THE QUEST FOR QUALITY: PERCEPTIONS AND REALITIES BRIAN FOX pdf

1: CIUTI-Forum : Martin Forstner :

Quality assurance has been a major issue in Higher Education discourse during the past decade. Evaluations, accreditations and assessments have almost become standard procedures within the framework of translation studies.

Teaching children perception vs. For each individual, your perception becomes your reality when you are unaware of what you are doing. For example, notice when an event happens to any two or more people. They will have different stories and attach different meanings to the experience unless they collaborate and create the same story. Once a child can understand this concept an entirely new world of personal power and possibility opens up to him or her, but there is more to it than that. Two key factors make up perception of reality: Past Experiences Beliefs and Values While your past experiences, beliefs, and values do make up a large part of your reality, in every case, you have a choice of how you respond, but often those choices are marred by a skewed reality that is grounded in an emotionally laden story about yourself that you made up in early childhood and have a reaction instead. He had an emotional reaction, to not only this situation, but the time he was not picked for the team in grade school and went home crying, and every other time he was not selected for something he had worked hard for and wanted. And then there was the time that John was laid off by a female CEO, due to downsizing at his previous company. For John, this promotion was to be his lucky break, even though he had a perpetual story that he never gets what he wants, regardless of how hard he works for it. He regularly reinforced this story, by sharing about all the times he was misunderstood, left behind, or treated unfairly. Now he had new evidence reverse discrimination to reinforce his story. Yes, this is the proverbial self-fulfilling prophecy story, but as illustrated, it is not just perception that matters, rather the underlying emotion, meaning attached, and how you respond to a situation; especially disappointments and setbacks. Note, I said respond, not react. There is no need for them to be discovering this human condition when they are 45 years old and storming out some door. Childhood trauma and even minor rejections are a major cause of skewed realities and what is possible in life for most everyone. In addition, a change in perspective for anyone can help alter reality and make the difference between reacting inappropriately or handling a situation so you can grow from it. When your reality feels so real, it is difficult to accept that no two people have exactly the same reality not even identical twins , and neither reality is right or wrong. Once you understand this, you can blaze the trail toward understanding, empathy, and change for you and those around you. This is especially useful in difficult, but important, family and work situations because you will now be in charge and the have personal power to handle the situation - instead of your story. We can all learn to be more accurate in our perceptions by remembering the role that human emotion and meaning plays in turning our perceived reality into hard facts that can have a negative impact our lives. Even so, there are those who refuse to change their perspectives and reality. Unfortunately for John, instead of finding out what was missing in his quest or what he could learn, he reacted emotionally and quit. The power in doing so is that responsibility works in reverse, as well. When you actually choose to rewrite your story, your perception and reality will change, and you too are responsible for that - that is the good news.

2: The Politics of Climate Change in the United States

The Quest for Quality: Perceptions and Realities Brian FOX 23 Interne und externe Evaluationen von Translationsstudiengängen im Lichte der Evaluationsforschung Martin FORSTNER 29 Doppelter Praxisbezug und Kompetenzvermittlung als Problem der Qualitätssicherung translatorischer Studiengänge Hannelore LEE-JAHNKE

Flexibility in the Twenty-First Century: The Challenge of Web 2. Identifying Driving and Restraining Forces Download 4. Openness and Flexibility in New Zealand: Surviving the Swamps of Everyday Practice Download 8. Implementing an Online System: From "Here" to "There": Where Has the Effort Gone?: The Garden of Learning Delights: Reflecting on Swamp Life Arthur L. Admitting Compromises Download The Fog of Flexibility: Thompson and Lorna Kearns V. Voicing Contrarian Opinions Download What Happens in the Stretch to Flexibility? Katherine Nicoll Download Conclusion: Above all [the reader emerges] from these deeply contextual chapters, set in a diversity of geographical and cultural milieus, convinced of the importance of taking a situated view of flexibility as a counterweight to sloganeering. This book should be a must-read for university educators, researchers, administrators, managers, and policy makers. But they also show us how high-quality courses and programs can be built through successful collaborations of people with a shared vision. The editors are to be commended for organizing this eclectic selection of narratives and reflections into a coherent, extremely readable, and meticulously edited volume on the realities of flexibility in higher education. The significance of this compilation of essays is that it is the first step in a process to create a much needed dialogue on the issue of flexibility in education, with the intent of establishing standards for universal access to education.

