

## Joining Up Ucl

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Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world. As student engagement takes centre stage in academic life, how can academics and university leaders engage with their students to connect research and teaching more effectively? In this highly accessible book, the contributors show how students and academics can work in partnership to shape research-based education. Featuring student perspectives, it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy, including principles of working with students as partners in higher education, connecting students with real-world outputs, transcending disciplinary boundaries in student research activities, connecting students with the workplace, and innovative assessment and teaching practices. Written and edited in full collaboration with students and leading educator-researchers from a wide spectrum of academic disciplines, this book poses fundamental questions about learning and learning communities in contemporary higher education.

Debates about the identity of school history and about the nature and purpose of the learning that does, can and should take place in history classrooms continue in many countries around the world. At issue, in many of these debates, beyond the concerns about history and national identity, are often unaddressed questions about the role and inter-relationship of historical knowledge and historical understanding in historical learning. Research on historical thinking is on-going and a complex tradition of enquiry has developed across national borders in the last 30 years, focusing, in particular on developing students understanding of historical meta-concepts such as 'evidential' and 'causation'. There has been comparatively little focus, however, on the historical content that students study, on how they study it and on how mastery of historical content contributes to students overall picture of a historical past. This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction. What sense do students make of the history that they are taught? Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so? What are the relationships that obtain between history as an academic discipline, as practised in universities, and history as a subject taught in schools? What can research tell us about the effects of instructional strategies that aim to help students 'join up' what they learn in class into meaningful historical knowledge and understanding?

One of the distinguishing characteristics of London's bid to host the games was its commitment to legacy where it was argued that [the legacy would lead to the regeneration of an entire community for the direct benefit of everyone who lives there]. This book adopts a critical approach to the concept of 'legacy' focussing specifically on housing. It argues there will be a range of both intended and unintended legacy outcomes and an urgent need for revised strategies if those original objectives are to be achieved. The concept of legacy is explored in a number of ways, including an overview of housing legacy in other host cities; the experiences and perspectives of those residents deanted to make way for the Olympic Park; a critical review of legacy plans; a detailed analysis of the conversion of the Athletes' Village into housing; and a case study of the emerging area 'Stratford High Street', which explores issues of social class change and the limitation of planning policies. Whilst taking housing as its focus, this book adopts a sociological perspective by exploring the likelihood of social class change in order to draw conclusions about 'gentrification', 'social polarisation' and the extent to which 'social inclusion' is reflected in housing legacies.

'Joined-up government' is a key theme of modern government. The Labour government, first elected in 1997, decided that intractable problems such as social exclusion, drug addiction and crime could not be resolved by any single department of government. Instead, such problems had to be made the object of a concerted attack using all the arms of government - central and local government and public agencies, as well as the private and voluntary sectors. This book seeks to analyse 'joined-up government', to consider its history, and to evaluate its consequences for British institutions such as the Cabinet, the civil service and local authorities. Is joined-up government a new idea, or merely a new label for a very old idea? What lessons can be learnt from previous attempts at joined-up government? How does it affect our traditional constitutional conceptions relating to Cabinet government, a politically neutral and non-partisan civil service, and an independent system of local government? Will it lead to the concentration of power in 10 Downing Street or is it compatible with a political system based on checks and balances? Drawing together papers given at a conference held at the British Academy, 'Joined-Up Government' provides a broad overview of one of the most significant aspects in modern government. Its contributors include not only distinguished academics, but also those who have themselves been engaged as practitioners in developing joined-up programmes. This book will be indispensable to all those who seek to understand how new developments in government are affecting our lives.

Using an array of published and private sources, Cohen shows how philosophers and mathematicians seized upon the beautiful simplicity inherent in mathematical laws to reconnect with the divine and traces the route by which the divinely inspired mathematics of the Victorian era begot later secular philosophies.

This report finds that the UK has an excellent research base but is still failing to maximise its potential by translating research into wealth and health. The road to economic recovery will depend, in part, on exploitation of the UK's research base, which in turn requires efficient translation to generate returns on investments. Some areas of bioengineering, such as stem cells, have clearly benefited from strong Government leadership and support, backed up by generous levels of funding from both the public and private sectors. Others, such as genetically modified (GM) crops, are less well supported and funded. This is curious when GM crops are considered by the Government to be safe and offer potential benefits. GM crops are certainly the poor cousin in the bioengineering family, and we strongly urge the Government to signal its support for GM crops as well as improving the regulatory situation in Europe. Regulation of bioengineering is complex and researchers have found that regulators inhibit research and translation, either because of regulatory complexity (stem cells) or a flawed operation of the regulatory process (GM crops). There are good indications that the UK is learning from past experiences in bioengineering when handling new emerging technologies, such as synthetic biology. The Government and Research Councils have recognised the value of synthetic biology early, and are providing funding. The Committee is also concerned that while research is well funded there is not enough forethought about synthetic biology translation, for example developing DNA synthesis capability, which would provide the UK with an excellent opportunity to get ahead internationally. If this is not addressed, synthetic biology runs the risk of becoming yet another story of the UK failing to capitalise on a strong research base and falling behind internationally.

'The book is a useful student text that offers a wide range of well informed perspectives on the position of young people in society today. It has built on its successful first edition and should provide a useful springboard to further study' - *Scolag Legal Journal* 'This resource will be very helpful to all those already working with children and young people and essential for those who are currently learning about how to work with children and young people' - Gill Frances, Director Children's Development National Children's Bureau Are the recent policy initiatives aimed at improving life chances for young people working? Have they affected those most in need? How can young people be given more of a voice in policy making? The new edition of this bestselling text offers a comprehensive introduction to the policy developments affecting young people in today's society, covering the areas of education and training, work, youth justice, residential care and child protection. It brings together a wide-ranging series of readings written by leading experts, to encourage those working with young people, or training to do so, to critically reflect on both the theoretical and practical dimensions of their work. The themes and issues addressed in this book include: citizenship, participation and empowerment; social difference and social identity; images of youth; young people and the politics of service provision; and working with young people in different contexts. This new edition has been revised in order to bring it up-to-date on contemporary policy, law and practice changes and developments. Written in a lively and engaging manner, this accessible text will be invaluable reading for students taking courses in youth and social work, social policy, youth and criminal justice and the sociology of youth. Youth in Society is a set book for the Open University courses K201, Working With Young People and K268, Social Work with Young People.

From its foundation in 1826, UCL embraced a progressive and pioneering spirit. It was the first university in England to admit students regardless of religion and made higher education affordable and accessible to a much broader section of society. It was also effectively the first university to welcome women on equal terms with men. From the outset UCL showed a commitment to innovative ideas and new methods of teaching and research. This book charts the history of UCL from 1826 through to the present day, highlighting its many contributions to society in Britain and around the world. It covers the expansion of the university through the growth in student numbers and institutional mergers. It documents shifts in governance throughout the years and the changing social and economic context in which UCL operated, including challenging periods of reconstruction after two World Wars. Today UCL is one of the powerhouses of research and teaching, and a truly global university. It is currently seventh in the QS World University Rankings. This completely revised and updated edition features a new chapter based on interviews with key individuals at UCL. It comes at a time of ambitious development for UCL with the establishment of an entirely new campus in East London, UCL East, and Provost Michael Arthuris iUCL 2034: strategy which aims to secure the university's long-term future and commits UCL to delivering global impact.

Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

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