need culture awareness

and cultural affinity': the academics' view on Chinese students' academic transition into undergraduate studies in Britain -- 8.
Addressing Academic Misconduct in Transnational Education
Computing Courses.

Sommario/riassunto

There has been exponential growth in transnational education (TNE) in the last few years as UK universities have looked to expand their markets. Recipient countries have sought short cuts to developing their higher education provision which has proved a lucrative income stream for some universities. But overseas collaborations are not without risk. Recipient countries can be concerned with external influence over curricula, quality being diluted and higher education being infected by neo-imperialism. These concerns are not without foundation. There are risks for providers too. Reputations can be damaged if academic standards are compromised. Conflicts of interest can occur between quality of provision and the pot of gold on offer. Staff can view overseas collaborations as distracting from their research and commitment to home students. Computing is a particularly popular subject for TNE, but critical thinking, analysis, independent learning, and creativity can be compromised. Preventing plagiarism is difficult. Constant changes in technology result in constant curricula revision which causes severe problems for overseas collaborations. This book focuses on TNE in the computing domain. However cross-cultural issues challenge TNE management and administration whatever the subject area. If the ever present tensions are not continuously monitored they can quickly threaten the sustainability of the collaboration. This book identifies many of the threats and some of the solutions. The readership for this book is truly global. Any international development officer in higher education considering an overseas collaboration will benefit from this book. Any academic becoming engaged in, or already involved with a TNE partnership, either as provider or recipient, will gain information and insight into the practice and issues. Researchers in TNE will discover more lines of enquiry. Students considering a course with an overseas provider or in coming to the UK to study will be better prepared thereby enabling a more fulfilling and rewarding experience. Anyone who has an interest in TNE, whether at the senior executive level, operational level, delivering programmes or as a recipient of TNE should read this book. The wealth of experience gathered here will provoke questions, prompt debate and offer solutions. It has been written by people who know the issues, bear the scars and are happy to share their knowledge. It will greatly benefit future transnational collaborations.

2. Record Nr.	UNINA9910959782803321
Autore	Andrews Edward E. <1979->
Titolo	Native apostles : Black and Indian missionaries in the British Atlantic world // Edward E. Andrews
Pubbl/distr/stampa	Cambridge, Mass., : Harvard University Press, c2013
ISBN	9780674073494 0674073495 9780674073470 0674073479
Edizione	[1st ed.]
Descrizione fisica	1 online resource (336 p.)
Disciplina	266.0089/960171241
Soggetti	Missions - History Indigenous peoples Missionaries African American missionaries British - Atlantic Ocean Region - History United States History Colonial period, ca. 1600-1775 Great Britain Colonies America History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Apostles to the Indians -- The expansion of the indigenous missionary enterprise -- Slave preachers and Indian separatism -- A Black among Blacks -- Native evangelists in the Iroquoian borderlands -- Afro-Christian evangelism and Indian missions.
Sommario/riassunto	As Protestantism expanded across the Atlantic world in the seventeenth and eighteenth centuries, most evangelists were not white Anglo-Americans, as scholars have long assumed, but members of the same groups that missionaries were trying to convert. Native Apostles offers one of the most significant untold stories in the history of early modern religious encounters, marshalling wide-ranging research to shed light on the crucial role of Native Americans, Africans, and black slaves in Protestant missionary work. The result is a pioneering view of religion's spread through the colonial world. From New England to the Caribbean,

the Carolinas to Africa, Iroquoia to India, Protestant missions relied on long-forgotten native evangelists, who often outnumbered their white counterparts. Their ability to tap into existing networks of kinship and translate between white missionaries and potential converts made them invaluable assets and potent middlemen. Though often poor and ostracized by both whites and their own people, these diverse evangelists worked to redefine Christianity and address the challenges of slavery, dispossession, and European settlement. Far from being advocates for empire, their position as cultural intermediaries gave native apostles unique opportunities to challenge colonialism, situate indigenous peoples within a longer history of Christian brotherhood, and harness scripture to secure a place for themselves and their followers. *Native Apostles* shows that John Eliot, Eleazar Wheelock, and other well-known Anglo-American missionaries must now share the historical stage with the black and Indian evangelists named Hiacoomes, Good Peter, Philip Quaque, John Quamine, and many more.
