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Titolo	Creating the University of the Future : A Global View on Future Skills and Future Higher Education / / edited by Ulf-Daniel Ehlers, Laura Eigbrecht
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Altri autori (Persone)	EigbrechtLaura
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Nota di contenuto	1. Creating The University Of The Future: A Global Panorama On Future Skills -- 2. Towards A Future Skills A Framework For Higher Education -- 3. The Practice Of Future Skills Learning: An Assessment Of Approaches, Conditions And Success Factors -- 4. "I've Learnt Everything I Know From The World.": A Future Skills Conversation with Andreas Schleicher -- 5. Future Skills – Back Into The Future? Emerging Trends In Educational Innovation In Higher Education -- 6. Teaching The Skills Needed For The Future -- 7. Future Universities as Activating Resonance Spaces. New Roles in Society - Innovative Approaches -- 8. Building A Creative Ecosystem of Intentional Serendipity: A Future Skills Conversation with Tom Wambeke -- 9. Beyond Future Skills in Higher Education: A New Theory Of Change -- 10. "If you really want to change the world, the smartest way to do so is through education": A

Future Skills Conversation with Angela Duckworth -- 11. Team Academy: Future Skills and The Future Of Learning -- 12. Education For Future Skills Development: Cognitive, Collaborative and Ethical Skills -- 13. The World Citizen School Model. Learning Philosophy and Learning System for Global, Socially Innovative and Value-Based Future Learning -- 14. Learning Design for Future Skills Development in Small State Contexts -- 15. Boosting Future Skills in Higher Education. Lessons Learned from Funding Programs, Networking, Establishing Standards & Curricular Integration -- 16. May The Code Be with You: The 42 Learning Model in Germany: A Future Skills Conversation with Max Senges -- 17. Interdisciplinary Project to Build Teaching Skills: A Pedagogical Approach -- 18. Changemaking On Campus -- 19. The "University of The Future" Of the Philippines: The Case of University Of The Philippines Open University's Master Of Public Management Program -- 20. Using Real-World Problems and Project-Based Learning for Future Skill Development: An Approach To Connect Higher Education Students And Society Through User-Centered Design -- 21. Assessment of Future Skills Learning: Changing Futures in Higher Education -- 22. Active Learning and Integrated Assessment. Minerva's Approach to Teaching Future Skills -- 23. Developing A More Granular and Equitable Approach to The Learner-Earner Journey. The Role of Badging, Micro-Credentials And 21st Century Skills Within Higher Education to Enable Future Workforce Development -- 24. Formative Assessment Of 21st Century Skills -- 25. The State of Skills: A Global View from Burning Glass Institute and Wiley -- 26. Future-Skilling the Workforce: Skillsfuture Movement in Singapore -- 27. Anticipating the Future: Continuing Education at The National University of Singapore -- 28. Aiming to Build Future Skills for Society 5.0: Educational Dx (Digital Transformation) Of University Education in Japan -- 29. Future Skill Needs for It Professionals – An Empirical Study -- 30. Future Higher Education in New Zealand: Creating A Universal Learning Community for Future Skills.

## Sommario/riassunto

This open access publication presents a global panorama of institutional strategies, academic programs, scholarly insights as well as teaching and learning practices taking stock of the Future Skills Turn taking place in higher education. Future Skills have evolved to be one of the most important priorities for the development of higher education institutions globally. Students and graduates learn how to acquire Future Skills for their lives and careers and for shaping societies towards more sustainable futures. Institutions, teachers and policy makers gain insights into strategies to shape the Future Skills Turn in higher education and create the University of the Future. About the Editors Prof. Dr. Ulf-Daniel Ehlers is an internationally renowned Professor for Educational Management and Lifelong Learning at the Baden-Wuerttemberg Cooperative State University (DHBW) Karlsruhe which he headed as Vice-President between 2011 and 2017. He is founder and Director of NextEducation, a globally operating boutique research group on education futures. Laura Eigbrecht is principle investigator, teacher and doctoral student at the Baden-Wuerttemberg Cooperative State University (DHBW) Karlsruhe and holds degrees in European Media and Culture and Media Pedagogy.

2. Record Nr.	UNINA9910865249303321
Autore	Guha Samapti
Titolo	An Inquiry into Women Representation in Management : A Case Study of Indian Industries // by Samapti Guha, Sanskruti Rajesh Kadam
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ISBN	9789819737130
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (278 pages)
Collana	India Studies in Business and Economics, , 2198-0020
Disciplina	658.400954
Soggetti	Diversity in the workplace Strategic planning Leadership Sex Ethnology - Asia Culture Diversity Management and Women in Business Business Strategy and Leadership Gender Studies Asian Culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introducing Women in Management -- Review of Recent studies on Women in Management -- Conceptual framework for Understanding the Position of Women in Management -- Socio-Economic Profile of Respondent-Managers -- Analysis of Determinants of Women Representation in Management -- Current Challenges and Future Directions of Women in Management.
Sommario/riassunto	This book explores the status of women representation in management in Indian industries. Recognizing that women managers are facing barriers in achieving top level of management positions in industries, it adopts unique methodology of involving men and women managers as respondents to understand the key issues of gender diversity, glass ceiling, glass walls, glass cliffs, and gender inequality in the Indian corporate scenario. The book, via its six chapters, explores these key

issues through the lens of feminist theories under four dimensions – personal, work, organisational and social – and contains an extensive literature review to understand the root causes of these issues. Secondly, it discusses a pilot study conducted to understand the perspectives about career growth of women managers. Outcome of this pilot study works towards conceptualising factors under four dimensions, mentioned above, influencing women participation in management, and to develop survey tools for further quantitative study. Thirdly, for the empirical analysis, the book employs exploratory factor analysis (EFA) to identify factors under each of these four dimensions; and structure of the relationship between factors and women representation in management is confirmed by the confirmatory factor analysis (CFA). This book is beneficial for several stakeholders as it is a multidimensional study. It is useful for the undergraduate and post graduate students and research scholars of management, social sciences (such as economics, gender studies, psychology, political sciences, sociology etc), law, medicine, and engineering. Apart from this, it is also useful for corporate executives, decision makers of corporate governance, women elected representatives, administrators, development practitioners, teachers, legal experts, international agencies like UN who are working on women empowerment, and all those agencies working towards meeting SDG5 goal.

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