

# Learnerorg

*Streaming Video Resources for Teaching, Learning, and Research* Julie A. DeCesare.2014-03-27 According to a 2012 Ithaka study, 80 percent of faculty in the humanities and 70 percent in social sciences use video, film, and non-textual resources for teaching undergraduates. Streaming video is not simply an accommodation to distance learners; rather, it's an expectation for the curriculum, and a valuable tool for teaching critical thinking skills, analysis, and the use of primary sources. This issue of Library Technology Reports will help you recommend high-quality video resources for faculty and researchers, with information on: 75 YouTube channels for teaching , learning and research 11 interdisciplinary video and multimedia sites with annotations on features and content 6 open access course collections 5 university channels and collections Using video with Moodle, Sakai, LibGuides, or WordPress Mass market video sites that offer library-friendly business models

*Takewing a.m.* Brenda J. Wilson.2018-12-03 At the heart of this fictional work of survival is one of the most spectacular life cycles on earth, that of Danaus plexipus or the Monarch Butterfly. As this iconic insect's annual migration dances to the tune played by the weather, so does the North American plot alternate between the mountains of Central Mexico and rural Eastern Ontario, Canada. Two families, the Santanas and the Desjardins are brought together by their love of this tiny creature. Over the twelve months from November 2010 to November 2011, the monarchs migrate between their two countries, just as they have for millennia. More than ever, they have become a beacon of hope for all that is beautiful and fragile in our world. Like the "canary in a coal mine", the

monarchs hover between survival and extinction. Threatened by extreme weather, deforestation, and the degradation of their food sources, these environmental concerns make up the fabric of this book. Other threads in the story are the technologies that invade our privacy under the guise of public safety and security. Since Rachel Carson's *Silent Spring*, the unbridled greed and avarice of immense international agrochemical companies continue. Bent on leaving our world a toxic wasteland with all the attendant diseases, cancer strikes down the story's young protagonist, Anne Desjardins. Gone are her carefree and pastoral days of hayrides, bird's nests and clear blue skies. It will take more than just a medical breakthrough to deliver her from her health crucible and "slip the surly bonds of earth". In order for Anne to survive, it will take the far more powerful forces of courage, friendship, and love to turn the tide and help to bring this tale to its hopeful conclusion. As the story ends, two young lovers share their first kiss under the Mexican stars.

**Natural Learning for a Connected World** Renate Nummela Caine. 2011-04-08 Why do video games fascinate kids so much that they will spend hours pursuing a difficult skill? Why don't they apply this kind of intensity to their school work? In their most penetrating and important work in years, these two leaders in the field of brain-based education build a bridge to the future of education with a dynamic model of teaching that works for all grade levels and in all cultural and ethnic groups. The authors' education model, the Guided Experience Approach, is based on the way that biologists see learning as a totally natural, continuous interaction between perception and action. *Natural Learning for a Connected World* provides a practical, step-by-step description and successful examples from practice of this perception action cycle so that we can finally provide the learning environments essential for our children to thrive in the knowledge age.

**Powerful Learning** Linda Darling-Hammond, Brigid Barron, P. David Pearson, Alan H.

Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, Jennifer L. Tilson. 2015-07-15 In *Powerful Learning*, Linda Darling-Hammond and an impressive list of co-authors offer a clear, comprehensive, and engaging exploration of the most effective classroom practices. They review, in practical terms, teaching strategies that generate meaningful K-2 student understanding, and occur both within the classroom walls and beyond. The book includes rich stories, as well as online videos of innovative classrooms and schools, that show how students who are taught well are able to think critically, employ flexible problem-solving, and apply learned skills and knowledge to new situations.

**English Learners at the Top of the Class** Mayra C. Daniel. 2017-06-14 This is a practice-oriented book that also contributes to the professional literature. It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country's diverse classrooms.

Critical Technology Issues for School Leaders Susan Brooks-Young. 2006-04-12 This resource helps school leaders focus on critical technology leadership issues and practical solutions for integrating technology into any school, administration, or professional development program.

Literacy in the Disciplines Thomas DeVere Wolsey, Diane Lapp. 2016-10-28 This book gives all teachers in grades 5-12 practical strategies for building the unique literacy skills that students need for success in their respective subject areas. Drawing from interviews with leading educators and professionals in science, mathematics, history, the arts, and other disciplines, the authors explain what disciplinary literacy is and discuss ways to teach close reading of complex texts, discipline-specific argumentation skills, academic vocabulary, the use of multimodal tools and graphic organizers, and more. User-friendly features include classroom materials, lesson plans, practice activities, and recommended online teaching videos. Purchasers get access to a Web page where

they can download and print the book's 20 reproducible forms in a convenient 8 1/2 x 11 size.

**Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies** Lockyer, Lori, Bennett, Sue, Agostinho, Shirley, Harper, Barry. 2008-07-31 This book provides an overview of current research and development activity in the area of learning designs-- Provided by publisher.

**When Clans Collide** Wayne Rudolph Davidson. 2013-12 When Clans Collide: The Germination of Adam's Family Tree through Surname, Life Experience, and DNA tells the story of author Wayne Rudolph Davidson's surname and its ancestral connection to individuals and events that have shaped the world in which we live. When Davidson set out to discover the ancestral history of his surname, he had no idea what he would encounter. On his journey, he discovered that people with the surname of Davidson have contributed to government and politics, business and economics, social sciences, religion, education, science and technology, music and entertainment, sports and recreation, and military history. The research included here illustrates events ranging from the evolution of the English Crown and the building of North America to the American Revolution and the American Civil War. He also discovered quite a few events linked to African American history, including the period of Reconstruction, Buffalo Soldiers and the Great Plains, and the Great Migration. Davidsons have also contributed to the popularity of sports and entertainment, the growth of the office of the president of the United States, both World Wars, and the sacrifice of heroes. Interesting and informative, When Clans Collide explores the history of one surname and provides a foundation and plan for making the connection to your own ancestral heritage through your surname.

**Paths to Teaching the Holocaust** Tibbi Dubois. 2008-01-01 Paths to Teaching the Holocaust

edited by Tibbi Dubois is an important new book. It offers contributions by childhood, middle and secondary teacher educators from various regions and universities in the continental United States. The array of material is a strength of this unique book.

**The Story Biz Handbook** Dianne de Las Casas.2008-09-30 Beginning with wonderful tips and advice about the art and presentation of storytelling, this is a complete resource about how to build a storytelling career. Storytellers come to their careers centered on the stories they love and soon realize that in order to make a living at what they love, they must build a business. This in-depth book tells them just how and what to do in every detail, from choosing a sound system to building a website to using podcasts and setting up an office. Resource lists and tried and true ideas abound as the author shares her marketing and business success story throughout. Each chapter is a story in itself, beginning and ending with different traditional folktale openings and closings. There is even a chapter on how to plan for retirement.

*Learning OWL Class Expressions* J. Lehmann.2010-04-02 With the advent of the Semantic Web and Semantic Technologies, ontologies have become one of the most prominent paradigms for knowledge representation and reasoning. However, recent progress in the field faces a lack of well structured ontologies with large amounts of instance data due to the fact that engineering such ontologies requires a considerable investment of resources. Nowadays, knowledge bases often provide large volumes of data without sophisticated schemata. Hence, methods for automated schema acquisition and maintenance are sought. Schema acquisition is closely related to solving typical classification problems in machine learning, e.g. the detection of chemical compounds causing cancer. In this work, we investigate both, the underlying machine learning techniques and their application to knowledge acquisition in the Semantic Web.

**Learning to Love Math** Judy Willis.2010-09-09 Is there a way to get students to love math? Dr. Judy Willis responds with an emphatic yes in this informative guide to getting better results in math class. Tapping into abundant research on how the brain works, Willis presents a practical approach for how we can improve academic results by demonstrating certain behaviors and teaching students in a way that minimizes negativity. With a straightforward and accessible style, Willis shares the knowledge and experience she has gained through her dual careers as a math teacher and a neurologist. In addition to learning basic brain anatomy and function, readers will learn how to \*

- Improve deep-seated negative attitudes toward math.
- \* Plan lessons with the goal of achievable challenge in mind.
- \* Reduce mistake anxiety with techniques such as errorless math and estimation.
- \* Teach to different individual learning strengths and skill levels.
- \* Spark motivation.
- \* Relate math to students' personal interests and goals.
- \* Support students in setting short-term and long-term goals.
- \* Convince students that they can change their intelligence.

With dozens of strategies teachers can use right now, *Learning to Love Math* puts the power of research directly into the hands of educators. A *Brain Owner's Manual*, which dives deeper into the structure and function of the brain, is also included—providing a clear explanation of how memories are formed and how skills are learned. With informed teachers guiding them, students will discover that they can build a better brain . . . and learn to love math!

