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Distillation; Connecting "E" With "O"; Designing a Plan; Feedback; Conclusion: Building the Narrative; References; 5 Promoting High-Impact Student Learning: Connecting Key Components of the Collegiate Experience; Mapping the Collegiate Learning Environment; Conditions Promoting Student Learning; Promoting Deep and Transformative Learning; High-Impact Educational Practices; Responsibility for Linking Undergraduate Learning; References; 6 Developing Learning in Faculty: Seeking Expert Assistance From Colleagues Faculty Learning From Faculty-Interprofessional Topics Providing Feedback; Delivering Bad News-Crisis Communication; Having Difficult Dialogues in the Classroom; Understanding How Students Learn and Work Together; Assessing Student Learning; Preparing Presentations: Visual Displays; Student Support: Offices, Centers, and Programs; Disability Student Services; Student Success Center; Writing Center; Center for Teaching and Learning; Conclusion; References; 7 Blended Learning as Transformational Institutional Learning; Strategic Approaches to Blended Learning; The Role of Technology The Role of Faculty The Role of Institutions; Blended Learning at Northern Arizona University; Blended Learning as a Strategy; References; 8 Constructing an Overarching Framework for Learning-Connecting the Dots; Key Issues in Organizational Learning; Breaking Tradition/Paradox of Organizational Culture; Moving Away From Quick Fixes and Easy Answers; Feedback and Reflection; Learning Infrastructure; The Importance of Intentionality; References; 9 Finding and Fostering Learning: What College and University Leaders Need to Know and What They Can Do Learning From the Perspective of College Leadership

Sommario/riassunto

Most research on learning tends to occur in silos based on stakeholder perspective. This volume seeks to break down these silos and draw together scholars who research learning from different perspectives to highlight commonalities in learning for students, faculty, and institutions. When we understand how learning is experienced across the institution, we can develop strategies that help support, enhance, and reinforce learning for all. Exploring what it means to bridge learning across the institution, this volume provides a roadmap to improve learning for all. Both scholarly and pra
