

1. Record Nr.	UNINA9910463188003321
Titolo	The community college in a global context [[electronic resource] /] / Tod Treat, Linda Serra Hagedorn, editors
Pubbl/distr/stampa	San Francisco, : Jossey-Bass, 2013
ISBN	1-118-72021-0 1-118-72014-8
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (141 p.)
Collana	New directions for community colleges, , 0194-3081 ; ; no. 161 (Spring 2013)
Altri autori (Persone)	TreatTod HagedornLinda Serra
Disciplina	378.3 378/.1
Soggetti	Community colleges International education Education, Higher - International cooperation Electronic books.
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	Title page; Copyright page; Contents; Editors' Notes; 1: Resituating the Community College in a Global Context; Community College International Education in Three Acts; Act One: Pre-9/11, a Spiky World.; Act Two: Post-9/11, a Flat World.; Act Three: The Post Flat World.; 2: Building Support for Internationalization Through Institutional Assessment and Leadership Engagement; History of Community College Internationalization; A Model of Institutional Internationalization for Community Colleges; Framework for Comprehensive Internationalization; Pre-Interest Phase.; Seeking Phase. Building Phase.Reaching Phase.; Innovative Phase.; Local Variations of the Model; Leadership for Internationalization; Action Steps for Boards of Trustees and Executive Leadership; Step One: Establish Institutional Baseline.; Step Two: Review and Discuss the Assessment.; Step Three: Develop the Strategic Plan.; Step Four: Commit and Engage.; An Engaged and Supportive Board.; Summary; 3: International Students as a Resource for Achieving Comprehensive Internationalization; Defining

Comprehensive Internationalization; A National Call to Action  
The Competitive Advantage: The President, Plan, and Chief  
International OfficerThe Tipping Point.; Money Matters.; The Talent  
Search.; Exploit the Plus Two.; Creating a Culture of Evidence; Final  
Thoughts; 4: Internationalization and Faculty-Led Service Learning;  
Community College Internationalization; Internationalization at  
Madison College; Leveraging Regional Consortia.; Staffing and  
Institutional Capacity.; Assessment and Continuous Improvement.;  
External Funding.; Faculty-Led Field Studies and Service Learning  
Programs.; Capacity Building for Study-Abroad Training Program.  
Walking the Talk of Experiential Learning ModelsLessons From  
Experiential Learning Theory.; Experiential Learning in Costa Rica.;  
Assessment Results.; Conclusions; 5: Transforming International  
Education Through Institutional Capacity Building; Faculty  
Development; Experiential Professional Development: Early Days;  
Development as a Tool for Internationalization; Consortium Initiatives;  
International Students; New Capacity; Conclusion; 6: Strategic  
Partnerships in International Development; Analytic Framework  
Principles for Effective Strategic Partnerships: Reducing Knowledge  
Gaps in International Development PartnershipsTrust.; Partnership  
Goals and Assessment.; Communication and Alignment.; Cross-  
Cultural Sustainability.; Learning From Experience and Implementing  
Improvements; Assessing Strategic Partnerships in International  
Development; Community College Partnerships; Recommendations for  
Successful Community College International Strategic Partnerships;  
Conclusion; 7: The History and Future of Community Colleges in  
Vietnam; The Higher Education Situation in Vietnam  
Background Information on the Vietnamese National Educational  
System.

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Sommario/riassunto

The community college is poised to contribute beyond its own  
community to across the world. To do so-to advance the work for the  
betterment of students and communities-it must engage  
internationally while building capacity. Recognizing the growing  
importance of educating students in a globalized world, this volume  
explores the community college in an international context. It  
addresses global ideals, values, competencies, and understanding in a  
local context and shows: How individual community colleges have  
internationalizedHow models and partnerships can aid progr

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2. Record Nr.	UNINA9910512206403321
Autore	Mayall Berry
Titolo	You Can Help Your Country : English children's work during the Second World War // Berry Mayall, Virginia Morrow
Pubbl/distr/stampa	London : , : UCL Press, , 2020 ©2020
Descrizione fisica	1 online resource (xv, 259 pages) : illustrations
Disciplina	531.55
Soggetti	War wounds
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preface to the revised edition -- 1. Starting points -- 2. Children in social thought between the wars -- 3. Earners or learners? Work and school 1900-1939 -- 4. Children in wartime -- 5. Younger children's work: Doing their bit -- 6. Bringing in the harvest -- 7. Older children's work: Serving their country -- 8. Children in organisations: Working for freedom -- 9. Closing points -- Appendix : School histories -- References -- Index.
Sommario/riassunto	First published in 2011, <i>You Can Help Your Country: English children's work during the Second World War</i> reveals the remarkable, hidden history of children as social agents who actively participated in a national effort during a period of crisis. In praise of the book, Hugh Cunningham, celebrated author of <i>The Invention of Childhood</i> , wrote: 'Think of children and the Second World War, and evacuation comes immediately to mind. Berry Mayall and Virginia Morrow have a different story to tell, one in which all the children of the nation were encouraged to contribute to the war effort. Many responded enthusiastically. Evidence from school magazines and oral testimony shows children digging for victory, working on farms, knitting comforts for the troops, collecting waste for recycling, running households. What lessons, the authors ask, does this wartime participation by children have for our own time? The answers are challenging.'