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Currently, about 6 percent of the eighty thousand Chinese college students in Korea are Christians, certainly no small number considering their future role within the Chinese Church. In this study, Chang Seop Kang seeks to find out the factors, process, and types concerning the conversion of thirty Chinese international students. This qualitative study gives a rich picture of their conversion stories, providing many examples from their insider perspectives. The key finding connecting these stories is experiencing God. Overall, this book showcases how an inductive data analysis such as grounded theory can produce a powerful message that affirms biblical truth. This volume explores the tensions between the student affairs foundation of holistic student development and the changing culture of corporatization. While there is ample evidence of neoliberalism in the academic affairs of higher education there is very little to no research to understand how neoliberalism is driving the

corporatization of student affairs. This book argues that understanding neoliberalism in student affairs is crucial to student success and the student experience. The authors provide contextualized examples for understanding our positionality within the neoliberal system, as well as practical recommendations on resisting market values as common sense, thereby helping to preserve the profession and to imagine a new one centered on people, equity, and justice. This open access textbook offers a practical guide into research ethics for undergraduate students in the social sciences. A step-by-step approach of the most viable issues, in-depth discussions of case histories and a variety of didactical tools will aid the student to grasp the issues at hand and help him or her develop strategies to deal with them. This book addresses problems and questions that any bachelor student in the social sciences should be aware of, including plagiarism, data fabrication and other

types of fraud, data augmentation, various forms of research bias, but also peer pressure, issues with confidentiality and questions regarding conflicts of interest. Cheating, 'free riding', and broader issues that relate to the place of the social sciences in society are also included. The book concludes with a step-by-step approach designed to coach a student through a research application process. This book examines how previously excluded high-achieving, low-income students are faring socially and academically at an Ivy League college in New England. In the past, research conducted on low-income students in elite schools focused mainly on the admissions process. As a result, there is a dearth of research on what happens to low-income students once they are admitted and attend classes. This book chronicles an ethnographic study of twenty low-income men and women in their senior year at Dartmouth College and follows up with them four and twelve

years post-graduation. By helping to bring visibility and self-awareness to low-income students and expose class issues and struggles, the author hopes to encourage elite institutions to change their policies and practices to address the needs of these students. This compendium of four mini-projects carried out by a special task force of the National Association of College and University Business Officers (NACUBO) addresses policy and management issues related to providing accessibility to handicapped students in higher education. Topics range from executive policy decisions on compliance with federal accessibility mandates to operational procedures for responding to specific accommodation requests. The compendium is comprised of four sections: Section 1 was developed from a series of site-visit interviews with senior-level decision makers, faculty, staff and handicapped students at six colleges and universities. It contains an overview of

accessibility issues and problems that require attention, a discussion of how accessibility considerations can be incorporated into a planning and budgeting process, and a set of guidelines for assessing specific accommodation requests; Section 2 reviews 16 national data bases that describe the handicapped population in the United States and contains summary charts of the characteristics revealed. Section 3 describes the results of a survey that NACUBO mailed to a stratified sample of 944 of its member institutions concerning trends in accessibility expenditures and number and types of handicapped students served; and Section 4 lists adaptive education equipment by impairment (such as hearing or mobility) and then by function (such as writing or speaking). The document contains an index, equipment source list, and lists of information resources and services available to handicapped students. (GLR) This excellent resource provides a realistic

and systematic process that educators can immediately implement for improving reading and writing while enhancing content knowledge and skills. In the spring of 1865, with Japan in the grip of internal conflict, eighteen samurai and an interpreter risked their lives to embark secretly on a voyage to the unknown lands of the barbarian West. Their destination was Britain - an island at the hub of a vast empire. These were the students from the province of Satsuma in southern Japan, some of them still in the teens, all carrying orders from their domain to travel abroad. The students' experience of life in the West not only transformed their perception of the outside world, but through their diverse activities in later life, had a profound impact on commerce, education and culture in Meiji Japan. First published in 1974, Inuzuka Takaaki's original study is still the classic work on the Satsuma students' revealing tale of discovery. In this