Zur Einführung: Qualitätssicherung als Aufgabe --Eröffnungsreden --Translation, quality and service at the European Commission / George VLACHOPOULOS --The Quest for Quality: Perceptions and Realities / Brian FOX --Interne und externe Evaluationen von Translationsstudiengängen im Lichte der Evaluationsforschung / Martin FORSTNER --Doppelter.

October 4, The Politics of Climate Polarized views about climate issues stretch from the causes and cures for climate change to trust in climate scientists and their research. There are also major divides in the way partisans interpret the current scientific discussion over climate, with the political left and right having vastly divergent perceptions of modern scientific consensus, differing levels of trust in the information they get from professional researchers, and different views as to whether it is the quest for knowledge or the quest for professional advancement that drives climate scientists in their work. When it comes to party divides, the biggest gaps on climate policy and climate science are between those at the ends of the political spectrum. Across the board, from possible causes to who should be the one to sort this all out, liberal Democrats and conservative Republicans see climate-related matters through vastly different lenses. Perhaps it follows, then, that liberal Democrats are much more inclined to believe a wide variety of environmental catastrophes are potentially headed our way, and that both policy and individual actions can be effective in heading some of these off. And, a majority of conservative Republicans believe that each of the six actions to address climate change can make no more than a small difference. Democrats are especially likely to see scientists and their research in a positive light. Few in either party say climate scientists should have no role in policy decisions. To the extent there are political differences among Americans on these issues, those variances are largely concentrated when it comes to their views about climate scientists, per se, rather than scientists, generally. Majorities of all political groups report a fair amount of confidence in scientists, overall, to act in the public interest. And to the extent that Republicans are personally concerned about climate issues, they tend to hold more positive views about climate research. Liberal Democrats are especially inclined to believe harms from climate change are likely and that both policy and individual actions can be effective in addressing climate change. Among the political divides over which actions could make a difference in addressing climate change: The stakes in climate debates seem particularly high to liberal Democrats because they are especially likely to believe that climate change will bring harms to the environment. Among this group, about six-in-ten say climate change will very likely bring more droughts, storms that are more severe, harm to animals and to plant life, and damage to shorelines from rising sea levels. But Republicans with higher science knowledge are no more or less likely to hold these beliefs. These are some of the principle findings from a new Pew Research Center survey. Most of the findings in this report are based on a nationally representative survey of 1, U. The margin of sampling error for the full sample is plus or minus 4 percentage points. But, they come from a range of age and education groups and from all regions of the country. There are wide differences in beliefs about climate issues and climate scientists between this more concerned public and other Americans, among both Democrats and Republicans alike. At the same time, this more concerned public is quite optimistic about efforts to address climate change. Majorities among this group say that each of six different personal and policy actions asked about can be effective in addressing climate change. Further, those with deep concerns about climate issues are much more inclined to hold climate scientists and their work in positive regard. This group is more likely than others to see scientists as understanding climate issues. Conservative Republicans stand out as more negative in their overall views about climate change news coverage. Public ratings of the media may be linked to views about the mix of news coverage. Confidence in scientists and other groups to act in the public interest Though the survey finds that climate scientists are viewed with skepticism by relatively large shares of Americans, scientists overall â€" and in particular, medical scientists â€" are viewed as relatively trustworthy by the general public. Asked about a wide range of leaders and institutions, the

military, medical scientists, and scientists in general received the most votes of confidence when it comes to acting in the best interests of the public. On the flip side, majorities of the public have little confidence in the news media, business leaders and elected officials. Confidence in either group is about the same or only modestly different across party and ideological groups. Confidence in the news media, business leaders and elected officials is considerably lower; public views about school and religious leaders fall in the middle. People in both political parties express deep distrust of elected officials, in keeping with previous Pew Research Center studies showing near record low trust in government. Strong bipartisan support for expanding solar, wind energy production One spot of unity in an otherwise divided environmental policy landscape is that the vast majority of Americans support the concept of expanding both solar and wind power. The public is more closely divided when it comes to expanding fossil fuel energies such as coal mining, offshore oil and gas drilling, and hydraulic fracturing for oil and natural gas. While there are substantial party and ideological divides over increasing fossil fuel and nuclear energy sources, strong majorities of all political groups support more solar and wind production. These patterns are broadly consistent with past Center findings that climate change and fossil fuel energy issues are strongly linked with party and ideology, but political divisions have a much more modest or no relationship with public attitudes on a host of other science-related topics. Boom for home solar ahead? Their reasons include both cost savings and help for the environment. Western residents and younger adults ages 18 to 49 are especially likely to say they have considered, or already installed, solar panels at home. One-in-five Americans aim for everyday environmentalism; their political and climate change beliefs mirror the U. How different are the actual behaviors of Americans who live out their concerns for the environment all the time from the rest of the public? They are more likely to buy a cleaning product because its ingredients would be better for the environment, but again, most do so no more than sometimes. And they are no more likely than other Americans to reduce and reuse at home by composting, having a rain barrel or growing their own vegetables. Nor are environmentally conscious Americans more likely than other people to have spent hobby and leisure time hiking, camping, hunting or fishing in the past year. There is one way in which environmentally conscious Americans stand out attitudinally, however. They are much more likely to be bothered when other people waste energy by leaving lights on or not recycling properly.