**Voices and Visions** Emily Dickinson.1996-11 Includes more than 35 of Dickinson's best loved poems, including I'm nobody, who are you? and I started early, took my dog. The choice of...Emily Dickinson is a good one....Chi Chung's illustrations...are precise and sometimes whimsical....Attractive and inviting....will give young readers something special.--Quill & Quire. Bolin's four-page introduction describes and explains Emily Dickinson's odd life style and creative

productivity....prettily colored watercolors.--Library Journal. ...footnotes glossing antiquated diction are well-handled and the precis on Dickinson's church-hymnal metric is a model of its kind.--Washington Post. . . . shot through with magical charm and graceful beauty. . .--Buzz Weekly.  
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*Problem-Based Learning for Math & Science* Diane L. Ronis.2008 This title provides teachers with the tools they need to help students learn in an integrated, real-world instructional environment.

*E-Learning* Bryn Holmes,John Gardner.2006-06 e-Learning is now an essential component of education. Globalization, the proliferation of information available on the Internet and the importance of knowledge-based economies have added a whole new dimension to teaching and learning. As more tutors, students and trainees, and institutions adopt online learning there is a need for resources that will examine and inform this field. Using examples from around the world, the authors of e-Learning: Concepts and Practices provide an in-depth examination of past, present and future e-learning approaches, and explore the implications of applying e-learning in practice. Topics include: educational evolution enriching the learning experience learner empowerment design concepts and considerations creation of e-communities communal constructivism. This book is essential reading for anyone involved in technology enhanced learning systems, whether an expert or coming new to the area. It will be of particular relevance to those involved in teaching or studying for information technology in education degrees, in training through e-learning courses and with developing e-learning resources.

Literacies in Language Education Kate Paesani,Mandy Menke.2023-04-01 A practical and innovative guide to emphasizing literacies development when teaching world languages Literacies in Language Education introduces multiliteracies pedagogy, which focuses on critical engagement with texts,

intercultural understanding, and language proficiency development. Kate Paesani and Mandy Menke, seasoned workshop leaders and multiliteracies scholars, define what the approach is, its benefits, and how to create curricula grounded in it. In addition, they explain how to use the approach at all levels of language education and offer ideas for teacher professional development—each key components of pedagogical change. Melding text- and language-oriented learning goals, the authors embrace an expanded understanding of literacy to capture the dynamism of language and its contexts of use; the importance of preparing students to interact with the range of texts they will encounter in their academic, workplace, and personal lives; and the multicultural and multilingual landscape of secondary and postsecondary language classrooms. Literacies in Language Education presents teachers with a tested approach for increasing learners' proficiency and cultural awareness, along with practical implementation methods. This book provides teachers and program administrators with immediate steps to take toward designing and implementing a literacies approach in any language class and curriculum. Published in partnership with CARLA.

**Brain-Based Teaching With Adolescent Learning in Mind** Glenda Beamon

Crawford.2007-02-26 Brain Based Teaching With Adolescent Learning in Mind addresses adolescent learning and its implications and applications for curriculum design and research-based instruction. Glenda Crawford connects new research to the larger picture of students' social, emotional, and intellectual needs and points to productive ways to help adolescents learn and succeed. This resource acknowledges the wide range of differences that new century adolescents bring to classrooms. The author offers lesson examples that easily differentiate for very individual brains of students who have varying cultural backgrounds, levels of English language proficiency, background experiences and prior knowledge, and individual abilities and interests. Readers will find key concepts related to



adolescent learning, including metacognition, motivation, social cognition, and self-regulation. Educators will learn about linking instruction to relevant issues and reality-based problems, and about student-directed inquiry, interpretation, debate and analysis, technological access, cooperative learning and global collaboration. Standards-based content examples and scenarios focus on the elements of relevance, active learning, content depth, collaboration, inquiry, challenge, student ownership, ongoing assessment, and guided reflection. The Adolescent-Centered Teaching (ACT) Models in each chapter illustrate this framework, with emphasis on: Essential content understandings Strategies for inquiry Adolescent motivation and challenge through intriguing and authentic events, problems and questions Teachers serving as active facilitator as students become progressively self-directed Metacognitive development and assessment, during which adolescents are involved in evaluation, reflection, and the transfer of learning to comparable and extended experiences Technology connections Multiple examples illustrate these interacting social, affective, and cognitive dimensions of an environment that is conducive to adolescent learning. This handbook also provides strategies for promoting transfer of learning to new contexts and more practical ideas for putting brain-based, adolescent-centered teaching into practice.

