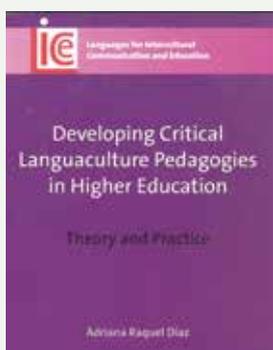




SELECTED ANNOTATED LIST OF PUBLICATIONS

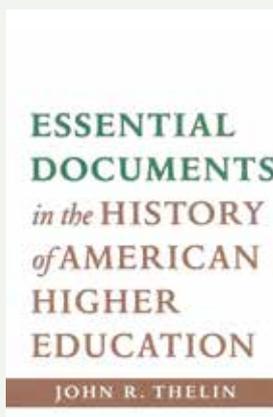
DEVELOPING CRITICAL LANGUACULTURE PEDAGOGIES IN HIGHER EDUCATION, Adriana Raquel Diaz. Bristol, U.K., Buffalo, Toronto: Multilingual Matters, 2013. 195 p. (Languages for Intercultural Communication and Education) – ISBN 978-1-7830-9034-1



This book provides a pedagogic framework for a more integrated approach to language and culture in language education,

conceptualised by the term 'languaculture'. The book is primarily intended for university language teachers and their role in developing and implementing curriculum innovation. A threefold process of developing intercultural competences through language education is described and the implementation of a curriculum development framework is demonstrated in four case studies within Australian higher education.

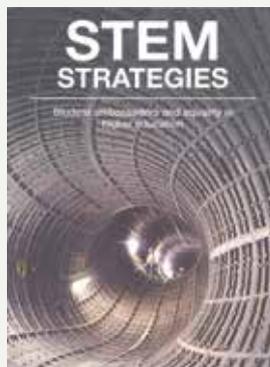
ESSENTIAL DOCUMENTS IN THE HISTORY OF AMERICAN HIGHER EDUCATION, John R. Thelin. Baltimore: John Hopkins University Press, 2014. 358 p. – ISBN 978-1-4214-1422-5



This book presents and interprets primary sources that chart the social, intellectual, political and cultural history of

colleges and universities in the United States of America. Key historical documents are organised chronologically, from the nine colleges established in the Colonial era through to a 2012 report on the effects of the financial crisis on universities and colleges. The book includes memoirs that recount life as a Harvard student in the 1700s, as a participant in the campus riots of the 1960s, the experiences a female college athlete in the 1970s, or enrolling at university as a Latina in the 1990s.

STEM STRATEGIES: STUDENT AMBASSADORS AND EQUALITY IN HIGHER EDUCATION, Clare Gartland. London: Institute of Education Press, 2014. 184 p. – ISBN 978-1-85856-617-7

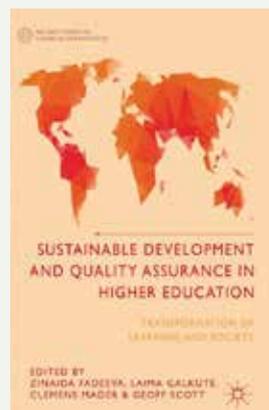


This book examines recent policy in the United Kingdom for widening participation in science, technology, engineering and

mathematics (STEM) in higher education, through the lens of STEM student ambassador schemes. These schemes, which were specifically designed for widening participation in STEM subjects, engage undergraduate students as ambassadors to work with secondary school students to encourage their progression in STEM subjects. The author provides a detailed account of practices of using student ambassadors in two contrasting universities in the UK.

SUSTAINABLE DEVELOPMENT AND QUALITY ASSURANCE IN HIGHER EDUCATION: TRANSFORMATION OF LEARNING AND SOCIETY, Zinaida Fadeeva, Laima Galkute, Clemens Mader, Geoff Scott, Eds.

– Basingstoke: Palgrave Macmillan, 2014. (Palgrave Studies in Global Higher Education) – ISBN 978-1-1374-5913-8



Higher education has a central role in helping our world address its interlaced social, cultural, economic and environmental

challenges. Our universities and colleges can do this by identifying and testing solutions in collaboration with the regions they serve, and by building the leaders of tomorrow. But to do this higher education institutions (HEIs) must transform themselves, and this involves bringing together best practice in quality management and improvement for tertiary education with best practice in education for sustainable development. **Opening with a paper by Prof Dzulkifli Abdul Razak, President of the IAU, and supported by the IAU**, this book seeks to provide those interested in addressing this double helix of transformation with tested strategies and pathways for undertaking the journey successfully. It pays particular attention to dynamic interplays between organizational, national and international development in higher education policies and practices relevant for quality assurance. It also explores changing understandings of the notion of quality in higher education, relations of quality systems and other HEI strategies and questions of learner competences in the context of HEI strategies.

THE ATTAINMENT AGENDA: STATE POLICY LEADERSHIP IN HIGHER EDUCATION, Laura Walter Perna, Joni E. Finney.