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Titolo	Linked courses for general education and integrative learning : a guide for faculty and administrators // edited By Margot Soven [and three others] ; foreword by Betsy Barefoot
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Nota di contenuto	Cover Page; Title Page; Copyright Page; Dedication; CONTENTS; FOREWORD; INTRODUCTION; PART ONE: LINKED COURSE PEDAGOGIES; 1. PAIRING COURSES TO BENEFIT STUDENT LEARNING; 2. LINKED CONTENT COURSES; 3. DOUBLE ENTRY; 4. MULTIPLE MAJORS, ONE WRITING CLASS; PART TWO: LINKED COURSE PROGRAMS; 5. THE SCIENCE OF FIRST-YEAR LEARNING COMMUNITIES; 6. IMPLEMENTING A LINKED COURSE REQUIREMENT IN THE CORE CURRICULUM; 7. ACADEMIC PARTNERSHIPS WITH RESIDENTIAL LEARNING COMMUNITIES; 8. LEARNING COMMUNITIES IN THE NEW UNIVERSITY; PART THREE: ASSESSING LINKED COURSES 9. THE NUTS AND BOLTS OF EVALUATING LINKED COURSES 10. USING PROGRAM ASSESSMENTS AND FACULTY DEVELOPMENT TO DEEPEN STUDENT LEARNING; 11. LINKED COURSE ASSESSMENT; 12. CONSTANT RECONNAISSANCE; EDITORS AND CONTRIBUTORS; INDEX
Sommario/riassunto	Research indicates that of the pedagogies recognized as "high impact", learning communities - one approach to which, the linked course, is

the subject of this book - lead to an increased level of student engagement in the freshman year that persists through the senior year, and improve retention. This book focuses on the learning community model that is the most flexible to implement in terms of scheduling, teacher collaboration, and design: the linked course. The faculty may teach independently or together, coordinating syllabi and assignments so that the classes complement each other, and of