Handbook on Information Technologies for Education and Training Heimo H.

Adelsberger, Kinshuk, Jan Martin Pawlowski. 2008-07-22 This handbook enables readers to gain a deep understanding of past, current, and forthcoming research and applications in the field of educational technology. Readers develop an in-depth understanding of complex theories, strategies, concepts, and methods underlying the design, development, implementation, and evaluation of educational technologies. Discussing both the current state-of-the-art as well as emerging technologies, the handbook serves as a comprehensive guide for researchers and practitioners

working in education and training. This Second Edition features completely revised and updated chapters that reflect the latest developments in the field.

**Internationalizing the Teaching of Psychology** Uwe Gielen, Grant J. Rich, Harold

Takooshian. 2017-08-01 How can psychology professors in the USA and other nations make their courses more international? This question is addressed in this indispensable new sourcebook, co-authored by 73 contributors and editors from 21 countries. In recent decades psychology has evolved from an American-dominated discipline to a much more global discipline. Preliminary estimates by Zoma and Gielen (2015) suggest that approximately 76%-78% of the world's one million or so psychologists reside outside the U.S. However, most textbooks in the field continue to rely predominantly on research conducted in North America and Europe. Our book is intended to introduce psychology instructors to a variety of broad perspectives as well as specific suggestions that can support their efforts to internationalize their course offerings at both the undergraduate and graduate levels. In this way they can prepare their students to become more culturally sensitive and function more effectively as citizens and psychologists in the evolving globalized world. To achieve these ambitious goals the editors have assembled an international group of 73 distinguished contributors who, taken together, have taught and conducted research in all regions of the world. The chapters in the book include both core areas of psychology and subdisciplines that represent rapidly expanding and internationally important areas such as cross-cultural psychology and the psychology of gender. The chapters cover key topics and areas included in the course offerings of psychology departments both in the United States and in other countries. In addition to a discussion of international perspectives relevant to a given area, all chapters include an annotated bibliography of pertinent books, articles, web-related materials, films, videos, and so on. Based on this

information, both highly experienced and less experienced psychology instructors can add globally and culturally oriented dimensions to their respective courses. This is important because universities, departments, and accrediting agencies increasingly put pressure on instructors to broaden and internationalize their courses. As a long-time international psychologist myself, I see this bold new volume as a great leap forward for international psychology. The 73 distinguished contributors and editors from 21 countries have carefully crafted a handbook that will be the go-to resource on the topic for years to come. For psychology to continue to be relevant in the 21st century it must become more international; I am grateful this book will help us accomplish this challenging but rewarding goal. ~ Philip G. Zimbardo, Ph.D Past-President American Psychological Association What could be more important than understanding human behavior and the thoughts and emotions that underlie it? By teaching psychology to the world, we offer the possibility of using our discipline to create a better future for all of us. The chapters in this excellent book help teachers of psychology move from an ethnocentric perspective to a global way of thinking about and telling about a truly international psychology. ~ Diane F. Halpern, Ph.D Past-President of the American Psychological Association and Professor of Psychology This is a brilliant, unprecedented collection of international scholarship that every psychology professor and student should read. The 21st century in the teaching of psychology has truly arrived with this book, creating a thoroughly needed international focus for our pedagogy. ~ Frank Farley, Ph.D, L. H. Carnell Professor, Temple University; Former President, American Psychological Association (APA), International Council of Psychologists, American Educational Research Association (AERA), and the Society for International Psychology (Division 52 of APA) Internationalizing Teaching of Psychology contains chapters authored by eminent psychologists of diverse cultural background, inclusive of different cultural

perspectives on range of topics of contemporary importance. Thus, the volume integrates research emanating from varied cultural contexts facilitating development of a truly universal psychological science. The volume is a major resource for teaching courses on Cultural/Cross-cultural /Global psychology and in enhancing internationalization of psychology. ~ Prof. Janak Pandey, University of Allahabad, India, Editor, Psychology in India: The State-of-the-Art All involved in the training of psychologists will want to recommend this book, which thoroughly presents an international perspective on the teaching of psychology. Rich, Gielen and Takooshian consider the basic nature of psychology, at the same time emphasizing cultural differences and relating it all to real life. As expert, cross-cultural researchers, the contributors provide a much needed resource and up-to-date reference for psychologists and students, as well as for any scholar interested in our discipline around the globe. ~ Laura Hernández-Guzmán, Ph. D. Professor of Psychology, Universidad Nacional Autónoma de México, Past-President of the Mexican Psychological Society Since the mid-twentieth century the world has become an increasingly smaller place, at least in the figurative sense. And yet, Western psychology has been slow to grasp the culturally limited scope of much of our science. Although the movement toward a more culturally inclusive psychology had its roots at least as early as the 1960s, more recent meta-analyses have shown that a large percentage of the psychological literature has represented a small percentage of the world's population. In Internationalizing the Teaching of Psychology, Grant Rich, Uwe Gielen, and Harold Takooshian are making a noteworthy effort to inform and support teachers who would move the field toward a psychology of all people. From advice about getting involved in international psychology, to stand-alone international psychology courses, to the problems of culture-bound specialized courses, these well-traveled and experienced editors have assembled a resource that psychology teachers will find

