PEDAGOGY IN HIGHER EDUCATION

What can Cultural Historical Activity Theory (CHAT) contribute to the solution of the problems facing higher education today? This edited volume brings together the work of an international group of scholars and researchers to address this important question. Drawing on contemporary interpretations of CHAT, the contributors take on a wide scope of issues, ranging from pedagogy to administration and from teacher preparation to university outreach. An introduction presents the key principles of CHAT. Subsequent chapters address such issues as effective ways of teaching large undergraduate classes, providing support for struggling writers or for students with disabilities, opening up opportunities for students from historically underserved communities, preparing students for the professions, and building bridges between higher education and the wider community. Readers with an interest in higher education will encounter ideas in these chapters that will prompt them to rethink their role in preparing today's students for tomorrow's challenges.

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Pedagogy in Higher Education

A Cultural Historical Approach

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Holli A. Tonyan (PhD) is an assistant professor of psychology at California State University, Northridge. After completing undergraduate studies in psychology at Carleton College, she completed graduate psychological studies
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Chandra Turpen is a research associate at the University of Maryland, College Park. She completed her PhD in physics at the University of Colorado at Boulder, specializing in physics education research. Chandra’s work involves designing and researching contexts for learning within higher education. In her research, Chandra draws from the perspectives of anthropology, cultural psychology, and the learning sciences. Through in situ studies of classroom and institutional practice, Chandra focuses on the role of culture in science learning and educational change. Chandra pursues projects that have high potential for leveraging sustainable change in undergraduate STEM programs and makes these struggles for change a direct focus of her research efforts.

Gordon Wells is a professor of education at the University of California, Santa Cruz. His particular interests are fostering dialogic inquiry as an approach to learning and teaching at all levels, based on the work of Vygotsky and other sociocultural theorists. Previously, he was the director of the Bristol Study of Language Development (1969–84) and a professor at the Ontario Institute for Studies in Education/University of Toronto (1984–2000), where he was involved in a collaborative action research project, “Developing Inquiring Communities in Education” (DICEP), funded by the Spencer Foundation. Previous books he has authored include The Meaning Makers (second edition), Multilingual Matters (2009); Dialogic Inquiry, (Cambridge University Press 1999); and Action, Talk and Text: Learning and Teaching through Inquiry (Teachers College Press 2001).

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