4: Reality | Definition of Reality by Merriam-Webster

Brian FOX, IAMLADP: The Quest for Quality: perceptions and realities. Discussion 10h30 - 11h00 Coffee break Section 5 - Quality Measurements II: Aspects of the.

Causality - What are causes, mechanisms, and the like? We casually refer to causes and effects in normal interactions all the time. We all conduct our lives â€" choosing actions, making decisions, trying to influence others â€" based on theories about why and how things happen in the world. From the early stages of childhood we attribute causes, building a vision of the social and physical world that makes it understandable. Every action, every choice about what to do, is based on our anticipation of its effects, our understandings of consequences. Analytical and scientific reasoning has a similar form, but requires that we approach causation more systematically and self-consciously. Analytical Task The general analytical problem. In this and other societies, women and men commonly dress differently. Prepare a causal analysis that seeks to explain why women and men dress differently. Our analytical task this week is to attempt a "simple" causal analysis of a gender difference that is obvious but not often questioned - the way we dress. The purpose of this exercise is to get us thinking about causality. To the degree that we can, we want to try to think of different kinds of causes based on varied ways of framing the causal question. Realistically, one could easily write a book about all the possible ways of interpreting this causal question and answering it. We are just trying to develop some sensible insights in a couple pages. The starting point of most causal analyses is a comparison. When we start with the general question "what causes X? Examples of such questions might be "why do people in group A do X more than those in group B? If we are trying to explain some phenomenon, X, then we need to identify variations in the likelihood of X or the rate of X, and look for potential causes that 1 vary across the relevant circumstances in a way that could explain X and 2 that we can connect to the outcomes for X in some way. For example, with the gender distinctive clothing question, some ways to better specify the question and look at it through comparisons are: What causes individual conformity to the cultural pattern? What induces women and men to conform to the expectations for dressing differently? Whenever we observe a consistent pattern of social behavior, some common conditions or processes must be inducing people to act in a similar way. Figuring out what encourages conformity and discourages deviance allows us to provide a causal explanation. Think about what happens to people who do not conform to the expectations about male and female appropriate clothing. And, just as important, ask why it is that people punish nonconformists. Here the basic comparison is between people who conform and those who do not, or between the reactions of people to conformity and nonconformity. What causes differences in dress "codes" across cultures? What circumstances could exist across societies that consistently produce gender differences in modes of dress? The clothing characteristic of each sex varies greatly across societies and time. Clothing differs between "primitive" cultures and modern ones, between warm and cold climates, and between different parts of the world. But seemingly everywhere men and women dress differently. How can we explain this pattern? Here the primary comparison is between cultures that have different clothing. Why do the expectations about clothing differences vary by context? Why are gender differences in dress greater in some circumstances than in others? For example, both women and men may wear similar coveralls in a factory, but women and men generally wear dramatically different clothing to formal dances. Our efforts to find causes behind any phenomena are improved by looking at variations. If male and female clothing is just a little different in some contexts but greatly different in others, we can usefully focus on what might produce this variance in gender differences. Here the primary comparison is between contexts with greater differences in the expected clothing and contexts with lesser differences. While considering how to explain the differences in the ways women and men dress, it can also be helpful to think through ways that this pattern could be considered an example of a larger pattern. The explanation for the broader pattern may be different or easier to develop. The gender differences in apparel and appearance adjustment more generally could be considered as one example of

