

Transformative Perspectives and Processes in Higher Education

Advances in Business Education and Training

Volume 6

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Scope of the series

Advances in Business Education & Training is a Book Series to foster advancement in in the field of Business Education and Training. It serves as an international forum for scholarly and state-of-the-art research and development into all aspects of Business Education and Training. It will not only publish empirical studies but also stimulate theoretical discussions and address practical implications. Also reviews of important developments in the field are encouraged. The editors welcome contributions in which a line of reasoning is illustrated with experiments, design-based studies, best practices, and theory development. In addition, the editors encourage submission of new ideas for business education and training, papers that are not necessarily empirical in nature, but describe interesting new educational tools, approaches or solutions.

The book series will include both edited volumes comprised of peer-reviewed articles as authored books. Each volume is dedicated to a specific theme in business education, and will be complemented with articles that can be a resource to advance business education and training

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Amber Dailey-Hebert • Kay S. Dennis
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Transformative Perspectives and Processes in Higher Education

 Springer

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The collection is dedicated to lifelong learners and practitioners everywhere who are working to challenge the status quo, seeking to shape the future, and creating new pathways to innovate together.

Preface

As learning opportunities today reflect a more interdisciplinary, interconnected, and collaborative approach, this collection is geared for those interested in innovating higher education. Innovators may include educators, faculty, administrators, university leaders, lifelong learners or external partners. Whatever ‘label’ you choose for yourself, if you are interested in innovating higher education, this collection has something to offer you.

For those interested in emerging trends that redefine and reshape higher education, Part I provides an overview of such developments and presents a reconceptualization of higher education as it is occurring in the 21st century university – particularly in light of transformations induced by technological advances, economic constraints, and increased mobility of learners. We explore the challenges, solutions and potential futures. Trends discussed include proprietary learning establishments, entrepreneurial universities, technology-based pedagogies, and organizational structures to support innovation. Part I provides a conceptual look at changes occurring and opportunities awaiting higher education.

For those interested in more practitioner-based application and empirical research of innovation in the classroom, Part II offers case studies for course-based integration of emergent technologies and unique facilitation strategies. Part II chronicles the events of one university’s 3-year initiative to innovate teaching and learning and shares the results of the pilot courses/programs offered. Part II provides practice-situated examples of curricular transformation based on changes presented in Part I, and shares course integrations from doctoral, undergraduate, and professional programs, all of which can inform one another.

For those seeking a forward-thinking, inspirational outlook on the future of higher education, Part III engages in a conversation that will allow you to think more meaningfully and deeply on the questions we should consider while moving into the uncertain future before us.

While this series is focused on business education and training, this particular text seeks to extend beyond the business school sector to embrace learning across the disciplines in higher education, to integrate views from psychology, science, business, social sciences and health, and to include views of learning from experts

in Europe, the United States and Australia. This collection also aims to share diverse perspectives (which may contradict one another at times). This work is not a prescription for learning, but rather an array of possibilities for you to use based on your own needs. Therefore, we leave it to you the reader to draw connections that are relevant and appropriate to your specific context and environment. As with every phenomenon, readers will differ on how they perceive and describe those circumstances; consequently we expect and appreciate a variety of perspectives to be adopted and decisions made based upon diverse needs. This book is offered as an assortment of fresh viewpoints on contemporary higher education and its impact, rather than a collection of research studies alone.

Parkville, MO, USA

Amber Dailey-Hebert

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