translation and adaptation by Andrew Cobbing, further details that have since emerged have been incorporated into the text or added as supplementary references to give a fresh portrayal, the first in English, of this singular episode in the opening of Japan. This timely volume addresses the urgent need for new strategies and better ways to serve community colleges' present and future students at a time of rapid diversification, not just racially and ethnically, but including such groups as the undocumented, international students, older adult learners and veterans, all of whom come with varied levels of academic and technical skills. The contributing researchers, higher education faculty, college presidents, and community college administrators provide a thorough understanding of student groups who have received scant attention in the higher education literature. They address the often unconscious barriers to access

our institutions have erected and describe emerging strategies, frameworks, and pilot projects that can ease students' transition into college and through the maze of the college experience to completion. They offer advice on organizational culture, on defining institutional outcomes, on aligning shifting demographics with the multiple missions of the community college, on strengthening the collaboration of student and academic affairs to leverage their respective roles and resources, and on engaging with the opportunities afforded by technology. Divided into three parts - understanding today's community college campuses; supporting today's community college learners; and specialized populations and communities - this book offers a vision and solutions that should inform the work of faculty, administrators, presidents, and board members. An ACPA Publication Engage students in mathematics using growth mindset techniques The most

challenging parts of teaching mathematics are engaging students and helping them understand the connections between mathematics concepts. In this volume, you'll find a collection of low floor, high ceiling tasks that will help you do just that, by looking at the big ideas at the third-grade level through visualization, play, and investigation. During their work with tens of thousands of teachers, authors Jo Boaler, Jen Munson, and Cathy Williams heard the same message—that they want to incorporate more brain science into their math instruction, but they need guidance in the techniques that work best to get across the concepts they needed to teach. So the authors designed Mindset Mathematics around the principle of active student engagement, with tasks that reflect the latest brain science on learning. Open, creative, and visual math tasks have been shown to improve student test scores, and more importantly change their relationship with mathematics

and start believing in their own potential. The tasks in Mindset Mathematics reflect the lessons from brain science that: There is no such thing as a math person - anyone can learn mathematics to high levels. Mistakes, struggle and challenge are the most important times for brain growth. Speed is unimportant in mathematics. Mathematics is a visual and beautiful subject, and our brains want to think visually about mathematics. With engaging questions, open-ended tasks, and four-color visuals that will help kids get excited about mathematics, Mindset Mathematics is organized around nine big ideas which emphasize the connections within the Common Core State Standards (CCSS) and can be used with any current curriculum. ... [This book] builds from a historical overview of educational integration and explores the rationale behind the movement toward a merger of regular and special education. Noted authorities advance this argument in well-

structured chapters organized around key themes, including: educational equality in practice, strategies to promote merger, educational practices to meet diverse student needs, and family and community support. Case histories and boxed statements highlighting pertinent points are among the effective instructional aides in this textbook. A thought-provoking question-and-answer format also confronts 22 of the most commonly addressed concerns about merging regular and special education ... This book explores how Chinese students abroad may suffer stress, and how they conceptualize and adapt to stress in the American higher education environment. To do so, it adopts a mixed methods design: the sequential explanatory design, which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. To date, no empirical research has focused solely upon understanding the stress and coping processes of Chinese

students in the United States. This book addresses that gap, enriching the body of literature on international students' adaptation process in foreign countries. One of the most controversial policies in Chinese minority education concerns the so-called inland ethnic minority schools or classes in Han-inhabited areas in China. Since 2000, boarding Xinjiang Classes have been established in the eastern cities of China for high school students from the Xinjiang Uyghur Autonomous Region, in order to educate young Uyghur and other ethnic minority students through the national curricula. Yangbin Chen conceptualizes the process of Uyghur students' responses to the school goal of ethnic integration as social recapitalization. While their former social capital from families or communities in Xinjiang is constrained in the boarding school, Uyghur youths are able to develop independent and new social capital to facilitate their schooling. Nonetheless, they