both interesting and valuable. ~ Kenneth D. Keith, President, Society for the Teaching of Psychology, University of San Diego This volume is a positive contribution to the internationalization of the psychology curriculum. Given the very large numbers of psychology undergraduate and graduate students across the world, such internationalization has significant potential to provide learners with opportunities to better understand the similarities and differences in the behavior of humans in different local, national and international contexts. Such understanding can lead to a greater appreciation of, and perhaps respect for and celebration of, these similarities and differences, thus potentially leading to actions that reduce global human suffering. This volume should become an indispensable tool for psychology educators interested in such outcomes. ~ Jacquelyn Cranney, Psychology, UNSW Sydney, Australia This book is a necessity, given the increasing mobility of psychologists, use of technology in psychology practice, and need to regulate the psychology profession globally. The content in this book will go a long way to improve psychological literacy in our East and Central Africa region. I chaired the first ever East and Central African Regional Psychology Conference in Uganda in 2013 and am on the Board of Directors of the International Association of Applied Psychologists (IAAP), so am keenly aware that the internationalization of scientific psychology knowledge and skills is an imperative. ~ James Kagaari, Ph.D, President, Uganda Council of Psychologists Teaching psychology in your own country—especially when it is a country as vast and diverse as the United States, where fewer than half its citizens hold a passport—makes it all too easy to give courses in which students come away with the impression that what psychological scientists have learned about behavior and mental processes at home applies equally in the rest of the world. That is not always the case, of course, and the chapters in this valuable volume serve not only to remind us of that fact, but to stimulate us to

consider adjusting the content of our courses to make them, as they should be, more international in scope. ~ Douglas Bernstein, Courtesy Professor of Psychology, University of South Florida USA

Bravo to this all-star cast of international contributors for showing us how to help students appreciate both our cultural diversity and our human kinship—and for providing us with accessible articles, books, media, and online materials for teaching every area of psychology from a more international perspective. ~ David G. Myers, Hope College, co-author, Psychology 12th Edition and Social Psychology, 12th Edition Imagine that you convened an invitation-only panel of 73 experts from around the world and asked that they guide the profession in internationalizing the teaching of psychology. This book would be the impressive result! Here's the definitive, how-to guide on adding global and cross-cultural perspectives to courses throughout the psychology curricula. ~ John C. Norcross, Ph.D, ABPP, Distinguished Professor of Psychology at University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University In today's increasingly interconnected world, the ever-emerging importance and impact of integrating psychology into education is powerfully presented in this book. The editors - themselves outstanding experts in the field - have assembled an exceptionally impressive collection of 28 chapters by 73 expert contributors covering varied aspects of teaching psychology from an international and multicultural perspective. Educators, students, psychologists, as well as stakeholders in related disciplines will find the theories and practical guides as essential and useful resources. ~ Judy Kuriansky, PhD, United Nations NGO representative, the International Association of Applied Psychology; Department of Psychology, Columbia University Teachers College

**Teaching Science to English Language Learners** Joyce Nutta, Nazan U. Bautista, Malcolm B. Butler. 2010-09-13 Books in the Teaching English Language Learners (ELLs) across the Curriculum

Series are written specifically for pre- and in- service teachers who may not have been trained in ELL techniques, but still find themselves facing the realities and challenges of today's diverse classrooms and learners. Each book provides simple and straightforward advice on how to teach ELLs through a given subject area, and how to teach content to ELLs who are at different levels of English language proficiency than the rest of their class. Authored by both language and content area specialists, each volume arms readers with practical, teacher-friendly strategies, and subject-specific techniques. Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science, offering examples of easy ways to adapt existing lesson plans to be more inclusive. The practical, teacher-friendly strategies and techniques included here are proven effective with ELLs, and many are also effective with all students. The book provides context-specific strategies for the full range of the secondary sciences curriculum, including physical science, life science, earth and space science, science as inquiry, and history and nature of science and more. A fully annotated list of web and print resources completes the book, making this a one volume reference to help science teachers meet the challenges of including all learners in effective instruction. Special features: practical examples of science exercises make applying theory to practice simple when teaching science to ELLs an overview of the National Science Education Standards offers useful guidelines for effective instructional and assessment practices for ELLs in secondary grades graphs, tables, and illustrations provide additional access points to the text in clear, meaningful ways.

