

Evaluation Paper Topic Ideas

In an era of curricular changes and experiments and high-stakes testing, educational measurement and evaluation is more important than ever. In addition to expected entries covering the basics of traditional theories and methods, other entries discuss important sociopolitical issues and trends influencing the future of that research and practice. Textbooks, handbooks, monographs and other publications focus on various aspects of educational research, measurement and evaluation, but to date, there exists no major reference guide for students new to the field. This comprehensive work fills that gap, covering traditional areas while pointing the way to future developments. Features: Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in choice of electronic and/or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of education research, measurement, and evaluation to more easily locate directly related entries. (For instance, sample themes include Data, Evaluation, Measurement Concepts & Issues, Research, Sociopolitical Issues, Standards.) Back matter includes a Chronology of the development of the field; a Resource Guide to classic books, journals, and associations; and a detailed Index. Entries conclude with References/Further Readings and Cross References to related entries. The Index, Reader's Guide themes, and Cross References will combine to provide robust search-and-browse in the e-version. Composing Research, Communicating Results: Writing the Communication Research Paper provides communication students with the knowledge and necessary tools to compose a variety of course-required papers that are scholarly, accessible, and well-written. The first work of its kind to take students from brainstorming to outlining to sentence and paragraph construction to paper presentation, drawing on student-written examples Easy-to-understand explanations of passive voice, point of view, commonly accepted citation styles, and more, with current and reliable student-written examples Covers common writing assignments in communication and related courses, including the literature review, application paper, and empirical research paper Four pedagogical features enhance comprehension and support learning: "Write Away" quick exercises, integratable "Building Blocks" assignments, "Engaging Ethics" tips, and "Student Spotlight" examples

Use formative assessment to dramatically improve your students' writing. In Successful Student Writing Through Formative Assessment, educator and international speaker Harry G. Tuttle shows you how to guide middle and high school students through the prewriting, writing, and revision processes using formative assessment techniques that work. This brand new set of strategies includes real writing samples plus easy-to-use applications that will allow you to monitor, diagnose, and provide continual feedback to your students. You'll help them perfect their written communication skills and ready them for further growth. Tuttle offers tips on breaking large writing assignments into several smaller tasks, identifying red flags, varying your feedback methods, and more. Enhance your instruction by assessing students at specific points throughout the writing process, and help them to become better writers as a result! This book presents a guide for research methodology and scientific writing covering various elements such as finding research problems, writing research proposals, obtaining funds for research, selecting research designs, searching the literature and review, collection of data and analysis, preparation of thesis, writing research papers for journals, citation and listing of references, preparation of visual materials, oral and poster presentation in conferences, and ethical issues in research . Besides introducing library and its various features in a lucid style, the latest on the use of information technology in retrieving and managing information through various means are also discussed in this book. The book is useful for students, young researchers, and professionals.

HSC and Preliminary Courses

Improving Writing and Thinking Through Assessment

Creative Collaborations

CliffsTestPrep NYSTCE: Multi-Subject Content Specialty Test (CST)

Developing Strategic Writers through Genre Instruction

Behavioural and Mental Health Research

Virtual Peer Review

Qualitative Research in Education: A User's Guide, Third Edition continues to bring together the essential elements of qualitative research, including traditions and influences in the field and practical, step-by-step coverage of each stage of the research process. Synthesizing the best thinking on conducting qualitative research in education, Marilyn Lichtman uses a conversational writing style that draws readers into the excitement of the research process.

This book constitutes late breaking papers from the 22nd International Conference on Human-Computer Interaction, HCI 2020, which was held in July 2020. The conference was planned to take place in Copenhagen, Denmark, but had to change to a virtual conference due to the COVID-19 pandemic. From a total of 6326 submissions, a total of 1439 papers and 238 posters have been accepted for publication in the HCI 2020 proceedings before the conference took place. In addition, a total of 333 papers and 144 posters are included in the volumes of the proceedings published after the conference as "Late Breaking Work" (papers and posters). These contributions address the latest research and development efforts in the field and highlight the human aspects of design and use of computing systems. The 59 late breaking papers presented in this volume address the latest research and development efforts in the field and highlight the human aspects of design and use of computing systems.

