Teaching And Learning At A Distance Foundations Of Distance Education 6th Edition

Teaching And Learning

Teaching for Student Learning: Becoming an Accomplished Teacher shows teachers how to move from novice to expert status by integrating both research and the wisdom of practice into their teaching. It emphasizes how accomplished teachers gradually acquire and apply a broad repertoire of evidence-based teaching practices in the support of student learning. The book's content stems from three major fields of study: 1) theories and research on how people learn, including new insights from the cognitive and neurosciences; 2) research on classroom practices which have the greatest effect on student learning; and 3) research on effective schooling, defined as school-level factors that enhance student achievement and success. Although the book’s major focus is on teaching, it devotes considerable space to describing how students learn and how the most effective and widely-used models of teaching connect to principles of student learning. Specifically, it describes how research on teaching, cognition, and neuroscience converge to provide an evidence-based “science of learning” which teachers can use to advance their practice. Key features include the following: Evidence-Based Practice – This theme is developed through: 1) an ongoing review and synthesis of research on teaching and learning and the resulting guidelines for practice and 2) boxed research summaries within the chapters. Instructional Repertoire Theme – Throughout the book teaching is viewed as an extremely complex activity that requires a repertoire of instructional strategies that, once mastered, can be drawn upon to fit specific classrooms and teaching situations. Standards-based School Environments – Education today is dominated by standards-based school environments. Unlike competing books, this one describes these environments and shows how they impact curriculum design and learning activities. The objective is to show how teachers can make standards-based education work for them. Pedagogical Features – In addition to an end-of-book glossary, each chapter contains research boxes, reflection boxes, itemized end-of-chapter summaries, and end-of-chapter learning activities. Website – An accompanying website contains a variety of field-oriented and site-based activities that teachers can do alone or with colleagues.

Online Teaching and Learning for Teacher Educators

The death of a student, especially as gun violence, is a life-changing experience that occurs with more and more frequency in America's schools. For each of these tragedies, there is a classroom and there is a teacher. Yet student death is often a forbidden subject, removed from teacher education and professional development programs where the curriculum is focused instead on learning about standards, lesson plans, and pedagogy. Can and should teachers do when the unbearable happens? An Empty Seat in Class illuminates the tragedy of student death and suggests ways of dealing and healing within the classroom community. This book weaves the story of the author's very personal experience of a student's fatal shooting with short pieces by other educators who have worked through equally terrible events and also includes contributions from counselors, therapists, and school principals. Through accumulated wisdom, educators are given the means and the resources to find their own path to healing their students, their communities, and themselves. "A dreadful script had been written for our school and town (and the world) but this did not mean that a new script could not be written by us. We didn't have to subscribe to the tragic script beyond our control. It was time to rewrite." —Lee Keylock, high school teacher, Sandy Hook, CT "This book is a meditation on the unspeakable horror and ensuing anguish that follows the death of a student. A heretofore taboo subject, teachers have much to share about their creative, improvisational praxes when shared cultural scripts in urban classrooms are unavailable. This moving and poignant text illuminates as much as it inspires." —Angela Valenzuela, Professor of Education, University of Texas, Director of the Texas Center for Education Policy "Written by the most important kind of expert, someone who has been there, Dr. Ayers candidly discusses his own struggles and the potential that accompanies the tragedy of any student's death. Classrooms and communities are worlds of their own, where saving one life or inspiring someone in even the least minute or momentary way can mean saving a whole world. Ayers's book honors the lives of both teachers and students. It is a book for all of us." —Jack Weinstein, director, San Francisco Bay Area, Facing History and Ourselves

Being a Teacher

This book addresses whether digital technologies can transform teaching and learning in America's P-12 classrooms.

Teaching for Student Learning

Writing about Learning and Teaching in Higher Education offers detailed guidance to scholars at all stages-experienced and new academics, graduate students, and undergraduates-regarding how to write about learning and teaching in higher education. It evokes established practices, recommends new ones, and challenges readers to expand notions of scholarship by describing reasons for publishing across a range of genres, from the traditional empirical research article to modes such as stories and social media that are newly recognized in scholarly arenas. The book provides practical guidance for scholars in writing each genre-and in getting them published. To illustrate how choices about writing play out in practice, we share throughout the book our own experiences as well as reflections from a range of scholars, including both highly experienced, widely published experts and newcomers to writing about learning and teaching in higher education. The diversity of voices we include is intended to complement the variety of genres we discuss, enacting as well as arguing for an embrace of multiplicity in writing about learning and teaching in higher education.

