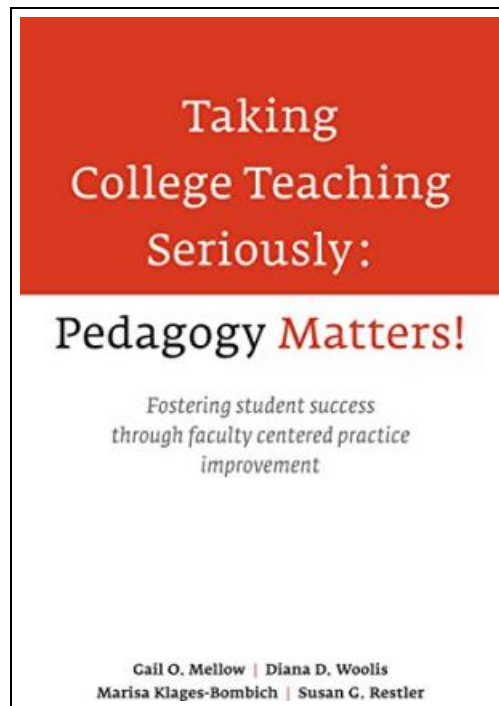


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Stylus Publishing, United States, 2015. Paperback. Book Condition: New. 224 x 152 mm. Language: English . Brand New Book. Over 50 of US undergraduates are at community colleges. By many measures, particularly college completion, America's undergraduate education is underperforming. This is nationally important since America's future goes to college in these institutions. This book offers a successful and scalable solution to the current crisis by zeroing in on teaching and its corollary learning. This book describes the experience of LaGuardia Community College where, each year, some 80 of new students who enroll need at least one course in developmental language or mathematics, and historically half of them have not passed; and presents a successful initiative based on the realization that pedagogy and engagement with students really matters, enabling students in developmental classes to not only to pass but to graduate at the same rate as students who entered needing no remediation. This book offers a detailed view both of the underlying rationale for and of the implementation of LaGuardia's Global Skills for College Completion research/demonstration project, showing how purposeful collaboration, reflection, coaching and sharing of practices, along with the use of video and the development of an online inventory of teaching strategies, has both helped faculty to improve their own teaching and resulted in greater student success. The authors address the unseen and unheard challenges that faculty face; document and name the parts of pedagogy that have long seemed invisible to both teachers and administrators; and most importantly present the voices and work of the faculty themselves to show in very particular detail how they shared and refined ideas and teaching strategies, and developed sets of tools to overcome the complex variables of the barriers to learning that they encountered. After an Introduction discussing the challenges of American higher...



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