apparel differences that find groups defined by age, ethnicity, or region dressing differently. That is to say, it is not only women and men who consistently dress differently. Different ways of dressing also distinguish other groups. The gender differences in dress could be considered as one example of a wider range of behavioral differences between women and men such as rules of proper decorum, speech patterns, or displays of sexuality. That is, we can point to other presentational differences between women and men. If we think about the range of these presentational differences, do they suggest ideas that might help explain differences in apparel? Designing Research in the Social Sciences. A Unified Framework for the Social Sciences. Varieties of Social Explanation: An Introduction to the Philosophy of Social Science. Lieberson, Stanley; " Modeling Social Processes: Some Lessons from Sports "" Sociological Forum, How is gender inequality symbolized and reproduced in everyday life? To start our investigation of the causes of gender inequality, we will consider how people experience and act out gender in their day to day lives. We want to think about the most basic questions. Why and when do women and men act differently? Why and when do people respond differently to women than men? How do all these private individual actions when taken together over time influence the understanding of gender in a culture and gender inequality? For this task, we choose some familiar to us setting or type of interaction where women and men typically engage each other. For example, this could be a workplace, a bar, interactions between buyers and sellers, or parties. We use this as our source of empirical data and focus our argument on explaining gender interactions there. Then we try to apply her argument to the setting we have chosen. The right tool allows us to construct a better edifice with less effort; the wrong tool does not. The remaining notes for this analytical task look at some analytical steps that allow us to think through this problem effectively. Systematic steps in the analysis. Doing this kind of thought experiment, we want our thinking to be as systematic as possible. For all systematic causal analyses, we want to consider how the phenomenon being examined varies in regular or predictable ways across conditions, settings, types of people, places, or the like. Then, we ask what conditions or events typically precede or occur along with the outcomes that could plausibly influence those outcomes. Then we consider how their actions might differ between opposite-sex and same-sex encounters. We can broaden the range of the examples we use to think about these differences by considering other characteristics that might affect interactions, such as the age or race of the people, whether the interaction is cordial or unfriendly, how well the people know each other, and so on. We want to ask ourselves if the gender aspect of the interaction will be influenced by these other circumstances that seem relevant to interactions. For example, does gender influence cordial interactions differently from the ways it influences confrontations in our setting? If we believe the answer is yes, then we consider how and why. For example, in the same setting, a person seeking sex will commonly act differently than someone trying to curry favor or sell a product. When we apply a systematic logic to the analysis, we usually do not want to write about all the possibilities we think about. Instead, we use the ones that we find telling. But we will not identify those telling possibilities unless we systematically work through all the relevant possible influences. We can take the analysis of interactions another step by considering how the influence of gender on these interactions is potentially affected by conditions like: Whenever we try to explain patterns like this, we want to consider the exceptions. When will people violate the implications of gender expectations and what follows when they do? Are there circumstances that make it more likely people will depart from conventional behavior? Violations of norms or common expectations are valuable for causal analyses because cracks in the veneer of social order can reveal its structure and dynamics. Do we see ways that her approach neglects or misunderstands important causes influencing the gender character of behavior in the context we examine? Our central goal here is to explain how and why gender organizes interactions in our chosen example. Ridgeway, Framed by Gender , Chs.

5: The Quest for Quality: Perceptions and Realities Brian FOX 23

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In addition, students of full-time online faculty received a slightly higher mean course grade and were more likely to continue their enrollment into the next course. Complementing results of the learning and performance variables, those students being taught by a full-time online faculty member were more satisfied with their online learning experience. Discussion Across all learning, performance, and satisfaction variables, a consistent difference was found favoring students learning from full-time online faculty compared to adjunct online faculty; not only did students learn more as measured by higher course grades , but they were also more satisfied with their online learning experience. These findings are particularly interesting with respect to other research Johnson, ; Sonner, suggesting that adjunct faculty often grade more leniently due to perceptions of job insecurity. Contrary to these findings, the current investigation found that despite the transient nature of the adjunct position, adjunct faculty assigned lower overall course grades than did their full-time counterparts. Aggregating this finding with the nature of the online course identical course structure, assignments, and grading rubrics provides support for the assumption that differences in final course grades is a function of student learning as opposed to a by-product of grade variance or inflation. Key to the current investigation, the core content of the target course was identical same course structure, assignments, and grading rubrics ; yet, it is clear via the findings that the way in which a faculty member taught the course had a significant impact on the student experience. As such, effectiveness of the learning experience cannot be a function of the curriculum or the online course design, but rests in the choices, behaviors, and actions of faculty. In online programs that utilize a standardized course design, these individualized faculty choices are most apparent via: Central to the current investigation, then, is an examination of the differences in the nature of an adjunct versus a full-time position that leads to differential choices in how one facilitates and implements an online course. Within this comparative framework, it is important to stress that this is not a criticism of the quality of adjunct online faculty, but rather to examine the differences between the full-time and adjunct online teaching models that may impact the student learning experience. While integration and utilization of an increasing number of full-time online faculty may be desirable, the reality for most universities is that economic and administrative constraints mandate ongoing reliance on adjunct online faculty. As such, it is beneficial to examine naturally occurring differences in the work environments of full-time online faculty compared to adjunct online faculty to identify key initiatives to more effectively support a geographically diverse, part-time teaching body. As Tipple highlights, adjunct faculty are not typically mainstreamed into the traditional faculty body and may be demotivated by perceptions that the institution does not treat them with the same respect, prestige, and investment as is granted to full-time faculty. Key to fostering student success may lie in adapting university structure, policy, and expectations to be more deliberately supportive of online adjunct faculty or in creating unique full-time positions that target the online learning experience. Universities seeking to examine the impact of various faculty populations must examine access to professional development opportunities. Historically, faculty development and training initiatives have been geared primarily toward face-to-face, full-time faculty. In addition to the opportunities available, one must also consider the incentives of each faculty to participate in those professional development initiatives that are offered. While full-time faculty may have incentives for participation in professional development built into their position, these same incentives may not be relevant for adjunct faculty. In addition, the timing and format of professional development activities may not be amenable to the schedules of a geographically dispersed adjunct population. Similarly, full-time and adjunct faculty may have differential motivation for their investment in