Connecting Policy and Practice

Transform challenging classroom experiences into opportunities for lasting student-teacher relationships, professional growth, and student engagement In Teaching, Learning, and Trauma, the authors guide you through the process of creating a learning environment that combats the negative effects of chronic stress and trauma. They show you how to establish rituals and routines, develop personalization, and implement effective student engagement practices that create a relationship-based culture and effectively improve student achievement. This book includes: Self-assessment tools to help teachers make informed decisions - Examples of self-care plans and schoolwide policies for maintaining healthy boundaries in and out of school - Real-world vignettes and samples of teacher work - Planning documents and reflection questions to guide educators in identifying strengths and growth areas

Teaching Machines

Designing courses to deliver effective teaching and significant learning is the best way to set students up for success, and this book guides readers through the process. The authors have worked with faculty world-wide, and share the stories of how faculty have transformed courses from theory to practice. They start with Dee Fink's foundation of integrating course design. Then they provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility, technology integration, as well as the assessment of course design as it fits into the assessment of programs and institutions, and how faculty can use what they learn to meet their professional goals.

ICT Integration in Education

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The focus of this book is the analysis of transformative changes and new teaching and learning perspectives at the university level. It summarizes the research results of an international team of scholars, and details the use of different theoretical approaches to explore change processes in the cases of Estonian, Swedish and Finnish universities. The case studies gathered here explain how organization-wide changes might affect teaching practice, teaching and learning culture, professional identities, and academic career paths at universities. The book reflects both theoretical and analytical aspects, and will be of interest to all scholars, academic developers, professionals, practitioners and students interested in professional development at the university, organizational changes and higher education policies.

**Action Research in Teaching and Learning**

Teaching and Learning in the 21st Century: Embracing the Fourth Industrial Revolution explores responsive and innovative pedagogies arising from findings of research and practitioner experiences, globally. This book clarifies concepts and issues that surround teaching and learning for the 21st century.

**Doing Research to Improve Teaching and Learning**

Focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multi-leveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice, teachers' epistemological beliefs about argumentative writing, variations in instructional chains, instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives, contextualized analysis of argumentative writing, and the teaching and learning of argumentative writing and the construction of rationalities.

**Vibrant Learning**

Unlock powerful teaching and the science of learning in your classroom Powerful Teaching: Unlock the Science of Learning empowering educators to harness rigorous research on how students learn and unleash it in their classrooms. In this book, cognitive scientist Pooja K. Agarwal, Ph.D., and veteran K–12 teacher Patrice M. Bain, Ed.S., decipher cognitive science research and illustrate ways to successfully apply the science of learning in classrooms settings. This practical resource is filled with evidence-based strategies that are easily implemented in less than a minute—without additional prepping, grading, or funding! Research demonstrates that these powerful strategies raise student achievement by a letter grade or more; boost learning for diverse students, grade levels, and subject areas; and enhance students’ higher order learning and transfer of knowledge beyond the classroom. Drawing on a fifteen-year scientist-teacher collaboration, more than 100 years of research on learning, and rich experiences from educators in K–12 and higher education, the authors present highly accessible and practical strategies on how to transform teaching with four essential strategies: Retrieval practice, spacing, interleaving, and feedback-driven metacognition. With Powerful Teaching, you will: Develop a deep understanding of powerful teaching strategies based on the science of learning Gain insight from real-world examples of how evidence-based strategies are being implemented in a variety of academic settings Think critically about your current teaching practices from a research-based perspective Develop tools to share the science of learning with students and parents, ensuring success inside and outside the classroom Powerful Teaching: Unlock the Science of Learning is an indispensable resource for educators who want to take their instruction to the next level. Equipped with scientific knowledge and evidence-based tools, turn your teaching into powerful teaching and unleash student learning in your classroom.

**Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms**

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

**Teaching and Learning at the University**

On Teaching and Learning takes the ideas explored in renowned educator Jane Vella's bestselling book Learning to Teach, Learning to Teach to the next level and explores how dialogue education has been applied in educational settings around the world. Throughout the book, she shows how to put the principles and practices of dialogue education into action and uses illustrative stories and examples from her extensive travels. Dialogue education values inquiry, integrity, and commitment to equity—values that are also central to democracy. Learners are treated as beings worthy of respect, recognized for the knowledge and experience they bring to the learning experience. Dialogue education emphasizes the importance of safety and belonging. It is an approach that welcomes one's certainties and one's questions.