**Differentiation for the Adolescent Learner** Glenda Beamon Crawford. 2008-05-22 Activate learning with practical techniques that put brain research and technology into practice! Translating brain research into practical classroom strategies, this valuable resource for adolescent-centered

teaching provides keys to curriculum design, instruction, and assessment within the context of a developmentally appropriate, differentiated approach. This book focuses on learners' intellectual, social, and emotional needs and equips teachers with: A six-point differentiation model Tactics tailored to English Language Learners, gifted learners, and students with special needs Ways to capitalize on technology Brain-friendly instructional practices grounded in universal design for learning (UDL) Techniques to create environments aligned with adolescents' specific developmental needs

Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation Hartshorne, Richard. 2012-07-31 While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

**Teaching and Learning Online** Franklin S. Allaire, Jennifer E. Killham. 2023-01-01 Science is unique among the disciplines since it is inherently hands-on. However, the hands-on nature of science instruction also makes it uniquely challenging when teaching in virtual environments. How do we, as science teachers, deliver high-quality experiences to secondary students in an online environment that leads to age/grade-level appropriate science content knowledge and literacy, but also collaborative experiences in the inquiry process and the nature of science? The expansion of



online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners. Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning (Killham et al., 2014; Wong et al., 2018), PreK-12 teachers consistently report feeling underprepared or overwhelmed by online learning environments (Molnar et al., 2021; Seaman et al., 2018). This is coupled with persistent challenges related to elementary teachers' lack of confidence and low science teaching self-efficacy (Brigido, Borrachero, Bermejo, & Mellado, 2013; Gunning & Mensah, 2011). Teaching and Learning Online: Science for Secondary Grade Levels comprises three distinct sections: Frameworks, Teacher's Journeys, and Lesson Plans. Each section explores the current trends and the unique challenges facing secondary teachers and students when teaching and learning science in online environments. All three sections include alignment with Next Generation Science Standards, tips and advice from the authors, online resources, and discussion questions to foster individual reflection as well as small group/classwide discussion. Teacher's Journeys and Lesson Plan sections use the 5E model (Bybee et al., 2006; Duran & Duran, 2004). Ideal for undergraduate teacher candidates, graduate students, teacher educators, classroom teachers, parents, and administrators, this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research-based foundation.

What Principals Need to Know About Teaching and Learning Science Eric C. Sheninger, Keith Devereaux. 2012-08-29 This accessible resource offers practical strategies for increasing student achievement in science and fostering a school environment that supports the science curriculum. Assess your own science programs, and discover tools to evaluate teachers' preparedness for science instruction. With checklists, assessments, and reproducibles that you can share with

teachers, parents, and other stakeholders, discover how to improve science instruction and sustain a strong science program.

Handbook of Research on Learning Outcomes and Opportunities in the Digital Age Wang, Victor C.X..2015-12-22 Education and learning opportunities bring about the potential for individual and national advancement. As learners move away from traditional scholarly media and toward technology-based education, students gain an advantage with technology in learning about their world and how to interact with modern society. The Handbook of Research on Learning Outcomes and Opportunities in the Digital Age provides expert research relating to recent technological advancements, technology and learning assessments, and the effects of technology on learning environments, making it a crucial reference source for researchers, scholars, and professors in various fields.

**Ideas that Work** .1999

**Preparing Pre-Service Teachers for the Inclusive Classroom** Dickenson, Patricia,Keough, Penelope,Courduff, Jennifer.2016-10-25 Teachers must be prepared to create an effective learning environment for both general education students and students with special needs. This can be accomplished by equipping teachers with the proper knowledge and strategies. Preparing Pre-Service Teachers for the Inclusive Classroom discusses the latest approaches, skills, and methodologies on how to support special needs students. Highlighting relevant perspectives on technology implementation, curriculum development, and instructional design, this book is an ideal reference source for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

*Using Teacher Inquiry for Knowing and Supporting Parents with Mathematics* Regina M.

