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Combining and integrating the results of two separate research projects concerned with leisure time participation, this report compared southern and non-southern involvement in arts-related

activities. Findings indicated that, while some regional differences do exist, they are not great. The desire to increase arts-related activities is not as strong as the desire to increase less focused leisure activities, but there appears to be a strong unmet demand for increased opportunities to participate in arts-related programs, including both visual and performing arts. While southerners cite cost and accessibility as barriers to participation, non-southerners mention lack of time. Achieved educational levels and prior exposure to the arts are significantly related to arts participation rates. Singing in a chorus is the activity in which southerners are most clearly differentiated from the non-southern population in terms of greater participation and demand. Lack of talent was cited by southerners as a reason for non-participation in contrast to non-southerners' response of lack of training. Leisure pursuits of most southerners are not related to the type of work they do. While the best predictor of current levels of participation is prior participation, this factor was not confirmed with respect to the desire to increase participation in the future. Seven tables and 24 figures are included. (JHP) This book examines the concept of the democratization of governance in universities in Kenya with particular emphasis on students involvement in governance processes and decision making. Data were collected from members of the student community utilizing a structured self-administered questionnaire and from purposively selected key informants and focus group discussants drawn from Kenyatta University (representing the public sector) and the United States International University (representing the private sector). The guiding argument for the study was that shared governance, one of the principles of good governance, is critical in enabling the universities to deliver their visions and the missions effectively. The results revealed that while in principle, Kenyan universities have embraced democratic governance in which all stakeholders, including students, have a role to play, in practice they continue to violate the core principles of good governance, particularly shared governance. Specifically, students, who are major stakeholders in university education, are largely excluded from significant structures of governance thereby limiting their influence and participation. Although their representation is mainly provided via student self-governance organs (unions, associations and/or councils), their effectiveness is undermined considerably by the lack of trust and confidence of the student body and the unending manipulation by top university administrators and external political actors. Student active involvement in decision making is mainly confined to lower levels such as the school/faculty and departmental/programme. The authors call for a paradigm shift in the involvement of students in the governance of universities in ways that discourage the current culture of tokenism

and political correctness that characterizes public and private universities in Kenya. The assessment of students an activity central to the role of any professional in further and higher education, and is an area that is the subject of constant innovation and debate. This book provides a scholarly account of the many facets of assessment, with a particular focus on student involvement. Peer and self-assessment are powerful assessment tools to add to the existing tutor-based methods of assessment and feedback, and this book is a comprehensive guide to the the methods and issues involved. Practical and accessible in style, yet grounded in research and rich in evidence-based material, *Improving Assessment Through Student Involvement* will be valued by all FE or HE professionals wanting to enhance both the effectiveness and quality of their assessment methods. *Examining Levels of Involvement in the Early Years* studies the theory and rationale behind using young children's levels of involvement as a tool for enhancing their experiential learning in diverse settings by exploring values, beliefs, ideology, resourcefulness and environmental contexts. Drawing on Laevers' process-oriented Self-evaluation Instrument for Care Settings and the Leuven Involvement Scale for Young Children, this book examines the theoretical constructs that underpin the development of these instruments as well as the practical implications of how and why practitioners may use the scales in their settings. More importantly, it looks at children's deep level learning capabilities and reflects on the engaging possibilities this presents. Using encounters with children and adults from a range of settings, it covers:

- connecting levels of involvement with local, national, international and theoretical approaches;
- embracing levels of involvement;
- involving the environment;
- levels of outdoor involvement;
- engaging with adult involvement;
- nurturing involvement through observation, assessment and planning.

Including contributions from experts in the field, this book will be essential reading for students, trainee early years practitioners and all those wanting to continue their professional learning. Service user involvement in research can range from the extremes of being the subject, to being the initiator or investigator, of a research study. The activity of the professional researcher can also range from being the person undertaking the research, to being a partner with, or mentor to, service users. This broad scope of levels of involvement is reflected in the contributions in this book, both in the research experiences reported and in the writing of the chapters themselves. With contributions coming from a range of service areas including learning disabilities, cancer care, older people and mental illness, chapters look at important research issues such as: strategies for working in true partnership avoiding 'tokenism' involving service users at all stages of the research process communication and