**An Empty Seat in Class**

Vibrant Learning focuses on creating language-rich and literacy-based classrooms where discourse, explaining and justifying, is the norm in all of the content areas.

**Teacher Learning and Leadership**

Although a growing body of research demonstrates the need for education to adapt to the needs of the Net Generation, research also shows that traditional teaching methods continue to dominate the classroom. To stay effective, higher education must adapt to the needs of this unique generation of digital natives who grew up with computer technologies and social media. Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners provides pedagogical resources for understanding digital learners, and effectively teaching and learning with today's generation of digital natives. This book creates a much-needed resource that moves beyond traditional disciplinary and geographical boundaries, bridges theories and practice, and addresses emerging issues in technology and pedagogy.

**Teaching and Learning for the Twenty-First Century**

Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, particularly regarding the policies and public examination requirements of the 20th century. Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Experiences outside school are discussed with reference to examples from adult education, teach-yourself courses and military language training. Providing an accessible, authoritative history of language education in Britain, Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

**Teaching and Learning in the Digital Age**

This book is based on the ICT integration in Education, and explores various concepts of Information and Communication Technology from Smart Classroom environment to Smart teaching learning Process. The book provides foundational knowledge needed to examine and understand the potential contributions of information and communication technology in education, including a conceptual framework for understanding the necessary components of ICT based education. This e-book is divided into three main sections. The first section is concerned with the integration of ICT to contribute substantial improvements in the educational system. This section mainly focused on the important potential tools to enable educational reform processes improving both access and quality of education. The increased diffusion of ICTs will offer potentially relevant 'solutions' to challenges not only at the core of the teaching and learning process itself, but also its application can accelerates and improves education system on a number of fronts i.e. use of ICT for various educational objectives, bridging the educational inequalities, with the potential of overcoming obstacles like geographical barriers, teaching learning difficulties, research and bring about transformations in education and in response to the information needs of the modern information times. The second section deals with concept of emergence of changing face of classroom and about the digital move that can turn a new face in the education system. Focus in mainly on smart learning environment which
Learning Teaching

Teacher Learning and Leadership asserts that teachers should be put at the center of creating, developing, organizing, implementing, and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside. It argues that there is tremendous potential for some students and the professionalization of teaching, when teachers work collaboratively to develop their own and their colleagues’ professional knowledge and practices and are supported by school and system leaders, unions and government. The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in-depth case study to illustrate its points. It demonstrates how professional development built around collaboration, teacher leadership, curriculum development, technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers, thereby instilling a genuine sense of pride and accomplishment in their work. This book is a sincere outreach from the authors who advocate for the professional development of, by and for teachers as individuals and, importantly, as a collective profession. The authors argue that projects like the TLLP (a joint initiative between the Ontario Ministry of Education and the Ontario Teachers’ Federation) can radically, and positively, transform teachers’ knowledge, skills and practices.

Teaching and Learning in Further Education

Building upon the theoretical foundations for the teaching and learning of difficult histories in social studies classrooms, this edited collection offers diverse perspectives on school practices, curriculum development, and experiences of teaching about traumatic events. Considering the relationship between memory, history, and education, this volume advances the discussion of classroom-based practices for teaching and learning difficult histories and investigates the role that history education plays in creating and sustaining national and collective identities.

Teaching and Learning through Dramaturgy

This how-to manual provides a structured framework for developing a comprehensive teaching-philosophy from articulation through implementation to evaluation and then reactivation. Using professional literature and teaching-learning experiences, the authors provide pragmatic steps for using a grounded philosophy to inform, engage, and assess teaching learning. They advocate an integrated teaching-philosophy to provide ongoing commitment, engaged competency, and meaningful purpose in practice for educators.

On Teaching and Learning

"Teaching and Learning with Digital Technologies is for all those concerned with the crucial impact of emerging digital technologies on teaching on learning. It explores what we mean by the digital age, its influence on teenage cultural practices and how it informs our understanding of knowledge, pedagogy and practice. By examining teaching with digital technologies through new learning theories cognisant of the digital age, it aims to both advance thinking and offer strategies for teaching-technology-savvy students that will ensure meaningful learning. Illustrated throughout with case studies from across the subjects and the age range, key issues considered include: How young people create and share knowledge both in and beyond the classroom and how current and new pedagogies can support this level of achievement. The use of complexity theory as a framework to explore teaching in the digital age - The way learning occurs - one way exchanges, online and face to face interactions, learning within a framework of constructivism, and in communities - What we mean by critical thinking, why it is important in a digital age, and how this can occur in the context of teaching - How students can create knowledge through a variety of teaching and learning activities, and how the knowledge being created can be shared, critiqued and evaluated. With an emphasis throughout on what it means for practice, this book aims to improve understanding of how learning theories currently work and can evolve in the future to promote truly effective learning in the digital era. It is essential reading for all student teachers, those engaged in Masters’ level work, as well as students on Education Studies courses" - Provided by publisher.

