

C. Carney Strange
James H. Banning

2nd Edition

Designing for Learning

Creating Campus Environments
for Student Success

Revised and Expanded from *Educating by Design*

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Designing For Learning Creating Campus Environments For Student Success

Robert D. Reason, John M. Braxton



Designing For Learning Creating Campus Environments For Student Success:

Designing for Learning C. Carney Strange, James H. Banning, 2015-07-27 Understand the design factors of campus environmental theory that impact student success and create a campus of consequence Designing for Learning is a comprehensive introduction to campus environmental theory and practice summarizing the influence of collegiate environments on learning and providing practical strategies for facilitating student success through intentional design This second edition offers new coverage of universal design learning communities multicultural environments online environments social networking and safety and challenges educators to evaluate the potential for change on their own campuses You ll learn which factors make a living learning community effective and how to implement these factors in the renovation of campus facilities An updated selection of vignettes case scenarios and institutional examples help you apply theory to practice and end of chapter reflection questions allow you to test your understanding and probe deeper into the material and how it applies to your environment Campus design is no longer just about grassy quads and ivy covered walls the past decade has seen a surge in new designs that facilitate learning and nurture student development This book introduces you to the many design factors that impact student success and helps you develop a solid strategy for implementing the changes that can make the biggest difference to your campus Learn how environments shape and influence student behavior Evaluate your campus and consider the potential for change Make your spaces more welcoming inclusive and functional Organize the design process from research to policy implementation Colleges and universities are institutions of purpose and place and the physical design of the facilities must be undertaken with attention to the ways in which the space s dimensions and features impact the behavior and outlook of everyone from students to faculty to staff Designing for Learning gives you a greater understanding of modern campus design and the practical application that brings theory to life

Designing for Learning C. Carney Strange, James H. Banning, 2015-06-16 Understand the design factors of campus environmental theory that impact student success and create a campus of consequence Designing for Learning is a comprehensive introduction to campus environmental theory and practice summarizing the influence of collegiate environments on learning and providing practical strategies for facilitating student success through intentional design This second edition offers new coverage of universal design learning communities multicultural environments online environments social networking and safety and challenges educators to evaluate the potential for change on their own campuses You ll learn which factors make a living learning community effective and how to implement these factors in the renovation of campus facilities An updated selection of vignettes case scenarios and institutional examples help you apply theory to practice and end of chapter reflection questions allow you to test your understanding and probe deeper into the material and how it applies to your environment Campus design is no longer just about grassy quads and ivy covered walls the past decade has seen a surge in new designs that facilitate learning and nurture student development This book

introduces you to the many design factors that impact student success and helps you develop a solid strategy for implementing the changes that can make the biggest difference to your campus Learn how environments shape and influence student behavior Evaluate your campus and consider the potential for change Make your spaces more welcoming inclusive and functional Organize the design process from research to policy implementation Colleges and universities are institutions of purpose and place and the physical design of the facilities must be undertaken with attention to the ways in which the space s dimensions and features impact the behavior and outlook of everyone from students to faculty to staff Designing for Learning gives you a greater understanding of modern campus design and the practical application that brings theory to life

Educating by Design C. Carney Strange,James H. Banning,2001 Authors C Carney Strange and James H Banning are nationally recognized experts on campus environments They draw from decades of research and experience to present an integrated framework for assessing and understanding academic environments They describe the principles and concepts that define effective person environment interactions and examine how these principles work through four different environmental components physical aggregate organizational and socially constructed They also discuss the four conditions for successful learning inclusion safety involvement and community Fostering Sustained Student-Faculty Engagement in Undergraduate Education Teniell L. Trolan,Eugene T. Parker, III.,2023-12-19 As higher education contexts change with shifts in student demographics additional emphasis on institutional accountability and new classroom and program modalities faculty continue to play an important role in fostering student success through their interactions with students Fostering Sustained Student Faculty Engagement in Undergraduate Education explores how these shifts in college and university environments affect undergraduate student faculty interactions and engagement The edited text focuses on how higher education scholars faculty and leaders might reconsider and rethink undergraduate student faculty experiences for present day higher education both inside and outside of the classroom Additionally the volume challenges existing notions of student faculty interaction focusing instead on improving the quality of interactions and fostering sustained mentoring relationships for important populations of students ultimately considering how student faculty engagement can contribute to student learning and success in higher education A timely book Fostering Sustained Student Faculty Engagement in Undergraduate Education offers practicable recommendations for higher education faculty student affairs staff faculty development professionals and college and university leaders for fostering effectual student faculty experiences