terminology involving service users of different ages and experience training needs of professionals and service users problems surrounding 'payment' for service users other ethical and practical issues. This book is invaluable reading for researchers in health and social care from academic, professional and service user backgrounds. This book brings together experts from diverse scientific disciplines who share an interest in the topic of father involvement. Unlike most books in the field, which tend to solely draw from a psychological perspective, this Handbook merges theories and research from the unique fields of psychology, economics, demography sociology, anthropology, and social policy. For the most part, research on fathering is motivated by concern for children's well-being. Social scientists share a core set of questions, including: "Who are fathers?" "What is father involvement and how does it affect children and families?" "What are the determinants of father involvement?" "How do cultural contexts shape fathers' roles in families?" This Handbook sheds light on how a cross-disciplinary approach to the study of fathering can advance knowledge about these fundamental questions. This integrative approach is fundamental to a comprehensive understanding of human development generally, and to fathering more specifically. At the core of this book are the goals of describing and understanding the nature, antecedents, and consequences of father involvement across biological status, family structure, culture, and stages in children's development--both within and across scientific boundaries. Each of the scientific disciplines represented offers unique methodological and theoretical approaches to the study of fathering and to the interpretation of behavioral patterns that characterize ecological systems that include--as well as extend beyond--family units. Together, the chapters offer provocative and challenging insight into the nature and meaning of fatherhood and father involvement by questioning longstanding assumptions about fathers' roles in the lives of families and children in current history. 2010 is the 20th anniversary of the UN Convention on the Rights of the Child. In honour of this, we present in this publication 23 selected articles about children's involvement in the Nordic countries and in the self-governing territories of Greenland, the Faroe Islands and Åland. The articles illustrate a broad spectrum of models for participation as applied in central arenas in everyday lives of children and young people: pre-schools and schools, culture and local environment, and in political decisions. We have also included articles that concern the involvement of children and young people with experiences as clients in the welfare support system. An important goal is that these examples will serve as inspiration and toolkits for others who work with children and young people. This publication was produced by Norwegian Social Research (NOVA) as commissioned by the Nordic Committee for Children and Young People (NORDBUK) at the Nordic Council of Ministers. Offering contributions from international leaders in the field, this volume builds on empirically informed meta-analyses to foreground relationship-based aspects of parental involvement in children's education and learning. Chapters explore how factors including parent-child communication, cultural and parental

expectations, as well as communication with a child's teacher and school can impact educational outcomes. By focusing on relationships between parents, teachers, and students, chapter authors offer a nuanced picture of parental involvement in children's education and learning. Considering variation across countries, educational and non-educational contexts, and challenges posed by parental absence and home schooling, the book offers key insights into how parents, schools, communities, and educators can best support future generations. Using multiple forms of research from the relational perspective, this volume will be of interest to students, scholars, and researchers with an interest in educational psychology as well as child development. Current regeneration policy in the UK emphasises the importance of community involvement in regeneration initiatives. This report questions the process of such involvement and its management. It uniquely adopts a cross-country comparison of policy and practice in England, Scotland and Northern Ireland to draw out lessons for each nation. It is especially topical given the importance placed on such partnerships by the Labour Government in the UK and by the European Union. This report will be important reading for policy makers and practitioners in the field of regeneration of rural communities. This book explores to how involved African American fathers are in their children's schooling. The author purposefully and unapologetically focuses on the contributions African American fathers make in their children's educational and personal lives, highlighting their unique parenting styles. This book provides a definitive critical introduction to service user views and involvement. It addresses both the theoretical and practical issues of service user involvement, and includes initiatives on the impact and outcomes from involvement. Based on survey data derived from face-to-face interviews with 2,400 schoolchildren, 600 four-day diaries and focus groups with both elite performers, coaches and parents, the book offers a comprehensive overview of young people's involvement in sport and physical activity in the 1990s. Deliberately set in the context of the literature on sport involvement and participation motivation, and alongside wider policy concerns, individual contributors each have accessed the data in order to address a particular substantive topic. Given the almost complete absence of hard data currently available in this field, the book should appeal not only to a local audience but to a wider international readership including sport scientists, sports' administrators, coaches, teachers and policy makers, indeed anyone with an interest in the who, what, why and how of young people's involvement in sport. This book fills an important niche in the market providing practical expert advice on the involvement of service users - patients, carers and the public - in nursing and healthcare research. An invaluable guide for anyone working or involved in nursing and healthcare research, this book provides a step-by-step guide to the principles and process of involvement, including understanding the rationale for involvement, designing involvement, working with service users, and evaluating what has been achieved. With illustrations, worked examples and tool sheets throughout, this evidence-based guide uses real life examples from recent research studies in health and social care research, thus