Teaching and Learning Foreign Languages

Teaching and Learning in the 21st Century

This book describes how different nations have defined the core competencies and skills that young people will need in order to thrive in the twenty-first-century, and how those nations have fashioned educational policies and curricula meant to promote those skills. The book examines six countries—Chile, China, India, Mexico, Singapore, and the United States—and shows how each one defines, supports, and cultivates those competencies that students will need in order to succeed in the current century. Teaching and Learning for the Twenty-First Century appears at a time of heightened attention to comparative studies of national education systems, and to international student assessments such as those that have come out of PISA (the Program for International Student Assessment), led by the Organisation for Economic Co-operation and Development. This book’s crucial contribution to the burgeoning field of international education arises out of its special attention to first principles—and thus to first questions: As Reimers and Chung explain, “much can be gained by an explicit investigation of the intended purposes of education, in what they attempt to teach students, and in the related questions of why those purposes and how they are achieved.” These questions are crucial to education practice and reform at a time when educators (and the students they serve) face unique, pressing challenges. The book’s detailed attention to such questions signals its indispensable value for policy makers, scholars, and education leaders today.

Technology in School Classrooms

Sharing the stories of educators working in a diverse range of international contexts, Being a Teacher uses personal narratives to explore effective teaching and learning in global settings. Demonstrating how personal values influence pedagogical practice, and asking how practice can be improved, authors reflect on their experiences not just as teachers, but also as learners, to offer essential guidance for all prospective educational professionals. The book focuses on teacher narratives as a vehicle for consideration of teacher professionalism, and as a way of understanding issues which are important to teachers in different contexts. By sharing and analysing these narratives, the book discusses the increasing complexity of teaching as a profession, and the commodities within the narratives. Each chapter includes graphic representations of analysis and encourages its reader to reflect critically on central questions, thereby constructing their own narrative. Being a Teacher provides an in-depth and engaging insight into the education system at a global level, making it an essential read for anyone embarking on a teaching career within the international education market.

Gender in Learning and Teaching

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for many years, once I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning.
Designing Effective Teaching and Significant Learning

How have school curricula been affected by the ripple effects of globalization? How do teachers and students attempt to understand their complex world? Most states require world teaching in some form, yet little is known about how teachers and students engage in this critical curricular area. World Class: Teaching and Learning in Global Times directly fills this need by providing a detailed, insider look at global education in three high schools. The data from the study, drawn from extensive interviews and observations, illustrate the daily challenges and complexities of global teaching and learning. Comprehensive yet scholarly, this volume: *raises thought-provoking questions for both theorists and practitioners; *addresses controversial issues embedded in global education and throughout the social studies curriculum, such as the tension between universalism and cultural relativism, the problematic nature of identity in classroom discourse, and the apparent duality of national and global loyalties; *connects issues particular to global education with wider scholarship in education; *examines the interplay of theory and practice in global education and, more broadly, the social sciences; and *provides an exploratory and provocative look at dimensions of global civics, with an analysis of the events of 9/11/01 and how they have shaped global perspectives about living as one planet. The book is organized in three parts—contexts, problems, and alternatives. Contexts allows readers to consider global education from multiple perspectives: teacher, student, administrator, community member, and scholar. Problems focuses on pedagogical challenges associated with global education. Alternatives provides reflection points that encourage readers to consider different ways we might converse about global teaching and learning. Written for scholars, practitioners, and students in social studies, curriculum and instruction, global/multicultural education, and related fields, World Class: Teaching and Learning in Global Times is an excellent text for preservice and graduate-level courses in these areas.

