

Designing For Learning Creating Campus Environments For Student Success

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Educating by Design: Creating Campus Learning Environments ...
In Designing for Learning: Creating Campus Environments for Student Success, the acclaimed 2nd edition of their groundbreaking book Educating by Design (2001), Strange and Banning provide a ...

Designing for Learning
In "Designing for Learning" C. Carney Strange and James H. Banning provide a comprehensive approach to creating communities of learning on college and university campuses. The purpose of such environments is to facilitate the learning and growth of students.

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Designing for Learning is an update to the author's groundbreaking work, Educating by Design. Through examples, case studies, and questions for reflection and discussion this book guides readers from theory to practice. The authors present new coverage of the most pressing issues in higher education today including universal design; learning communities and social networking; multicultural environments; virtual environments and online learning; safety and inclusion. Anyone involved in online or on campus environments, from institutional leaders to facilities coordinators to administrative staff, will appreciate these eye-opening principles. The colleges and universities of the future will be designed with purpose. Designing for Learning provides readers with the inspiration and knowledge they need to create environments that lead to long-term success.--INSIDE FLAP.

Just as faculty and curriculum are critical concerns for any college or university, other components of the campus environment hold equal significance for student learning and satisfaction. While there have been many books about the effects of environments on people, there have been few that focus on the many complexities of campus settings and how they contribute to student success and the quality of learning experiences. Educating by Design fills the information gap by providing a comprehensive model for creating student-friendly and learning-supportive campus environments. Authors C. Carney Strange and James H. Banning are nationally recognized experts on campus environments. They draw from decades of research and experience to present an integrated framework for assessing and understanding academic environments. They describe the principles and concepts that define effective person-environment interactions and examine how these principles work through four different environmental components: physical, aggregate, organizational, and socially constructed. They also discuss the four conditions for successful learning: inclusion, safety, involvement, and community. Filled with engaging anecdotes and practical examples, this long-awaited volume helps academic administrators and student services professionals to plan effective programs and build supportive learning communities. Many books explore the effects of environments on people, but there are few that examine the complexities of campus settings and how they contribute to student learning and success. "Educating by Design" fills the information gap by providing a comprehensive model for creating student-friendly and learning-supportive campus environments.The authors draw from decades of research and experience to present an integrated framework for assessing and understanding academic environments. They describe the key concepts defining effective person-environment interactions and examine how these principles work through four different environmental components: physical, aggregate, organizational, and socially constructed.

Universal Design in Higher Education looks at the design of physical and technological environments at institutions of higher education; at issues pertaining to curriculum and instruction; and at the full array of student services. Universal Design in Higher Education is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. It is founded upon, and contributes to, theories of universal design in education that have been gaining increasingly wide attention in recent years. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality. It addresses a comprehensive range of topics on universal design for higher education institutions, thus making a crucial contribution to the growing body of literature on special education and universal design. This book will be of unique value to university and college administrators, and to special education researchers, practitioners, and activists.

"Many colleges and universities have not engaged in a critical self-examination and transformation of the cultures of their campuses that can lead to most effectively serving racially diverse student populations. This timely edited collection provides insights into how campus cultures can and do shape the experiences and outcomes of their increasingly diverse college student populations. By cultivating values, beliefs, and assumptions that focus on including, validating, and creating equitable outcomes among diverse undergraduate students, an institution can increase their success. Moving beyond previous explorations of campus racial climates, Creating Campus Cultures addresses the considerable obstacles practitioners face as they attempt to transform entrenched institutional cultures to meet the needs of diverse student bodies. A broad range of chapters include voices of students, new research, practical experiences, and application of frameworks that are conducive to success. This book will help student affairs and higher education administrators navigate this increasingly difficult terrain by providing practical advice on how to foster success among racial minority students and enact long-term, holistic change at any institution"--Provided by publisher.

Learning communities have been demonstrated to dramatically improve student outcomes by engaging students in their learning. This book constitutes a comprehensive guide for readers who want a broad strategic view of learning communities, enabling them to identify which type of LC best meets the learning needs of their students, and the context and mission of their institution. It also provides the tools for planning, designing and implementing what the authors define as "powerful" LCs, and for understanding the assessment implications of their decisions. The potential power of LCs is realized through effective facilitation, appropriate team-building activities, linkages, planning, and active collaboration that promotes learning of the group and the individual group members – all of which topics are covered in this volume. This book is organized around the three themes of setting the stage, designing an LC, and building or enhancing a powerful LC, and covers three types of learning communities – student, professional (faculty, staff), and institutional LCs concerned with student learning – providing a range of tools and forms to facilitate planning. The authors also address designing and maintaining hybrid and virtual LCs. This book is intended as a practical resource for anyone at any level in higher education who wants to champion, develop or redesign student or professional LCs, or even explore broader initiatives to develop their institution into a "learning organization". Administrators in academic and student affairs will find guidance for setting appropriate policies and allocating resources. The book may also serve as a textbook for graduate courses in institutional leadership and policy studies, curriculum and instruction, student affairs, or assessment/evaluation.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Details how a college campus can reinforce the three fundamental components of the institution: teaching and learning, creating community, and developing responsible citizens of society and the world.

Understand the design factors of campus environmental theory that impact student success and create a campus of consequence Designing for Learning is a comprehensive introduction to campus environmental theory and practice, summarizing the influence of collegiate environments on learning and providing practical strategies for facilitating student success through intentional design. This second edition offers new coverage of universal design, learning communities, multicultural environments, online environments, social networking, and safety, and challenges educators to evaluate the potential for change on their own campuses. You'll learn which factors make a living-learning community effective, and how to implement these factors in the renovation of campus facilities. An updated selection of vignettes, case scenarios, and institutional examples help you apply theory to practice, and end-of-chapter reflection questions allow you to test your understanding and probe deeper into the material and how it applies to your environment. Campus design is no longer just about grassy quads and ivy-covered walls—the past decade has seen a surge in new designs that facilitate learning and nurture student development. This book introduces you to the many design factors that impact student success, and helps you develop a solid strategy for implementing the changes that can make the biggest difference to your campus. Learn how environments shape and influence student behavior Evaluate your campus and consider the potential for change Make your spaces more welcoming, inclusive, and functional Organize the design process from research to policy implementation Colleges and universities are institutions of purpose and place, and the physical design of the facilities must be undertaken with attention to the ways in which the space's dimensions and features impact the behavior and outlook of everyone from students to faculty to staff. Designing for Learning gives you a greater understanding of modern campus design, and the practical application that brings theory to life.

The best value that the reader will take from this book is the knowledge, skills, and wisdom offered by the editors and 26 chapter authors. The book offers many unique features on how to create a college environment that fosters student learning, growth, development, and supports student success. The book approaches the college environment issue from a philosophical foundation and shows the reader what has made student affairs work increasingly complex. By identifying some major shifts of student affairs work in history, the text demonstrates how student affairs service providers became student affairs educators who actively shape the environment instead of being shaped or reactionary. The book provides insights and implications on how the environmental theories might inform practice and also recommends how to study campus environments. Furthermore, the text clarifies what student access is, explores the primary frameworks used to boost student success, and suggest what student affairs educators should consider when implementing student success initiatives. Additionally, the book addresses the intersection of professional competency areas through campus environment cultivation with social justice and inclusion for diverse student populations. Particularly, the book provides useful and practical examples of how faculty can work with graduate students in training to conduct an assessment of student needs and success. This book is purposely written for those who are training to become student affairs educators and those who are newer in the profession. It not only provides the reader with a theoretical framework, but also some direction on how to create a college environment that is socially justice and inclusive.

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