the teaching and learning process. In contrast, the nature of the adjunct position generally dictates that employment is semester-based with minimal opportunity for employment security, longevity, or advancement regardless of the quality of their teaching. This is not to imply that adjunct faculty are not invested in their positions or that they lack concern about their teaching, rather there may be a difference in the extrinsic motivation to excel in their teaching. Per the nature of the adjunct teaching, the majority of adjunct faculty teach as a supplement to their regular, full-time employment Shiffman, As such, adjunct faculty may simply have less time available to invest in the online classroom. Similarly, there may be differences in the time required to respond to student posts, grade assignments, or provide feedback. And, if any differences do exist, whether or not these differences can account for variations in student learning from full-time faculty compared to online faculty. Related to this issue, online adjunct faculty due to the nature of course assignments being made as a function of enrollment numbers may not receive sufficient planning time between the time a course contract is issued and the start of a course Dobbins, In the current investigation, full-time faculty all taught their online courses from a unified teaching center; as such, the full-time faculty had a community of scholars present both in time and location while teaching. In contrast, adjunct faculty taught their online courses from varied physical locations as well as varied time schedules. As Eib and Miller indicate, online faculty lack diversity in their instructional practices as the isolation of their position limits exposure to novel or innovative approaches. Research is needed to determine the impact of a teaching community on student outcomes and whether or not the lack of a physical teaching community impacts the quality of instruction provided by adjuncts in the online environment this impact may be unique to the online setting as research on the quality of face-to-face adjunct instruction is unable to address the isolation experienced by online faculty. Dobbins focuses on these feelings of isolation in a reflective essay explaining the unique challenges of conducting scholarly teaching research as an adjunct faculty who "experiences exclusion from the core business of the wider programme, department and university" p. Echoing these concerns, Baron-Nixon discusses the need for universities to integrate adjunct faculty beyond exclusive emphasis on teaching in order to foster an engaged educational experience for students. Implications and Limitations The current investigation is a preliminary step in examining the relative impact of adjunct faculty compared to full-time faculty in the online environment. In addition, the increasing reliance on adjunct faculty in the online setting necessitates continued assurance of quality standards. The student outcome differences indicated in the current investigation favor full-time faculty instruction over that of adjunct faculty. While this finding provides some evidence that the nature of the full-time faculty position is more likely to promote student learning, the results need to be interpreted in light of the current study design. One of the key limitations of this study rests in the inability to randomly assign instructors to either the adjunct or full-time position; this self-selection into faculty population leads to a host of questions surrounding causes for measured differences in resultant student learning. But, as also highlighted by Wagoner, the true impact of adjunct faculty may be masked by study designs that look at the overall adjunct population as an aggregate. Examining the mean impact of the adjunct population may fail to consider differential impact of a heterogeneous part-time faculty population that includes lesser-qualified adjuncts who are seeking full-time employment as compared to highly qualified adjuncts that maintain full-time careers outside of academe. As Gottschalk and McEachern point out, shifts in the economy are changing the profile of adjunct faculty; their research reports an increase in adjunct faculty who are employed in multiple part-time positions and seek job security through a more traditional academic appointment. Future research is needed to determine the profile of online adjunct faculty and to examine differential effectiveness as a function of their motivation, qualifications, and experience Cowley, Beyond potential differences in the individuals who hold adjunct teaching positions, it is equally possible, as the authors have posited, that differential student outcomes are not a function of the individual faculty members, but rather exist as a by-product of the working conditions unique to online adjunct faculty. There are a number of naturally occurring differences between an adjunct and a full-time teaching position; specifically, adjunct faculty may have fewer opportunities for professional development, decreased motivation for demonstrating