Mistretta.2015-03-18 Parents are those social factors that can positively influence their child's learning of mathematics. Using Teacher Inquiry for Knowing and Supporting Parents with Mathematics serves as a teacher's inquiry guide for supporting parents in this critical role. Steps for investigating the manner in which parents and children work together on mathematics tasks, such as homework and projects, are shared. Findings gleaned from such investigation cultivate a state of knowing that positions teachers to support parents, and in turn their students, in meaningful and relevant ways. This book includes teacher inquiry approaches, related tools, and supportive resources for parents in grades Pre-K through 12. Teachers' inquiry findings on their journey towards being in the know about parents and mathematics, along with their responsive action steps, are shared to help guide the reader's use of inquiry for knowing and supporting parents with mathematics. Some key additional features of this book include: Support for both individual and collective teacher inquiry Resources for supporting parents through the grades Online teacher inquiry resources Anchor tasks for developing parents' knowledge of mathematics content, and ways of supporting children's understandings of that content

**Digital Learning in High-Needs Schools** Heejung An, David A. Fuentes.2023-06-21 Digital Learning in High-Needs Schools examines the challenges and affordances that arise when high-needs school communities integrate educational technologies into their unique settings. Although remote, blended, and networked learning are ubiquitous today, a number of cultural, economic, and political realities—from the digital divide and digital literacy to poverty and language barriers—affect our most vulnerable and underresourced teachers and students. This book uses critical theory to compassionately scrutinize and unpack the systemic issues that impact high-needs schools' implementation of digital learning tools. Incisive sociocultural analyses across fifteen

original chapters explore the intersection of society, technology, people, politics, and education in high-needs school contexts. Informed by real-world cases pertaining to technology infrastructure, formative feedback, Universal Design for Learning, and more, these chapters illuminate how best practices emerge from culturally responsive and context-specific foundations.

**Essentials of Elementary Social Studies** William B. Russell III, Stewart Waters. 2021-08-30  
Essentials of Elementary Social Studies is a teacher friendly text that provides comprehensive treatment of classroom planning, instruction, and strategies. Praised for its dynamic approaches and a writing style that is conversational, personal, and professional, this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies. This sixth edition has been refined with new and relevant topics and strategies needed for effectively teaching elementary social studies. A few of new features include: An expanded chapter on the decision-making process in elementary social studies. This chapter provides additional discussion about the importance of helping young learners better understand the decision-making process and offers strategies for helping teachers make connections between choices, values, character development, and social justice. An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction. Attention is given to virtual teaching and learning, media literacy, teaching with film, and numerous other ways to improve teaching and learning in the digital age. Updated further readings and helpful resources for all chapters to include supplemental digital and video sources related to various topics throughout the chapter. New Checking for Understanding section at the end of each chapter that focuses on comprehension, application, and reflection on key concepts throughout the chapters. An updated chapter on lesson plans, in keeping with the book's emphasis on planning and teaching.

This chapter is designed to provide elementary social studies teachers with new classroom-tested lesson plans and includes two classroom-tested lessons for each grade level (K-6).

**Reaching English Language Learners in Every Classroom** Debbie Arechiga.2013-09-27 Reach all of your English language learners with the effective and engaging approaches in this book. It's filled with practical tools, strategies, and real-world vignettes that will help you teach reading and writing to a diverse student population. The book features Mental Energizers, aptitudes that will help sustain your commitment as you work in linguistically diverse classrooms. It also highlights Strategic Energizers, teaching approaches that promote student learning and engagement. The classroom vignettes presented along the way show the Energizers in action. These Energizers, which can be used throughout instruction, will have you feeling ready and motivated to bring all of your English language learners to success!

*Writing and Developing College Textbook Supplements* Mary Ellen Lepionka.2005

**Promoting Global Literacy Skills through Technology-Infused Teaching and Learning** Keengwe, Jared.2014-08-31 The increasing internationalization of today's classrooms calls for learning institutions to prepare students for success in an interdependent and technologically-advanced world. Faculty who are competent in multiple 21st century skills are best equipped to engage students in curricula that are relevant, transformative, and engaging across content areas and cultures. *Promoting Global Literacy Skills through Technology-Infused Teaching and Learning* examines the function and role of globalization in 21st century teaching and learning, especially in light of technology integration and the need to prepare and empower global educators and global citizens respectively. Covering topics that range from social networking in linguistics to software used in engineering curricula, this premier reference work will be relevant to academicians,

researchers, students, librarians, practitioners, professionals, and engineers.