relating theory to practice in a meaningful way. The Handbook of Service User Involvement in Nursing & Healthcare Research introduces a wide range of key issues, including: Why? Why should researchers involve service users? How? How can researchers and service users work together successfully and productively? Who? Who chooses to become involved in research? How are issues of representation and diversity addressed? When? At what stage should service users be involved in the research process? It is acknowledged that effective schools involve parents effectively. This study describes how schools can achieve this aim, and how to increase standards of achievement. It covers the field from nursery to secondary schools, and is aimed at teachers, governors, welfare workers, advisers and PTAs. First published in 1973, this book is based on research carried out by Ronald King on integral parts of school organisation, including the assembly, uniform, rewards and punishments, games and out-of-school activities, curriculum, prefectorial system and school councils, in a sample of seventy-two schools. It measures and explores the level of pupils' involvement in the school, in terms in their evaluations and effective dispositions, in relation to pupil age, sex and social background. This book will be a valuable resource for those studying the sociology and history of education, as well as educational research and school organisation. This comprehensive study focuses on ways of measuring the efficacy of father involvement in different scenarios, using different methods of assessment and different populations. It stems from a series of workshops and publications sponsored by the Family and Child Well-Being Network. This is an examination of the results of a cross-national analysis of citizenship and participation among citizens in 12 European democracies. The book investigates the relationships between social and political involvement, and between 'small-scale' and 'large-scale' democracies. This report is based on an action research project which involved service users, managers, staff and trustees. It identifies enablers of and barriers to increased user involvement. It also describes emerging approaches and important themes. It will help practitioners, managers and trustees plot their own journeys towards increased user involvement. The report: proposes 'user-centred user involvement', distinguishing it from 'management-centred user involvement', as a tool for analysing whose interests are served; highlights critical factors that enable change, such as: leadership style, consistent commitment, building strong relationships and communication between decision makers and users; can be used to assess if the conditions for developing user-centred user involvement exist; can also be used for planning change. This report is aimed at managers, service users, trustees and consultants who are working to increase user involvement in their own organisations. It will also be useful to researchers as a contribution to knowledge and debates about user involvement. This book is based on the empirical work of a large-scale project to investigate the possible impacts of diversified forms of parental involvement on children and school by first exploring through a series of ethnographic case studies how principals, teachers and parents perceive and act on parental involvement in the primary

schools of Hong Kong and, then, examining how the different forms and levels of parental involvement are related to individual and institutional factors through a series of survey studies on all these stakeholders in children's education. Finally, the book assesses the extent to which different forms of parental involvement affect student performance based on student survey results and available school records. Handbook of Service User Involvement in Mental Health Research In recent years, the need for patient and public involvement in medical research has been accepted around the world. Patient groups are gaining power and demanding their right to influence the direction of research, while funding bodies are increasingly regarding patient involvement as a requirement for grant applications. However, current knowledge on how to involve service users in mental health research is sparse and dispersed. This book provides clear guidance on best practice in this area, with practical advice based on experience in countries around the world. Handbook of Service User Involvement in Mental Health Research describes the background and principles underlying the concept of service user involvement in mental health research; it provides relevant practical advice on how to engage with service users and how to build and maintain research collaboration on a professional level. The book highlights common practical problems in service user involvement, suggesting ways to avoid pitfalls and common difficulties. Combines the theoretical aspects of service user involvement in research with specific examples, as well as with general practical guidelines Represents the views of service users, in a powerful combination with the views of other mental health professionals Considers the different perspectives and needs of the stakeholders concerned Includes a step by step guide on best practice in successful service user involvement. Handbook of Service User Involvement in Mental Health Research is written for psychiatrists and other medical professionals managing people with psychiatric disorders, as well as for researchers in the mental health field who want to develop projects with service user involvement. It is vital reading for funding bodies requesting service user involvement, and - importantly - is written for those service users who are interested in becoming involved in research. Examining Levels of Involvement in the Early Years studies the theory and rationale behind using young children's levels of involvement as a tool for enhancing their experiential learning in diverse settings by exploring values, beliefs, ideology, resourcefulness and environmental contexts. Drawing on Laevers' process-oriented Self-evaluation Instrument for Care Settings and the Leuven Involvement Scale for Young Children, this book

examines the theoretical constructs that underpin the development of these instruments as well as the practical implications of how and why practitioners may use the scales in their settings. More importantly, it looks at children's deep level learning capabilities and reflects on the engaging possibilities this presents. Using encounters with children and adults from a range of settings, it covers: • connecting levels of involvement with local, national, international and theoretical approaches; • embracing levels of involvement; • involving the environment; • levels of outdoor involvement; • engaging with adult involvement; • nurturing involvement through observation, assessment and planning. Including contributions from experts in the field, this book will be essential reading for students, trainee early years practitioners and all those wanting to continue their professional learning. Patient and public involvement in the NHS : Third report of session 2006-07, Vol. 2: Oral and written Evidence Drawing on extensive research, this book offers imaginative and effective strategies for consultation with service users who have been historically difficult to engage with, including homeless people, care leavers, ex-offenders, travellers, women escaping domestic violence and black and minority ethnic groups.

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