Democracy in Higher Education Maximilian T. Schuster,2025-12-05 This volume explores how colleges and universities can respond to divisive political environments by carefully and intentionally cultivating students civic learning and democratic flourishing Structured in five cohesive sections each chapter offers adaptable frameworks promising practices and tangible strategies for building positive momentum toward civic minded student learning in higher education Chapters explore how dialogue inside and outside the classroom community involvement and student agency can shape inclusive

engaged campus environments that directly support students civic learning and development Together the text presents a comprehensive approach that acknowledges the interconnected challenges faced by students faculty and staff and demonstrates how higher education institutions can foster environments that not only educate but also renew their promise to cultivate democratically informed and socially responsible citizens

Global Mobility and Higher Learning Anatoly Oleksiyenko, 2018-03-14 Winner of the Best Book Award from Researchers and Students and Study Abroad Programmes at the CIES2019 conference 2019 This book examines learning mobility tensions and ties caused by convergences and divergences of social organizational and cognitive forces in global higher education As some of these forces generate status anxiety and others enhanced self worth this volume asks the questions How can students navigate treacherous education markets to reduce the former and increase the latter Which specific forces and confluences enhance the quality of self discovery Does the search for identity and meaning produce better results when conducted internationally Which transformative drivers of global mobility enhance social mobility What allows some students to gain the capacity for impactful higher learning at a time when others lose it Why are strategically minded students increasingly concerned about equality and the quality of contribution to the common good of education rather than about their own status What makes some places of learning stand out when students recount their journeys of self discovery and roads to self worth This book includes a broad range of stories and firsthand perspectives that are often overlooked in the process of internationalization of higher education The narratives offer important insights to consider given the ever increasing disquiets of competitiveness oriented global higher education

Fat on Campus Roshaunda L. Breeden, Meg E. Evans, Terah J. Stewart, Erin R. Weston, Rachel Wagner, 2025-04-16 Fat on Campus The Voices and Images of Fat College Students and the Impacts of Fatphobia amplifies the voices of 11 fat college students across the United States Defined as a pathological fear of fatness often manifested as negative attitudes and stereotypes about fat people Robinson et al 1993 p 468 fatphobia like other forms of oppression impacts our students and our campuses Unlike other cultural phenomena fatness is one of the last socially acceptable forms of bias This text sheds light on fat students increasing their visibility in higher education explaining why it is important to recognize and address this critical issue on campuses across America Using rich stories from students who self identify as fat this text honors their experiences and highlights how they have created welcoming spaces for themselves in often unwelcoming collegiate environments The book shares findings from a national photovoice research study including narratives and photographs A methodological technique combining storytelling and photography photovoice is often used to inspire social change Aligned with the idea of transforming the future of higher education this book serves as both a call to action for educators and a love letter to fat students on campus The book is designed to engage educators and amplify the voices of fat students in an accessible way While it may be tempting for readers to flip to the section corresponding with their functional area of interest readers are invited to read the whole book and ask themselves How can I extend this research to

my own place of work Perfect for courses such as College Environments Diversity in Higher Education Understanding College Students Arts Based Research and Methodologies Qualitative Research *Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education* Alqurashi, Emtinan, 2019-10-11 Student engagement relies on the students and their willingness to participate in the learning process and can be enhanced through the application of various technologies within learning environments However strategies for implementing these technologies need research and development to be implemented effectively The *Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education* is a comprehensive academic publication that focuses on the engagement of learners with academics in higher education and especially how this engagement can be fostered with the integration of new technologies Featuring an array of topics such as gamification digital literacy and social networking this book is ideal for instructors educators administrators curriculum developers instructional designers IT consultants educational software developers researchers academicians and students *Queer Sharing in the Marketized University* Churnjeet Mahn, Matt Brim, Yvette Taylor, 2022-11-30 This collection contributes to an understanding of queer theory as a queer share addressing the urgent need to redistribute resources in a university world characterized by stark material disparities and embedded gendered racial national and class inequities From across a range of precarious and relatively secure positions authors consider the changing politics of queer theory and the shifting practices of queers who in moving from the margins toward the academic mainstream differently negotiate resources recognition and returns Contributors engage queer redistributions in all tiers of the class stratified academy and across the UK the US Australia Armenia Canada and Spain They both indict academic hierarchy as a form of colonial knowledge making and explore class contradictions via first generation epistemologies feminist care work in the pandemic Black working class visibility non peer institutional collaborations and student labor The volume reflects a commitment to interdisciplinary empirical and theoretical approaches and methodologies across anthropology Black studies cultural studies education feminist and women s studies geography Latinx studies performance studies postcolonial studies public health transgender studies sociology student affairs and queer studies This book is for readers seeking to better understand the broad class based knowledge project that has become a defining feature of the field of queer studies **Exploring Complexities in College Student Development** Patricia M. King, Rosemary J. Perez, James P. Barber, 2024-04-24 This book explores how college students address life challenges and develop the self authoring capacities needed to deal with the ambiguities and complexities of life after graduation Based on the in depth interview portion of the Wabash National Study of Liberal Arts Education this book draws on almost 1 000 interviews with a diverse cohort of 315 students from six institutions over 4 years It traces these students journeys documenting the wide variety of pathways they followed the range of contexts in which their experiences took place the liberal education outcomes associated with these experiences and the factors that affected quality and impact The authors critique current student