**Multimedia Tools for Communicating Mathematics** Jonathan Borwein, Maria H. Morales, Konrad Polthier, Jose F. Rodrigues. 2012-12-06 This book on multimedia tools for communicating mathematics arose from presentations at an international workshop organized by the Centro de Matematica e Aplicacoes Fundamentais at the University of Lisbon, in November 2000, with the collaboration of the Sonderforschungsbereich 288 at the University of Technology in Berlin, and of the Centre for Experimental and Constructive Mathematics at Simon Fraser University in Burnaby, Canada. The MTCM2000 meeting aimed at the scientific methods and algorithms at work inside multimedia tools, and it provided an overview of the range of present multimedia projects, of their limitations and the underlying mathematical problems. This book presents some of the tools and algorithms currently being used to create new ways of making enhanced interactive presentations and multimedia courses. It is an invaluable and up-to-date reference book on multimedia tools presently available for mathematics and related subjects.

Homeschooling High School: Planning Ahead for College Admission Jeanne Gowen Dennis. 2004 *Strategies that Work* Stephanie Harvey, Anne Goudvis. 2007 Describes strategies teachers can use to promote reading comprehension in students from kindergarten through eighth grade; and includes examples of student work, illustrations, and other reference tools.

**Evolving Learner** Lainie Rowell, Kristy Andre, Lauren Steinmann. 2020-02-19 Learn from Kids, Peers, and the World to Transform Professional Learning What can kids teach us about educational practices? It turns out, plenty. PD is evolving into professional learning (PL), where personalized experiences focus on goals and outcomes, rather than seat time. In *Evolving Learner*, successful PL is framed through three critical sources: learning from kids, from peers, and from the world. Woven

throughout the book are tangible connections to cycles of inquiry where a harmonious balance is the ultimate goal when students are engaged in inquiry for deeper learning and teachers are engaged in a parallel process to improve their practice. The authors' unique framework shifts away from factory model PD and transforms it into experiences tailored to kids' and adult learners' specific needs. Clear strategies for accomplishing PL are presented through A framework where both students and teachers are active agents of learning Cycles of inquiry to empower students to become the owners of learning Techniques to make thinking visible for teachers and students Cutting edge coverage of applying technology to professional learning including the use of social media, gamification, and digital badges The time is right to reclaim ownership of your professional learning: Evolving Learner is an essential guide for embarking on this journey.

*Advances in Software Engineering, Education, and e-Learning* Hamid R. Arabnia, Leonidas Deligiannidis, Fernando G. Tinetti, Quoc-Nam Tran. 2021-09-09 This book presents the proceedings of four conferences: The 16th International Conference on Frontiers in Education: Computer Science and Computer Engineering + STEM (FECS'20), The 16th International Conference on Foundations of Computer Science (FCS'20), The 18th International Conference on Software Engineering Research and Practice (SERP'20), and The 19th International Conference on e-Learning, e-Business, Enterprise Information Systems, & e-Government (EEE'20). The conferences took place in Las Vegas, NV, USA, July 27-30, 2020 as part of the larger 2020 World Congress in Computer Science, Computer Engineering, & Applied Computing (CSCE'20), which features 20 major tracks. Authors include academics, researchers, professionals, and students. This book contains an open access chapter entitled, *Advances in Software Engineering, Education, and e-Learning*. Presents the proceedings of four conferences as part of the 2020 World Congress in Computer Science, Computer

Engineering, & Applied Computing (CSCE'20); Includes the tracks Computer Engineering + STEM, Foundations of Computer Science, Software Engineering Research, and e-Learning, e-Business, Enterprise Information Systems, & e-Government; Features papers from FECS'20, FCS'20, SERP'20, EEE'20, including one open access chapter.

Active Learning Through Drama, Podcasting, and Puppetry Kristin Fontichiaro.2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores, this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement.

Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama, shadow puppetry, and podcasting can be used as tools to meet curriculum objectives in the K-8 media center. By concentrating on the process of creating a piece of drama or puppetry or a podcast, as opposed to the goal of performance, and by infusing the arts with curriculum objectives in story or research, these techniques can intensify a child's learning and provide context for classroom curriculum objectives. A discussion of the affective and academic benefits of this process-based work as well as sample lessons are included. Photographs and examples of student work illustrate the techniques. Grades K-8.

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