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Nota di contenuto	Contents; Acknowledgments; Foreword; Preface; HIPs and Why They Matter; Our Contribution; The Context: Oxford College of Emory University; Notes; Introduction; Organization of the Book; Note; Chapter One: High Expectations; High Expectations in Higher Education; Faculty Implementation of High Expectations and Student Response; Notes; Chapter Two: Support through Interaction; Past Studies on Student-Faculty Interaction; Creating and Sustaining High-Quality Relationships with Students; Notes; Chapter Three: Effective Teaching Strategies; Studies and Trends: Effective Teaching Effective Teaching in PracticeNotes; Chapter Four: The Undergraduate Research Experience; Trends, Practices, and Past Studies in Undergraduate Research; Institutional and Faculty Strategies in Undergraduate Research Instruction; Notes; Chapter Five: Collaborative Learning and Leadership Development; The Development and Use of Collaboration as Pedagogy; Benefits of Collaborative Learning; Research on Leadership Experience; Teaching and Learning Collaboration and Leadership; Notes; Chapter Six: Teaching the Whole Student: Taking Learning into the Realm of Experience Past Studies and Practices in Teaching the Whole StudentPast Studies, Practices, and Trends in Experiential Learning, Service Learning; Examples of Teaching the Whole Student and Experiential Learning;

Notes; Chapter Seven: Putting HIPs in Context: (Interactions with Diversity; The Need for Diversity and the Role of a College; Students' Role; Benefits of Diversity; Student and Faculty Views and Best Practices with Diversity; Notes; Chapter Eight: Summary and Conclusions; Findings; Further Implications for Other Institutions; References; About the Authors

Sommario/riassunto

This book is for current and future instructors of college courses, especially those wanting to use more active learning pedagogies. It makes the case for a campus-wide adoption of high-impact practices, across disciplines and in both academic and co-curricular life.
