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Excellence in Judgment 1 | Habits of Mind | Taylor ...

While there may be more, 16 characteristics of effective problem-solvers have been derived from studies of efficacious problem-solvers from many walks of life. (Costa and Kallick, 2009). The list of Habits of Mind appears below. The 16 Habits Of Mind 1. Persisting 2. Managing Impulsivity 3. Listening with Understanding and Empathy 4.

What Are The Habits Of Mind?

three habits of mind in her writing and then list ways in which middle level ELA and social studies teachers model these habits of mind for students. Contextualizing/Building Context.

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Contextualizing is "an act of creating a spatial and temporal context for a historical event" (Wine-burg, 1998, p. 322). Hitler Youth. illustrates how

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"Fostering Habits of Mind in Today's Students is an edited volume that promises a new approach to developmental education. Rather than focusing solely on how to teach content, it provides model lessons aimed at fostering holistic intellectual growth in students of diverse range and background.

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Habits of Mind maintains that the fact that almost everyone now goes to college need not be seen as an obstacle to excellence in education. Some critics have insisted that college is not for everyone, but William B. Allen and Carol Allen assert that the college diploma has rightly become as much the norm in this century as the high school diploma was during the twentieth century. Accordingly, it is essential that higher education remains true to its deepest purpose: the cultivation of proficient humanity. The authors see the key to this goal as the development of judgment, or "habits of mind." Habits of mind are far and away the most influential determinants of human conduct, and nowhere are they more

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profoundly shaped than in institutions of higher education. Furthermore, liberal education has proven most effective in this undertaking. The authors elaborate on the purpose of higher education and identify the chief obstacles to achieving its aim. They demonstrate the critical role of academic leaders in achieving the aim of higher education and posit that excellence in judgment is the primary characteristic of the academic leaders who fulfill this role. They examine three aspects of access to higher education: academic readiness, the cost and funding of higher education, and the capacity of the physical plant. Finally, they use policies developed in Virginia to demonstrate realistic approaches to achieving the aims of access and quality discussed throughout the book. The authors draw on their years of experience as

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practitioners in both private and public institutions, liberal arts colleges, and research universities to develop their material. This volume will be of interest to faculty and students in higher education programs, nation and state public policymakers, legislative and academic leaders, and a general public concerned about the cost and value of a college education.

"...a compelling synthesis that clears away much of the intellectual clutter in strategic planning and offers a creative, if somewhat elitist, theory that fuses the strengths of the university with the context and challenges of the 21st century."--Choice Habits of Mind maintains that the fact that almost everyone now goes to college need not be seen as an

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state public policymakers, legislative and academic leaders, and a general public concerned about the cost and value of a college education. William B. Allen is professor of political science and director of the program in public policy and administration at Michigan State University. He is author of *The Federalist Papers: A Commentary* and *Let the Advice be Good: A Defense of Madison's Democratic Nationalism*. Carol M. Allen is a research specialist in the Department of Political Science, Michigan State University and a free-lance editor. She has published articles on literacy, cooperative collection development, and library systems implementation. "The goal of higher education as described by Allen and Allen is based on a curriculum of study for a proficient humanity characterized by excellence in judgement.... The authors

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have presented a refreshing treatise on the values of education, respect for working toward a more civilized society, acknowledgement of human dignity and the need for more moral and fair treatment within our society. Higher education is positioned to contribute to these lofty ideals and is described very well in this book."--Alton L. Taylor, University of Virginia

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This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence-based strategies for addressing the challenges associated with implementing equity and inclusion.

Washington's political philosophy - radical for his time - was a commitment to the belief that law can never make just what is in its nature unjust. Before the close of the Revolutionary War, he had conceived of a union based on the progressive principle that the American people would qualify for self-government in the sense of free institutions in proportion to their moral capacity to govern themselves by the light of reason. Washington managed the conflicts over the spoils of

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victory that threatened to fracture the union. Containing this discord within the walls of the Constitution may be considered his single greatest achievement.

This is an analysis of higher education in the past half century, a period of dramatic change and democratization. But it is more than that. The author has been a participant in the struggle to stem the decline in higher education, as it moved from an emphasis on classical liberal values toward relativism and ideological extremism. This volume reflects an awareness of what has been lost, but sees hope for a revival of traditional values as technological change and awareness of failure forces institutions to examine their premise. Herbert I. London has provided here fuel for fundamental redirection

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in American college and university affairs. *Decline and Revival in Higher Education* is uncompromising in its concerns, but points the way toward a future linked to the best of the past. The work follows the personal evolution of the author, while at the same time, describes the devolution of university standards in such institutions as Columbia, Duke, the University of California at Berkeley, and New York University. While seeing optimistic trends in oases of traditional programming that can serve as a counterweight to campus orthodoxies, London argues that the dramatic transformation of the academy cannot be denied. The social sciences and humanities in particular have become isolated from mainstream requirements in the nation. London deals with concrete concerns, such as the collapse of classic book

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programs in the contemporary curriculum, the decline and even vigilante raids on opposition in campus publications, the collapse of moral judgment in favor of pure relativism, the transformation of many museums into a storage houses of debris, and the confusion of coarse language with democratization. These developments lead the author to write this book, for if the culture wars are over, the American people may be the losers.

In 2006, Michigan voters banned affirmative action preferences in public contracting, education, and employment. The Michigan Civil Rights Initiative (MCRI) vote was preceded by years of campaigning, legal maneuvers, media coverage, and public debate. Ending Racial

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Preferences: The Michigan Story relates what happened from the vantage point of Toward A Fair Michigan (TAFM), a nonprofit organization that provided a civic forum for the discussion of preferences. The book offers a timely 'inside look' into how TAFM fostered dialogue by emphasizing education over indoctrination, reason over rhetoric, and civil debate over protest. Ending Racial Preferences opens with a review of the campaigns for and against similar initiatives in California, Florida, Washington, and the city of Houston. The book then delivers an in-depth historical account of the MCRID from its inception in 2003 through the first year following its passage in 2006. Readers are invited to decide for themselves whether affirmative action preferences are good for America. Carol M. Allen reproduces the remarks

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delivered at a TAFM debate, along with a compilation of pro and con responses by 14 experts to 50 questions about preferences. This book will be of interest to those working in the fields of public policy and state politics.

As John Henry Newman reflected on 'The Idea of a University' more than a century and a half ago, Bradley C. S. Watson brings together some of the nation's most eminent thinkers on higher education to reflect on the nature and purposes of the American university today. Their mordant reflections paint a picture of the American university in crisis. This book is essential reading for thoughtful citizens, scholars, and educational policymakers.

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