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Titolo	Public sociology [[electronic resource]] : ideas, arguments, and visions for the future // edited by Dan Clawson ... [et al.]
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Descrizione fisica	1 online resource (286 p.)
Altri autori (Persone)	ClawsonDan
Disciplina	301
Soggetti	Sociology - Methodology Sociology - Philosophy Applied sociology
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	Front matter -- Contents -- Acknowledgments -- Introduction -- For Public Sociology -- Public Sociology and the End of Society -- Stalled at the Altar? -- If I Were the Goddess of Sociological Things -- Going Public -- Speaking to Publics -- Do We Need a Public Sociology? -- Speaking Truth to the Public, and Indirectly to Power -- The Strength of Weak Politics -- From Public Sociology to Politicized Sociologist -- The Sociologist and the Public Sphere -- About Public Sociology -- For Humanist Sociology -- Whose Public Sociology? -- A Journalist's Plea -- The Field of Sociology -- Editors and Contributors -- Index
Sommario/riassunto	In 2004, Michael Burawoy, speaking as president of the American Sociological Association, generated far-reaching controversy when he issued an ambitious and impassioned call for a "public sociology." Burawoy argued that sociology should speak beyond the university, engaging with social movements and deepening an understanding of the historical and social context in which they exist. In this volume, renowned sociologists come together to debate the perils and the potentials of Burawoy's challenge. Contributors: Andrew Abbott,

Michael Burawoy, Patricia Hill Collins, Barbara Ehrenreich, Evelyn Nakano Glenn, Sharon Hays, Douglas Massey, Joya Misra, Orlando Patterson, Frances Fox Piven, Lynn Smith-Lovin, Judith Stacey, Arthur Stinchcombe, Alain Touraine, Immanuel Wallerstein, William Julius Wilson, Robert Zussman

2. Record Nr.	UNINA9910794485003321
Autore	Arnold Christine
Titolo	Learning outcomes, academic credit, and student mobility // Christine Arnold [and three others]
Pubbl/distr/stampa	Kingston, Ontario : , : Queen's University, School of Policy Studies, , [2020] Â©2020
ISBN	1-55339-555-7 1-55339-556-5
Descrizione fisica	1 online resource (319 pages)
Collana	Queen's Policy Studies Series
Disciplina	379.155
Soggetti	Competency-based education School credits Students, Transfer of
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Front Matter -- Contents -- Acknowledgements -- Biographies -- Introduction -- Foundations for Learning Outcomes and Credit Transfer -- The Gulf Between Hope and Practice: South African Experiences with Learning Outcomes and Credit Transfer -- Foundations and Reform Measures: Credit Transfer and Learning Outcomes Policy and Practice in the United States -- Learning Outcomes for Credit Transfer: Reflections on the Australian Experience -- International Student Mobility Based on Learning Outcomes and Workload: The European Credit Transfer and Accumulation System -- Learning Outcomes, Progression, and Qualifications: Considerations for Vocational and Higher Education in the United Kingdom -- Shifting Paradigms in Postsecondary Education: Historical, Conceptual, and Theoretical Frameworks Governing

Outcomes-Based Approaches to Credit Transfer -- The Overarching System: Structures, Policies, and Mechanisms Impacting Learning Outcomes and Credit Transfer -- Adoption, Adaptation, and Implementation: The Complexities of Using Learning Outcomes to Advance Credit Transfer in Institutional Contexts -- Summary of Findings and Recommendations

Sommario/riassunto

There is increasing interest in the use of learning outcomes in postsecondary education, and deliberations have surfaced with regard to their potential to serve as a tool for advancing credit transfer. *Learning Outcomes, Academic Credit, and Student Mobility* assesses the conceptual foundations, assumptions, and implications of using learning outcomes for the purposes of postsecondary credit transfer and student mobility. Through a critical review of current approaches to the use of learning outcomes across national and international jurisdictions, scholars and practitioners in postsecondary education provide a multivalent examination of their potential impacts in the unique context of Ontario and recommend future directions for the system. The collected works are the culmination of a multi-year study entitled *Learning Outcomes for Transfer*, funded by the Ontario Council on Articulation and Transfer. Contributions are authored by prominent international scholars across countries with significant outcomes-based experience and education reforms (South Africa, the United States, Australia, Europe, and the United Kingdom) and an Ontario research consortium comprising college and university experts working to advance student pathways.
