



ENGAGING THE SENSES

OBJECT-BASED LEARNING IN HIGHER EDUCATION

EDITED BY HELEN J. CHATTERJEE
AND LEONIE HANNAN

ROUTLEDGE



Engaging Senses Object Based Learning Education

LL Leslie

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular shape partially visible behind it.

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Engaging the Senses: Object-Based Learning in Higher Education Dr Helen J Chatterjee, Dr Leonie Hannan, 2015-11-28

The use of museum collections as a path to learning for university students is fast becoming a new pedagogy for higher education. Despite a strong tradition of using lectures as a way of delivering the curriculum, the positive benefits of active and experiential learning are being recognised in universities at both a strategic level and in daily teaching practice. As museum artefacts, specimens and art works are used to evoke, provoke and challenge students' engagement with their subject, so transformational learning can take place. This unique book presents the first comprehensive exploration of object-based learning as a pedagogy for higher education in a broad context. An international group of authors offer a spectrum of approaches at work in higher education today. They explore contemporary principles and practice of object-based learning in higher education, demonstrating the value of using collections in this context and considering the relationship between academic discipline and object-based learning as a teaching strategy.

Object-Based Learning and Well-Being Thomas Kador, Helen Chatterjee, 2020-11-26. Object-Based Learning and Well-Being provides the first explicit analysis of the combined learning and well-being benefits of working with material culture and curated collections. Following on from the widely acclaimed *Engaging the Senses*, this volume explicitly explores the connection between the value of material culture for both learning and well-being. Bringing together experts and practitioners from eight countries on four continents, the book analyses the significance of curated collections for structured cultural interventions that may bring both educational and well-being benefits. Topics covered include the role of material culture in relation to mental health, sensory impairments and general student and teacher well-being. Contributors also consider how collections can be employed to positively address questions of identity and belonging relating to marginalisation, colonialism and forced displacement. Object-Based Learning and Well-Being should be a key first point of reference for academics and students who are engaged in the study of object-based learning, museums, heritage, health and well-being. The book will be of particular interest to practitioners working in higher education or those working in the cultural heritage, museums and health sectors.

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collections in this context and considering the relationship between academic discipline and object based learning as a teaching strategy Teaching Intellectual Property Law Sabine Jacques,Ruth Soetendorp,2023-06-01 Integral to the commercial law field Intellectual Property IP knowledge is central to culture innovation and enterprise Looking forward to the new academic norm Teaching Intellectual Property Law Strategy and Management uses experience as well as innovative interactive practice based methods for teaching IP to examine the various ways through which to move on from chalk and talk methods **Object-Based Learning and Well-Being** Thomas Kador,Helen Chatterjee,2020-11-26 Object Based Learning and Well Being provides the first explicit analysis of the combined learning and well being benefits of working with material culture and curated collections Following on from the widely acclaimed Engaging the Senses this volume explicitly explores the connection between the value of material culture for both learning and well being Bringing together experts and practitioners from eight countries on four continents the book analyses the significance of curated collections for structured cultural interventions that may bring both educational and well being benefits Topics covered include the role of material culture in relation to mental health sensory impairments and general student and teacher well being Contributors also consider how collections can be employed to positively address questions of identity and belonging relating to marginalisation colonialism and forced displacement Object Based Learning and Well Being should be a key first point of reference for academics and students who are engaged in the study of object based learning museums heritage health and well being The book will be of particular interest to practitioners working in higher education or those working in the cultural heritage museums and health sectors *Computer Education* ,1998 **Local Knowledge of Soils** Deirdre M. Birmingham,1996 **Online and Distance Learning** Lawrence A. Tomei,2008 This comprehensive six volume collection addresses all aspects of online and distance learning including information communication technologies applied to education virtual classrooms pedagogical systems Web based learning library information systems virtual universities and more It enables libraries to provide a foundational reference to meet the information needs of researchers educators practitioners administrators and other stakeholders in online and distance learning Provided by publisher **Educational Times** ,1890 **Instinct as Related to Education** John Milton McIndoo,1914 **Progressive Journal of Education** ,1908 The Journal of Education ,1906 Democracy and Education John Dewey,1916 Renewal of Life by Transmission The most notable distinction between living and inanimate things is that the former maintain themselves by renewal A stone when struck resists If its resistance is greater than the force of the blow struck it remains outwardly unchanged Otherwise it is shattered into smaller bits Never does the stone attempt to react in such a way that it may maintain itself against the blow much less so as to render the blow a contributing factor to its own continued action While the living thing may easily be crushed by superior force it none the less tries to turn the energies which act upon it into means of its own further existence If it cannot do so it does not just split into smaller pieces at least in the higher forms of life but loses its identity as a living

thing As long as it endures it struggles to use surrounding energies in its own behalf It uses light air moisture and the material of soil To say that it uses them is to say that it turns them into means of its own conservation As long as it is growing the energy it expends in thus turning the environment to account is more than compensated for by the return it gets it grows Understanding the word control in this sense it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up Life is a self renewing process through action upon the environment *Journal of Education* ,1895 **Principles of Educational Method** John Peter Wynne,1928

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