How Learning Works

First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Teaching and Learning the Difficult Past

The aim of this book is to contribute a dramaturgical perspective to education. The authors write from a dramaturgical perspective about the planning of teaching, leadership in the classroom, the teacher-body, the teacher's oral skills and ethics, communication, and about the spaces in which teaching takes place. The book is written with the pre-understanding that the ways in which art creates knowledge need to be illuminated and articulated more clearly in educational thinking, thereby enhancing arful engagement in education. Dramaturgical perspectives are presented as such a way – a form of knowledge that the artform of drama/theatre can contribute to teaching and learning in general. Through examples and analyses of empirical material, as well as through theoretical perspectives, the authors show chapter by chapter how dramaturgy and a dramaturgically inspired language and concepts create more possibilities of choice for teachers in planning and carrying out their teaching. Teaching and Learning through Dramaturgy brings to the forefront what will be enabled in teaching and planning of teaching, by making use of a dramaturgically inspired language and action, what in principle is possible in every subject.

Activating a Teaching-Learning Philosophy

How ed tech was born: Twentieth-century teaching machines—from Sidney Pressey's mechanized test-giver to B. F. Skinner's behaviorist bell-ringing box. Contrary to popular belief, ed tech did not originate in Silicon Valley. In Teaching Machines, education writer Audrey Watters offers a lively history of predigital educational technology, from Sidney Pressey's mechanized positive-reinforcement provider to B. F. Skinner's behaviorist bell-ringing box. Watters shows that these machines and the pedagogy that accompanied them sprang from ideas--bite-sized content, individualized instruction—that had legs and were later picked up by textbook publishers and early advocates for computerized learning. Watters pays particular attention to the role of the media--newspapers, magazines, television, and film--in shaping people's perceptions of teaching machines as well as the psychological theories underpinning them. She considers these machines in the context of education reform, the political reverberations of Sputnik, and the rise of the testing and textbook industries. She chronicles Skinner's attempts to bring his teaching machines to market, culminating in the famous behaviorist's efforts to launch Didak 101, the "pre-verbal" machine that taught spelling. (Alternate names proposed by Skinner include "Autodidak," "Instructionat," and "Autostructor"). Telling these somewhat cautionary tales, Watters challenges what she calls "the teleology of ed tech"--the idea that not only is computerized education inevitable, but technological progress is the sole driver of events.

Teaching as Learning

Despite a growing body of research on teaching methods, instructors lack a comprehensive resource that highlights and synthesizes proven approaches. Teaching for Learning fills that gap. This is a practical guide for teaching and learning; one that identifies key factors and elements demonstrates how that approach has been used in education, including specific examples from different disciplines reviews findings from the research literature describes techniques to improve effectiveness. Teaching for Learning provides instructors with a resource grounded in the academic knowledge base, written in an easily accessible, engaging, and practical style.

Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners

"This book discusses every aspect of assessment from the broad topics of creating a culture of assessment and the institutional assessment process to the more specific topics of assessing student learning at the course and program levels and assessing teaching effectiveness. The book models assessment at the institutional level, the course level, and throughout the law school (experimental learning programs, legal writing courses, centers and concentrations, extracurricular activities, non-academic offices). In addition to explaining the assessment process generally and in a variety of specific contexts, this book provides examples of assessment documents and tools that law schools can adapt as necessary. Moreover, the book offers suggestions for law schools on peer, student, and self-assessment of teaching effectiveness, both formative (ongoing teaching development) and summative (personnel decisions). Administrators, new professors, and seasoned professors will find guidance and advice on all aspects of assessing teaching and student learning."--

World Class

Multiple Dimensions of Teaching and Learning for Occupational Practice offers a collection of international perspectives on work-related education and training at further/Technical and Vocational Education and Training (TVET), higher and professional levels. The book provides a new area of study of occupational education with tripartite dimensions concerning learning, teaching and working. Providing space for further research and implementation possibilities, the book offers comprehensive multidisciplinary and multi-level perspectives, giving extensive coverage of the structure and focus of these types of programmes concerning geographical locations and academic levels, and also drawing on perspectives from national, institutional and individual interactions. Topics of investigations include apprenticeships, education of occupational teachers, training of workers and entrepreneurs, and working of physicians. Multiple Dimensions of Teaching and Learning for Occupational Practice will be vital reading for academics in education, educationalists in the related areas of clinical practices, sports and culture-related industries, researchers, policymakers, government officials and those from socio-development change agencies.

Assessment of Teaching and Learning

Written as a practical, easy to understand guide, this book is designed to support and empower teacher educators from all settings as they transition into and advance their knowledge, skills, and dispositions in online teaching and learning.

