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# Ourselves As Students

**Roman Wölfel**

## **Ourselves As Students:**

**Ourselves as Students** ,1996 These essays by Old Dominion University students deal with two questions What impact do their own race class gender and ethnic identities have upon them as students How do their culture and the university culture interact to affect their ability to learn The focus of these essays is on the overlap between the students identities as students and their identities based on gender race class and ethnic origin The project began as an assignment in a women s studies class at Old Dominion University in 1993 when students in a mixed graduate and undergraduate course were asked to write a brief analysis of themselves as students accounting for the impact of gender race and social class on what they studied what they heard in class how they were treated in the classroom how they treated others there and what their level of comfort in the university was Invited to add other variables such as religion nationality age sexual orientation or disability if they considered these significant to their identities as students the students were urged to consider not only the disadvantages these various identities gave them but also the privileges and advantages The resulting essays stimulated great interest in what students had to say and led to the formation of The Broad Minds Collective made up of four students from the class as well as its instructor which set about the task of soliciting and collecting additional essays Although most essays contain overlapping themes the editors detected four motifs that encompass virtually every essay included in the book In the section Cultural Perceptions and Assumptions students show their awareness of how culturally defined categories affect education Essays in Belonging and Alienation in the Classroom discuss the students level of comfort in the classroom and the degree to which they feel they belong at the university The essays in Making Sense of Our Lives Through Education reveal the students use of education to learn more about the forces that shape them In Search of an Education highlights students efforts to wrest what they feel they need from a college education Rather than presenting a multicultural educational theory or conducting a sterile sociological study The Broad Minds Collective has allowed students to speak for themselves Abstraction is replaced by stories of personal conflict struggle and victory

**The Hindusthanee Student** ,1917    Northwest Journal of Education ,1893    Stenographer and Phonographic World ,1903    **The World's Chinese Students' Journal** ,1907    The Law Student's Helper William Cyrus Sprague,Griffith Ogden Ellis,Frederick R. Austin,1910

**The Chinese Students' Monthly** ,1920    Connected Teaching Harriet L. Schwartz,2023-07-03 At a time when many aspects of the faculty role are in question Harriet Schwartz the author of Connected Teaching argues that the role of teachers is as important as ever and is evolving profoundly She believes the relationships faculty have with individual students and with classes and cohorts are the essential driver of teaching and learning This book explores teaching as a relational practice a practice wherein connection and disconnection with students power identity and emotion shape the teaching and learning endeavor The author describes moments of energetic deep learning and what makes these powerful moments happen She calls on readers to be open to and seek relationship understand their own socio cultural identity and

how this shapes internal experience and the ways in which they are met in the world and vigilantly explore and recognize emotion in the teaching endeavor Connected Teaching is informed and inspired by Relational Cultural Theory RCT The premise of RCT is that the experience of engaging in growth fostering interactions and relationships is essential to human development RCT's founding scholars believed the theory would be relevant in many different settings but this is the first book to apply them to teaching and learning in higher education In this book the author shows that RCT has much to offer those devoted to student learning and development providing a foundation from which to understand the transformative potential of teaching as a relational practice **A Metacognitive Approach to Social Skills Training** Jan Sheinkin, Alan Sheinkin, 1988 This step by step plan contains 150 teacher tested activities in social skills for all students in grades 4-12 The emphasis is on helping students to develop self control evaluation techniques the ability to make better choices foresightedness Their problem solving skills observation skills communication skills are addressed Students learn how to act responsibly set goals change their own behavior become more sensitive to the needs of others more willing to change Out of school practice activities easy to follow lesson plans clear concise directions on how to use them are included Ready to copy activities worksheets plus a guide that tells you how to adapt for 4 to 18 week sessions are also provided

**The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education** Nicholas Hartlep, Lucille Eckrich, Brandon Hensley, 2017-05-18 Capturing the voices of Americans living with student debt in the United States this collection critiques the neoliberal interest driven debt based system of U.S. higher education and offers alternatives to neoliberal capitalism and the corporatized university Grounded in an understanding of the historical and political economic context this book offers auto ethnographic experiences of living in debt and analyzes alternatives to the current system Chapter authors address real questions such as Do collegians overestimate the economic value of going to college and How does the monetary system that student loans are part of operate Pinpointing how developments in the political economy are accountable for students university experiences this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance

**Writing Ourselves Into the Story** Sheryl I. Fontaine, Susan Hunter, 1993 The twenty three selections in this volume are essays research studies and personal narratives by the silent majority in composition studies teachers and researchers with viewpoints that Sheryl I. Fontaine and Susan Hunter note are often voiced in private conversations but seldom printed in scholarly journals or aired at professional conferences Rather than focusing on the traditional categories of pedagogy and research Fontaine and Hunter organize the essays into four sections the invisible pedagogue of the discipline the model of power that dominates composition the ever present but seldom heard student voice and other voices excluded from professional development in composition studies Contributors discuss the barriers they face as teachers of being overwhelmed by the reality of some of their students lives Essayists raise questions about teaching practices that are sometimes homophobic and the effects on gay and lesbian students of the canonization of mainstream

heterosexual texts They probe the exploitation of untenured part time faculty second class professionals whose work is not taken seriously by their colleagues     **The Chinese Students' Christian Journal** ,1918     **A Selection from the Discourses Delivered to the Students of the Royal Academy** Sir Joshua Reynolds,1906     **Accountant Student and Accountants' Journal** ,1885     **The Commonwealth review of the University of Oregon** ,1926     **Students and the Modern Missionary Crusade** Student Volunteer Movement for Foreign Missions. International Convention,1906

*Reasonable Children* Michael S. Pritchard,1996 The public outcry for a return to moral education in our schools has raised more dust than it s dispelled Building upon his provocative ideas in On Becoming Responsible Michael Pritchard clears the air with a sensible plan for promoting our children s moral education through the teaching of reasonableness Pritchard contends that children have a definite but frequently untapped capacity for reasonableness and that schools in a democratic society must make the nurturing of that capacity one of their primary aims as fundamental to learning as the development of reading writing and math skills Reasonableness itself he shows can be best cultivated through the practice of philosophical inquiry within a classroom community In such an environment children learn to work together to listen to one another to build on one another s ideas to probe assumptions and different perspectives and ultimately to think for themselves Advocating approaches to moral education that avoid mindless indoctrination and timid relativism Pritchard neither preaches nor hides behind abstractions He makes liberal use of actual classroom dialogues to illustrate children s remarkable capacity to engage in reasonable conversation about moral concepts involving fairness cheating loyalty truthtelling lying making and keeping promises obedience character and responsibility He also links such discussions to fundamental concerns over law and moral authority the roles of teachers and parents and the relationship between church and state Pritchard draws broadly and deeply from the fields of philosophy and psychology as well as from his own extensive personal experience working with children and teachers The result is a rich and insightful work that provides real hope for the future of our children and their moral education     **Michigan Education Journal** ,1924 Includes section Moderaor topics     **Wellesley Magazine** ,1914

*Universities with a Social Purpose* Kerry Shephard,V. Santhakumar,2024-01-05 This book is a narrative of conversations between two professors with different backgrounds academic disciplines life experiences and from different continents It shows how their discourse has brought them to a single destination defined by a mutual interest in the social purposes of universities and a hope in common that their academic efforts will somehow do good in the world The seventeen internationally agreed Sustainable Development Goals SDGs provide focus for aspirations and plans regarding sustainability but notably the SDGs targets and indicators rarely provide detailed accounts of who is expected to enact change This book addresses the role of higher education in this context and explores the social purposes of universities and their relation to the Sustainable Development Goals It presents an academic analysis of this complex situation based on insights from published literature on higher education and the personal but very different experiences of two professors with this shared interest

The book delves into Ourselves As Students. Ourselves As Students is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Ourselves As Students, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

- Chapter 1: Introduction to Ourselves As Students
- Chapter 2: Essential Elements of Ourselves As Students
- Chapter 3: Ourselves As Students in Everyday Life
- Chapter 4: Ourselves As Students in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, this book will provide an overview of Ourselves As Students. This chapter will explore what Ourselves As Students is, why Ourselves As Students is vital, and how to effectively learn about Ourselves As Students.
3. In chapter 2, this book will delve into the foundational concepts of Ourselves As Students. This chapter will elucidate the essential principles that need to be understood to grasp Ourselves As Students in its entirety.
4. In chapter 3, the author will examine the practical applications of Ourselves As Students in daily life. This chapter will showcase real-world examples of how Ourselves As Students can be effectively utilized in everyday scenarios.
5. In chapter 4, this book will scrutinize the relevance of Ourselves As Students in specific contexts. The fourth chapter will explore how Ourselves As Students is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, this book will draw a conclusion about Ourselves As Students. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Ourselves As Students.

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