teaching excellence, less time available to devote to teaching, and decreased connection to the professional community. These differences may be intensified even more in an online environment in which adjunct faculty are working in geographic isolation. Recommendations To maximize the effectiveness of online adjunct faculty, universities must create an environment that recognizes values and supports the unique needs of this faculty population. Inherent in this shift is the need to create an institutional culture that aligns with the specialized conditions surrounding geographically dispersed, adjunct faculty. A number of recommendations to facilitate the potential effectiveness of remote, part-time faculty teaching online courses are given in the subsections below. Foster an Integrated Faculty Body Two primary conditions must be met in order to foster an integrated, collaborative faculty body: As such, it is not adequate to simply inform online adjuncts of departmental or university initiatives, but steps should be taken to ensure they are able to effectively participate i. Along with increased opportunity, campus-based programs must shift attitudes to foster a culture in which the contributions of part-time faculty are respected and valued. Central to this paradigm shift is the need to connect adjunct faculty to the full-time faculty body through shared initiatives, dialogues, and collaborative efforts. Recognizing these primary sources of professional development for part-time faculty, online adjuncts may be at a heightened disadvantage. Due to their time-limited, non-continuous academic appointments, they may lack a connection to the larger academic department. This dissociation is compounded by the geographic remoteness of their position. In addition, the relative novelty of online education may dictate that not all adjunct faculty have extensive personal experience with effective teaching and learning strategies in this modality. To address these disparities, universities need to develop specific faculty development initiatives that target remote faculty. As such, not only should programming address issues of effective online instructional strategies but should be offered in a web-based, asynchronous manner that allows for participation outside of traditional work hours. Enhance Communication The dissociation reported by adjunct faculty results in many individuals working independently Peters et al. This issue may be intensified for online programs in which the curriculum is developed and set by others outside the control of the instructor Tait, Providing the broader context, rationale, and purpose of a course can assist online adjuncts in maximizing student learning through the sequencing of skills, knowledge, and abilities across the curriculum. In addition to communicating course-specific information, it is also important that online adjuncts have knowledge of support systems, structures, resources, and contacts Knight et al. Examine Institutional Policies Inherent in the course-by-course, contractual nature of the adjunct teaching position is a lack of expectation, incentive, or motivation for adjunct faculty to take advantage of professional development, collaboration, and service opportunities available through the university Peters et al. Universities must examine alternate structures or policies that encourage adjunct faculty to invest their time, effort, and resources outside the confines of the class they are contracted to teach. For example, an incentive program could be developed to offer priority course scheduling for online adjuncts who demonstrate an ongoing commitment to professional growth through participation in faculty development initiatives. Conclusion With no manipulations in place to control for the range of factors that may impact the effectiveness of full-time and adjunct faculty, the current study found a difference in student learning outcomes favoring students learning from full-time faculty members. These findings are not to suggest that adjunct faculty are less effective teachers; rather, it underscores potential discrepancies that may occur as a function of the naturally occurring disparity between the roles of those who teach adjunct compared to those who teach full time. To address this disparity, universities need to be diligent in supporting, integrating, and embracing adjunct faculty in policies, expectations, and support services. Specifically, the effectiveness of online adjunct faculty may be enhanced through dedicated attention to fostering an integrated faculty body, implementing targeted faculty development programming, enhancing communication, and examining institutional policies. Online education in the United States, Connecting non full-time faculty to institutional mission: Technology, e-learning and distance education 2nd ed. Effective teaching with technology in higher education: How over-reliance on contingent appointments diminishes faculty involvement in student learning. Peer Review, 5 1 , Community

colleges and part-time and adjunct faculty. The Organization of American Historians. Retrieved January 8, , from https: Does cheaper mean better? The impact of using adjunct instructors on student outcomes. Review of Economics and Statistics, 92 3 , Adjunct faculty perceptions of needs in preparation to teach online Doctoral dissertation. One generation away from extinction? Journal of Professional Nursing, 16 2 , Support services for online faculty: The provider and the user perspectives. A case study pp. University of Oldenburg Press. Reconceptualizing the teaching team in universities: Working with sessional staff. International Journal for Academic Development, 7 2 , Confronting the reality of casualisation in Australia: Recognising difference and embracing sessional staff in law schools. Reflections on SoTL by a casual lecturer: Personal benefits, long-term challenges. International Journal for the Scholarship of Teaching and Learning, 5 2. Faculty development as community building. Improving the status of part-timers in higher education.