Creating Effective Teaching and Learning Environments: First Results from TALIS

Teaching and Learning the West Point Way

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual
differences, and helping them grasp the methods—and the wonder—of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don’t they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

**Teaching, Learning, and Trauma, Grades 6-12**

"Teaching and Learning the West Point Way is a unique compendium of the best teaching and learning practices from one of the most celebrated and storied undergraduate teaching and learning environments and institutions in America—the United States Military Academy at West Point, New York, U.S.A. Drawing on the broad academic curriculum that the students follow at West Point—in addition to military leadership, character development, and competitive athletics—this book describes proven and effective undergraduate pedagogy across a number of academic disciplines. Case studies, strategies and techniques, empirical teaching and learning research results, syllabi, and assignments developed and deployed by West Point faculty are included, which faculty in other higher education institutions can adapt and apply to their own programs and courses. An accompanying companion website provides videos of classroom, laboratory, and fieldwork teaching and learning activities, as well as additional syllabi, course guides, lesson plans, and PowerPoint activities and lecture slides. This is an opportunity to gain an in-depth insight into the programs and practices inside one of the world’s premier leadership development and educational institutions. It should appeal to new and experienced faculty and administrators interested in course creation and syllabus design across a wide range of disciplines in educational institutions and military academies across the globe."**

**Powerful Teaching**

In this fascinating and very personal book, Jean McNiff, author of the successful Action Research: Principles and Practice, argues that educational knowledge is created by individual teachers as they attempt to express their own values in their professional lives. Working with case studies of actual practice, she looks again at the familiar action research paradigm of identifying a problem, imagining, implementing and evaluating a solution and modifying practice in the light of that evaluation. She gives practical advice on how working in this way can aid the professional development of action researcher and practitioner alike. She concludes that the best teaching is done by those who want to learn and who can show others how to be open to their own processes of self development.

**Multiple Dimensions of Teaching and Learning for Occupational Practice**

This volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice. These key topics will be of interest to novice and veteran teachers, policy makers and all education professionals.

**Writing about Learning and Teaching in Higher Education**

Gender in Learning and Teaching brings together leading gender and feminist scholars to provide a unique collection of international research into learning and teaching. Through dialogues across national traditions and boundaries, the authors provide new insights into the relations between feminist scholarship of pedagogy, gender and didactics, and offer in-depth accounts that critically investigate how gender relations are enacted, contested and analysed at the level of the classroom, the curriculum, and the institution. Drawing on original research, the chapters explore gender dynamics in relation to student-teacher interactions, gendered classroom practices, curriculum content and knowledge formation in different subjects. The book includes accounts of innovative approaches to curriculum development to address gender inequality. It includes new theoretical frameworks and methodological approaches which provide fresh insights into gendered practices including intersectionality, new material feminism, epistemic gender positioning and cultural anthropology. The chapters span all education phases from early years to higher education. This book makes a compelling case for the continuing relevance of feminist pedagogy and the urgent need for strategies to address gender inequalities in the classroom and beyond. It will be of great interest to academics and postgraduate students in the fields of theory, philosophy and feminist politics of learning and teaching; education and didactics; feminism and pedagogy; sociology and the arts.

**Teaching in a Digital Age**

Practical and down-to-earth, the second edition of Action Research in Teaching and Learning is an ideal introduction to the subject, offering a distinctive blend of the theoretical and the practical, grounded firmly in the global higher education landscape. Written in an accessible style to build confidence, it provides easily adaptable, practical frameworks, guidelines and advice on research practice within a higher education context. The reader is guided through each stage of the action research process, from engaging with the critical theory, to the practical applications with the ultimate goal of providing a research study which is publishable. Supplemented by useful pedagogical research tools and exemplars of both qualitative and quantitative action research studies, this new edition features chapters engaging with teaching excellence and analysing qualitative and quantitative research, additions to the resources section and a new preface focusing more explicitly on the ever-growing number of part-time academics. Action Research in Teaching and Learning combines a theoretical understanding of the scholarly literature with practical applications and is an essential, critical read for any individual teaching or undertaking action research.

**Science Teaching Reconsidered**

Given the increased accountability at the college and university level, one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers. This book is a step-by-step guide for doing research to inform and improve teaching and learning. With background and instruction about how to engage in these methodologies—including qualitative, quantitative, and mixed methods—Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one's research skills to improve teaching. This valuable resource equips faculty with the skills to collect and use different types of research evidence to improve teaching and learning in any college and university classroom. Special Features: Chapter openings highlight the questions and issues that will be addressed in each chapter. Recurring text boxes provide authentic examples from actual research studies, student work, and instructor reflections. Coverage of challenges, key successes, and lessons learned from classroom research presents a nuanced and complete understanding of the process.