development theory and offer a new interactionist model to guide future study in the field inviting readers to adopt five habits of mind to guide their praxis and practice to promote student development This valuable resource is written for educators working in higher education institutions both faculty and student affairs professionals who want to help students get the most out of their college experience

Emerging Adulthood and Higher Education Joseph L. Murray, Jeffrey Jensen Arnett, 2018-09-13 This important book introduces Arnett's emerging adulthood theory to scholars and practitioners in higher education and student affairs illuminating how recent social cultural and economic changes have altered the pathway to adulthood Chapters in this edited collection explore how this theory fits alongside current student development theory the implications for how college students learn and develop and how emerging adulthood theory is uniquely suited to address challenges facing higher education today Emerging Adulthood and Higher Education provides important recommendations for administrators counselors and student affairs personnel to provide effective programs and services to facilitate their emerging adults' journeys through this formative stage of life

Serving Diverse Students in Canadian Higher Education Donna Hardy Cox, 2016-07-01 Survey of a spectrum of non traditional student groups enrolling in Canadian post secondary education today

Called Beyond Our Selves Erin VanLaningham, 2024 Higher education today faces challenges from all sides but college can provide young people with an opportunity to explore what it means to live a meaningful life Increasingly undergraduate education encourages students to reflect on their many callings in life but this does not need to be a purely individual pursuit This volume provides an argument for helping students to think about the interconnectedness of individual and communal life as they reflect on their various vocations

Care and Culturally Responsive Pedagogy in Online Settings Kyei-Blankson, Lydia, Blankson, Joseph, Ntuli, Esther, 2019-04-19 Due to the recent increase in digital education technologies online education classes have been experiencing a popularity increase among students worldwide As classroom diversity continues to expand instructors grapple with strategies to create caring and culturally responsive educational environments to increase student engagement irrespective of their demographic composition Care and Culturally Responsive Pedagogy in Online Settings is a collection of innovative research on the incorporation of culturally sensitive teaching practices in online classrooms and how these methods have had an impact on student learning Contributed by education experts from the USA UK and more this publication provides comprehensive coverage on topics including faculty teaching restorative justice nontraditional students and more making it a valuable resource for instructors researchers instructional designers administrators policymakers and students seeking current research on online educators incorporating care and culturally responsive pedagogy

Design for Inclusivity Magda Mostafa, Ruth Baumeister, Mette Ramsgaard Thomsen, Martin Tamke, 2023-09-02 The book provides new perspectives from leading experts examining the role of architects and urbanists in designing for inclusivity in our built environment By focusing on themes of gender race and ethnicity ability neurodiversity age poverty and socio economy and the non human the book tackles the complex challenges that designers and scholars

encounter and need to address in their works The volume offers a diverse compilation of peer reviewed papers related to architecture for inclusivity in various different formats ranging from visual essays argumentative papers and scholastic texts It presents the notion of availability a concept which works to challenge the othering inherent in notions of inclusion and accessibility In its introduction it presents a critical discourse around the challenges and potentials lying in the design for availability targeted towards a systemic change of our societies The book is part of a series of six volumes that explore the agency of the built environment in relation to the SDGs through new research conducted by leading researchers The series is led by editors Mette Ramsgaard Thomsen and Martin Tamke in collaboration with the theme editors Design for Climate Adaptation Billie Faircloth and Maibritt Pedersen Zari Design for Rethinking Resources Carlo Ratti and Mette Ramsgaard Thomsen Eds Design for Resilient Communities Anna Rubbo and Juan Du Eds Design for Health Arif Hasan and Christian Benimana Eds Design for Inclusivity Magda Mostafa and Ruth Baumeister Eds Design for Partnerships for Change Sandi Hilal and Merve Bedir Eds