6: Quality Assessment in Translation Jiri STEJSKAL

VII Managing Quality and Inequality in Institutional Translation Services Mohammed DIDAOUI Aspects of Communication Quality in.

In the story, humans receive messages from an alien galactic network that wishes to share knowledge and experience with other advanced civilizations through "songs". The humans build a "galactic receiver" that describes itself: The galactic receiver is programmed to derive species specific full sensory input data from standard galactic meaning code equations. By controlling your sensorium input along species specific parameters galactic songs astral back-project you into approximation of total involvement in artistically recreated broadcast realities You stand in a throng of multifleshed being, mind avatared in all its matter, on a broad avenue winding through a city of blue trees with bright red foliage and living buildings growing from the soil in a multitude of forms. Neal Stephenson[edit] The use of avatar to mean online virtual bodies was popularised by Neal Stephenson in his cyberpunk novel Snow Crash Stephenson wrote in the "Acknowledgments" to Snow Crash: The idea of a "virtual reality" such as the Metaverse is by now widespread in the computer-graphics community and is being used in a number of different ways. The particular vision of the Metaverse as expressed in this novel originated from idle discussion between me and Jaime Captain Bandwidth Taaffe The words avatar in the sense used here and Metaverse are my inventions, which I came up with when I decided that existing words such as virtual reality were simply too awkward to use Avatars on Internet forums serve the purpose of representing users and their actions, personalizing their contributions to the forum, and may represent different parts of their persona , beliefs, interests or social status in the forum. Some forums allow the user to upload an avatar image that may have been designed by the user or acquired from elsewhere. Some avatars are animated , consisting of a sequence of multiple images played repeatedly. In such animated avatars, the number of images as well as the time in which they are replayed vary considerably. There are also avatar systems e. Another avatar-based system is one wherein an image is automatically generated based on the identity of the poster. In this way, a particular anonymous user can be uniquely identified from session to session without the need for registration or authentication. In the cases where registration has occurred, the identicon serves as a means to associate a particular user with a particular geometric representation. If an account is compromised, a dissimilar identicon will be formed as the attacker is posting from an unfamiliar IP address. In , KeepTalking, a product of UNET2 Corporation, was one of the first companies to implement an avatar system into their web chat software. In , Cybertown first introduced three dimensional avatars to internet chat. Instant messaging programs[edit] America Online introduced instant messaging for its membership in and included a limited number of "buddy icons," picking up on the avatar idea from PC games. When AOL later introduced the free version of its messenger, AIM, for use by anyone on the Internet, the number of icons offered grew to be more than 1, and the use of them grew exponentially, becoming a hallmark feature of instant messaging. In , AOL introduced "Super Buddies," 3D animated icons that talked to users as they typed messages and read messages. The term Avatar began to replace the moniker of "buddy icon" as 3D customizable icons became known to its users from the mainstream popularity of PC Games. Today, many other instant-messaging services support the use of avatars. Instant messaging avatars are usually very small. AIM icons, have been as small as 16x16 pixels but are used more commonly at the 48x48 pixels size, although many icons can be found online that typically measure anywhere from 50x50 pixels to x pixels in size. The latest use of avatars in instant messaging is dominated by dynamic avatars. The user chooses an avatar that represents him while chatting and, through the use of text to speech technology, enables the avatar to talk the text being used at the chat window. Since then many advertising firms have as well. An avatar used by an automated online assistant providing customer service on a web page Avatars can be used as virtual embodiments of embodied agents , which are driven more or less by artificial intelligence rather than real people. Automated online assistants are examples of avatars used in this way.

