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Nota di contenuto	Part I. Diversity and inclusivity -- Chapter 1-Introduction to Developing and Supporting Multiculturalism and Leadership Development: International Perspectives on Humanizing Higher Education -- Introduction -- Literature Review -- Conclusion -- Chapter Overviews -- References -- Chapter 2-Humanizing Learning Outcomes for Diversity Requirement Courses: Advocating for and Supporting Social Justice Education -- Introduction -- Educator Experiences -- Course Goals -- Common Challenges -- Identified Needs -- Focus Groups -- Frameworks for Humanizing Learning Outcomes -- Teaching Beyond Disciplinary Content -- Reflection and Future Directions -- References -- Chapter 3-Improving Classroom Engagement and Learning: Adaptable Tools, Strategies, and Resources for Nurturing Diversity Appreciation and a Mindfully Multicultural Environment in the Online Classroom -- 1. Introduction -- 2. Overview -- 3. Organization -- 3.1. Discussion Boards -- 3.1.1. Qualitative Discussion Reviews -- 3.1.2. Individual and Quantitative Self-Checks -- 3.1.3. Personalization -- 3.2. Announcements and Other Public Communications -- 3.3. Assessment and Grading Feedback -- 3.3.2. Assignment Assessment -- 3.4. Supporting Long-Term Learning -- 3.5. Self-Checks and Reflection -- 3.5.1. Reflection -- 3.5.2. Evaluation -- 3.5.3.

Collaboration and Feedback Improvement Cycles -- 3.5.4. Private Interactions -- 3.6. Resources -- References -- Chapter 4-Advancing Inclusivity and Citizenship: Adapting Theory, Changing Practice -- The Project and the Method -- Defining the Challenges -- Staff Development for Change -- Impact on Individual Practice and Institutional Culture -- The "Grand Challenges" of Inclusivity and Citizenship -- Adapting the Change Laboratory Method -- Evaluating the Project -- Observations and Reflections from the Project -- Mirror Data as Stimulus Material -- Structure and Conduct of the Workshops -- Recognition of Academic Staff Development -- Composition and Motivation of Workshop Groups -- Conclusions -- References -- Chapter 5-Inclusive and Multicultural Education: The Dynamics of Higher Education Institutions in Botswana -- Inequality and Exclusion of Students -- Botswana's History -- Botswana's Economic Development -- Humanizing Education -- Botswana's Youthful Population -- Stages of Learning in Botswana -- Educating Botswana -- Higher Education -- Funding Education -- Tertiary Institutions in Botswana -- The Botswana International University of Science and Technology (BIUST) -- The Botswana Accountancy College (BAC) -- Colleges of Education -- Brigades and Technical Colleges -- Private Education Institutions -- Botswana Open University -- Inclusiveness, Exclusiveness and Inequality in Education -- Conclusion -- References -- Part II. Humanistic pedagogy -- Chapter 6. Holistic Faculty Development: A Learner-Centered Approach.

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#### Sommario/riassunto

The modern notion of humanism centres on the core qualities in all humans: agency, dignity, and development; primarily concerned with addressing contemporary human needs, concerns and problems. This book has an interdisciplinary focus on the development of human capacity at all levels, with the view that higher education is well suited for all.

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