Disability and Equity in Higher Education Accessibility Alphin, Jr., Henry C.,Lavine, Jennie,Chan, Roy Y.,2017-03-24 Education is the foundation to almost all successful lives It is vital that learning opportunities are available on a global scale regardless of individual disabilities or differences and to create more inclusive educational practices Disability and Equity in Higher Education Accessibility is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in higher education despite traditional hindrances Featuring extensive coverage on relevant topics such as higher education policies electronic resources and inclusion barriers this publication is ideally designed for educators academics students and researchers interested in expanding their knowledge of disability inclusive global education

Black Collegians' Experiences in US Northern Private Colleges Dafina-Lazarus Stewart,2017-04-22 This book is a narrative study of the lives and experiences of sixty eight Black collegians in a set of northern private colleges in the Midwest between 1945 and 1965 Through oral histories and archival material this text documents and reflects on their experiences in the racially isolated northern rural towns in Ohio Michigan Indiana and Western Pennsylvania This history illuminates both the empowerment of these collegians and the persistent challenges of enacting institutional values in the face of resistance from both outside and within Stewart seeks to understand the nature of progress toward pluralistic diversity in college environments characterized by the paradox of racial homogeneity and interracial engagement In this way the complex interplay of social movements institutional context individual identities and the experiences of marginalized students in postsecondary education are more effectively demonstrated

Educating About Religious Diversity and Interfaith Engagement Kathleen M. Goodman,Mary Ellen Giess,Eboo Patel,2023-07-03 This book arises out of a recognition that student affairs professionals have little preparation or guidance in dealing with matters of spirituality religion secularity and interfaith work at a time of greater diversity in students beliefs and from a broad recognition that there is a need to engage with this aspect of student life For those who don t know how to begin and

may be nervous about tackling a topic that has the potential to lead to heated disagreements this book provides the resources and practical guidance to undertake this work With the aim of providing student affairs practitioners and faculty with the tools they need to increase their comfort level and enable their ability to engage in discussions about belief both in and out of the classroom the contributors provide foundational knowledge concrete teaching ideas sample activities and case studies that can be used in a variety of settings This book serves multiple audiences in student affairs by providing teaching ideas for practitioners who want to include a session or two about interfaith in their programs as well as ideas for student affairs faculty who may be teaching one session on this topic or a whole course The book is divided into four sections The first offers context provides the findings of research and asks readers to reflect on the framework they use to embark on this work whether a social justice framework that aims to highlight issues of power and privilege or an interfaith cooperation framework that aims to create religious pluralism Part Two provides concrete ideas for creating courses activities events and programs focused on spirituality religion secularity and interfaith engagement as well as ideas for incorporating these topics into courses typically offered in student affairs preparation programs Part Three presents case studies to engage students practitioners and faculty in thinking about campus situations related to religious diversity Part Four provides some basic information about a variety of religions and worldviews held by college students College Students in the United States

Kristen A. Renn, Robert D. Reason, 2023-07-03 In this book the authors bring together in one place essential information about college students in the US in the 21st century Synthesizing existing research and theory they present an introduction to studying student characteristics college choice and enrollment patterns institutional types and environments student learning persistence and outcomes of college Substantially revised and updated this new edition addresses contemporary and anticipated student demographics and enrollment patterns a wide variety of campus environments such as residential commuter online hybrid and a range of outcomes including learning development and achievement The book is organized around Alexander Astin's Inputs Environment Outputs I E O framework Student demographics college preparation and enrollment patterns are the inputs Transition to college and campus environments are the substance of the environment The outputs are student development learning and retention persistence completion The authors build on this foundation by providing relevant contemporary information and analysis of students environments and outcomes They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding college students in the United States is an ongoing project By consolidating foundational and new research and theory on college students their experiences and college outcomes in the US the book provides knowledge to inform policies programs curriculum and practice As a starting point for those who seek a foundational understanding of the diversity of students and institutions in the US the book includes discussion points learning activities and further resources for exploring the topics in each chapter **Improving College Student Retention** Robert D. Reason, John M. Braxton, 2023-07-03 Higher education

institutions have already begun to see decreasing enrollment numbers even as higher education enrollment is predicted to drop precipitously starting in 2025. Much of the decrease in enrollment will be driven by demographic trends about which higher education institutions can do little, making the retention of students who do enroll that much more important. Overall retention rates have stagnated and differential retention rates by race and ethnicity have persisted. If higher education institutions, researchers, and policy makers are to improve retention rates, a critical examination of the current state and future directions of retention research is essential. This edited volume begins that examination by addressing several questions: What are the needed directions in theory and research on college student persistence and how do we translate new theory and research into effective practices? Are we asking the right questions, looking in the right places, or trying to apply out-of-date theories to new populations? In short, how can the research community help institutions improve retention in this challenging time?

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