Such avatars are used by organizations as a part of automated customer services in order to interact with consumers and users of services. This can avail for enterprises to reduce their operating and training cost. Such avatars can also be powered by a digital conversation which provides a little more structure than those using NLP, offering the user options and clearly defined paths to an outcome. Both types of avatar provide a cost effective and efficient way of engaging with consumers. The first video games to include a representation of the player were Basketball which represented players as humans, [15] [16] and Maze War which represented players as eyeballs. San Andreas , can be dressed in a wide range of clothing, can be given tattoos and haircuts , and can even body build or become obese depending upon player actions. A good example is the crude, action hero stereotype , Duke Nukem. Massively multiplayer online games MMOGs are the source of the most varied and sophisticated avatars. Usually, all players appear in gigantic spacecraft that give no view of their pilot, unlike in most other RPGs. Alternatively, City of Heroes offers one of the most detailed and comprehensive in-game avatar creation processes, allowing players to construct anything from traditional superheroes to aliens, medieval knights, monsters, robots, and many more. Game consoles such as the Xbox shown here , Wii , and PlayStation 3 feature universal animated avatars. In some games, the ability to use a Mii as an avatar must be unlocked, such as in Mario Kart Wii. With the update installed users can personalize the look of their Avatars by choosing from a range of clothing and facial features. On August 11, , the NXE Avatar program was updated with the inclusion of an Avatar Marketplace feature that allows users to purchase additional product and game branded clothing, jewelry, full body suits, and animated props. These updated avatars feature much more detail and have a focus on inclusivity. Such representations are a tool which facilitates the exploration of the virtual universe, or acts as a focal point in conversations with other users, and can be customized by the user. Usually, the purpose and appeal of such universes is to provide a large enhancement to common online conversation capabilities, and to allow the user to peacefully develop a portion of a non-gaming universe without being forced to strive towards a pre-defined goal. Avatar-based non-gaming universes are usually populated by age groups whose requirements concerning avatars are fulfilled. In contrast, There and Kaneva Game Platform target users aged 22 to 49 and their avatars allow for a wide range of social interactions, including the expression of emotions: Lisa Nakamura has suggested that customizable avatars in non-gaming worlds tend to be biased towards lighter skin colors and against darker skin colors, especially in those of the male gender. Moreover, there is a growing secondary industry devoted to the creations of products and items for the avatars. Some companies have also launched social networks [26] and other websites for avatars such as Koinup , Myrl, and Avatars United. Customization[edit] Early examples of customizable avatars include multi-user systems, including MUDs. Gaia Online has a customizable avatar where users can dress it up as desired. She described a case in which a man with a serious heart condition preventing him from ordinary socializing found acceptance and friendship through his online identity. The emergence of online avatars have implications[according to whom? Following Novak and Fox , researchers must differentiate perceived agency whether or not an entity is perceived to be human , anthropomorphism having human form or behavior , and realism the perception that something could realistically or possibly exist in a non-mediated context. A meta-analysis of studies comparing agents and avatars Fox et al. Anthropomorphism is also tied to social influence, as more human-like representations can be more persuasive Gong, Paul Hemp has written an article for the Harvard Business Review, where he analyses the effects of avatars on real-world business. He focuses on the game "Second Life", and shows that the creators of virtual avatars are willing to spend real money to purchase goods marketed solely to their virtual selves. The results showed that users commonly chose avatars which were humanoid and matched their gender. The conclusion was that in order to make users feel more "at home" in their avatars, designers should maximise the customizability of visual criteria common to humans, such as skin and hair color, gender, hair styles and height. There is a practice in social media sites: Profile picture is a distinct graphics that represent the identity of profile holder. It is usually the portrait of an individual, logo of an organization, organizational building or distinctive character of book, cover page etc. Hermione Granger in the Harry Potter series has been

said [40] by J. Rowling to be based upon herself. Such characters are sometimes[citation needed] known as "author avatars". Generators[edit] To meet the demand for millions of unique, customised avatars, generator tools and services have been created. For example, Evolver seems to be the first solution to bring together complex 3D modeling, consumer ease of use and fully interoperable avatars.

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8: JOLT - Journal of Online Learning and Teaching

In Milwaukee, The Milwaukee Parental School Choice Program (MPCP) is a program that "allows low-income Milwaukee Students to attend participating private or religious schools located in Milwaukee with no charge for tuition if certain eligibility criteria are met" (Wisconsin Department of Public Instruction).

9: Avatar (computing) - Wikipedia

Dr. Phil says it all the time, "Perception is reality" and he's right about that, if you allow it. For each individual, your perception becomes your reality when you are unaware of what you are doing.

THE QUEST FOR QUALITY: PERCEPTIONS AND REALITIES BRIAN FOX pdf

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