lack "bridging social capital," which makes the goal of ethnic integration more difficult to achieve. Book jacket. Making Mathematics Meaningful-For Students in the Intermediate Grades is an invaluable resource for anyone interested in helping students reach the key learning outcomes of any mathematics curriculum. Developed through live and videotaped classroom observation and through diagnostic and achievement interviews with students, Making Mathematics Meaningful is a research-based guide to mathematics education that eschews outdated models based primarily and memorization and repetition in favor of a more holistic approach that encourages students to develop their mathematical reasoning skills through problem solving. This approach not only teaches students to become critical thinkers, but also contributes to language development, reading comprehension, and evaluative skills. Author Werner W. Liedtke offers

advice on developing questioning strategies and creating practice tasks to ensure that students encounter the critical components of a mathematics program. For each topic, he provides assessment strategies and identifies key prerequisite skills and ideas that can be used for pre-tests, diagnostic purposes, or introductory teaching/learning settings.

Making Mathematics Meaningful teaches students to

- improve written and oral communication;
- connect ideas to previous learning and to settings outside the classroom;
- discover strategies for personal estimation and mental mathematics;
- learn through problem solving;
- develop curiosity, perseverance, and confidence.

Designed for individual teachers and school teams alike, this text demonstrates how to approach and manage disruptive students and behaviour. At the book's core is a series of detailed strategies for dealing with commonly occurring problems. Some of the chapters

in the book focus on: * The Nature and Causes of Disruption * Responding to Disruption * Basic Principles * Understanding and Dealing with Gambits * Sharing Good Practice

The ideas and theories are presented in the context of a research base and come complete with case studies. This text is published in association with the Times Educational Supplement.

Research methods and statistics are central to the development of professional competence and evidence based psychological practice. (Noun, masculine) research on the development of psychological literacy. Despite this, many psychology students express little interest in, and in some cases of active dislike of, learning research methods and statistics. This ebook brings together current research, innovative evidence-based practice, and critical discourse.

College Students in the United States accounts for contemporary and anticipated student demographics and enrollment patterns, a wide

variety of campus environments and a range of outcomes including learning, development, and achievement. Throughout the book, the differing experiences, needs, and outcome of students across the range of “traditional” (18-24 years old, full-time students) and non-traditional (for example, adult and returning learners, veterans, recent immigrants) are highlighted. The book is organized, for use as a stand-alone resource, around Alexander Astin’s Inputs-Environment-Outputs (I-E-O) framework. In recent decades, the Canadian post-secondary education system has evolved to become more inclusive, now welcoming groups historically excluded from its many opportunities. Inviting the reader to explore the consequences of a rapidly changing student population, *Serving Diverse Students in Canadian Higher Education* presents new thinking about how education in general, and student services in particular, should be designed and

delivered. A follow-up to Donna Hardy Cox and C. Carney Strange’s *Achieving Student Success* (2010), this volume focuses on the best programs and practices in Canadian colleges and universities to improve the educational experiences of students who are Indigenous, people of colour, francophone, LGBTQQ, disabled, and adult learners, as well as international and first-generation students. Presenting findings obtained from both personal insight and relevant research, higher education practitioners and scholars from across the country detail the characteristics, concerns, and specific needs of each diverse group, to conclude that the success of these new students and the future of Canadian society depends on its post-secondary institutions’ capacities to acknowledge students’ differences, capitalize on their gifts, and accommodate them accordingly. Exploring the enriching breadth of university communities, *Serving Diverse*

Students in Canadian Higher Education focuses on a new paradigm of individual differences and student success. Engaging undergraduate students in research and creative activities has been advocated as an innovative strategy to promote student learning in higher education. This monograph systematically synthesizes the literature to provide both conceptual and empirical evidence to demonstrate the effects of such engagement on student learning and development from higher education. Student engagement in research and creative activities during the college years is associated with a variety of outcomes in both the cognitive and affective domains. The evidence also points out that colleges and universities can make a difference in undergraduate

engagement in research and creative activities. The authors provided various examples of how different types of institutions integrate inquiry-oriented activities in the curriculum, institutionalize research-supportive programs, and foster a campus culture that values inquiry-based undergraduate education. This is the fourth issue in the 33rd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph in the series is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

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