Using a critical and reflective approach, Critical Guide aims to sensitize students to the necessity of learning how not to defer to the mysterious authority of the experts, but rather to learn how to be a critical consumer of others' research, and to gain confidence in their ability to be producers of research. Sue McGregor shows students how to research literature, and how to find, critique and apply other people's scholarship. This textbook is grounded in a solid understanding of the prevailing research methodologies for creating new knowledge (philosophical underpinnings), which in turn dictate problem posing, theory selection, and research methods (tasks for sampling, collecting and analyzing data, and reporting results).

Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students' writing and thinking. The book offers useful guidance, through presentation of recommended assessment guidelines and measurement principles in Part 1 and applications from a variety of contributors in Part 2. It addresses a wide range of audiences, including instructors who want to assess and thus foster writing and thinking in their courses, administrators and instructors planning to assess writing and thinking at the program or institutional level, and graduate students interested in improving students' writing and critical thinking. This book is more guide than a "cookbook." By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking, the book should be helpful for academic and Student Affairs administrators and faculty - as the principles apply equally to all engaged in assessment. Contributors, representing a wide range of educators, illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels. Readers will see how different types of institutions, both private and public as well as undergraduate and graduate, have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs. They candidly describe challenges encountered and solutions they adopted or suggest. These chapters reflect approaches and perspectives from various discourse communities - including writing program administrators, composition faculty, assessment professionals, and individual faculty representing several disciplines. The author argues the urgent need to develop strong writers and thinkers. She discusses challenges and obstacles, but underscores the necessity for more faculty involvement and institutional commitment. This book will help institutions and individual faculty design and implement sound, meaningful assessment strategies to foster effective writing and thinking that will both advance the goals of the institutional mission and meet faculty's disciplinary objectives and scholarly concerns.

Excel Senior High School Information and Research Skills for Assessment Success

Teaching Composition

Beyond open access: visions for open evaluation of scientific papers by post-publication peer review

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation

The GAO Review

A Systematic Approach

In 1976, the first session on the teaching of evaluation was held at an annual meeting of evaluators. A few hardy souls gathered to exchange ideas on improving the teaching of evaluation. At subsequent annual meetings, these informal sessions attracted more and more participants, eager to talk about common teaching interests and to exchange reading lists, syllabuses, assignments, and paper topics. The ses sions were irreverent, innovative, lively, and unpredictable. Eventually the group for realized itself with the American Evaluation Association as the Topical Interest Group in the Teaching of Evaluation (TIG: TOE). As word of TIG: TOE's activities spread, instructors from all over the country clamored for assistance and advice. It became apparent that a handbook was need ed, a practical interdisciplinary guide to the teaching of evaluation. Donna M. Mertens, a long-standing member of TIG: TOE and an accomplished teacher of evaluation, volunteered to edit the book, and her skills, sensitivity, and experience in the craft of teaching are apparent throughout.

This report, commissioned by the Executive Board, was prepared by a committee of academic economists. The report assesses the appropriateness of current research activities, the quality and added value of the IMF's economic research and its utility in the IMF among its member countries and within the wider economics community. This publication also includes responses to the report by the IMF's staff, Managing Director, and Executive Board.

The second edition of Writing That Makes Sense takes students through the fundamentals of the writing process and explores the basic steps of critical thinking. Drawing upon over twenty years of experience teaching college composition and professional writing, David S. Hogsette combines relevant writing pedagogy and practical assignments with the basics of critical thinking to provide students with step-by-step guides for successful academic writing in a variety of rhetorical modes. New in the second edition: • Expanded discussion of how to write effective thesis statements for informative, persuasive, evaluative, and synthesis essays, including helpful thesis statement templates. • Extensive templates introducing students to conventions of academic discourse, including integrating outside sources, interacting with other writers' ideas, and dialoguing with multiple perspectives. • Examples of academic writing from different disciplines illustrating essay titles, abstracts, thesis statements, introductions, conclusions, and voice. • Expanded discussion of voice in academic writing, including an exploration of active and passive voice constructions in different disciplines and tips on how to edit for clarity. • A new chapter on writing in the disciplines. • Updated sample student papers. • New readings with examples of opposing views and multiple perspectives.

Offers a thorough look at peer review in virtual environments.

Cue for Treason

Odyssey

Putting Assessment for Learning Into Practice in a Higher Education EFL Context

A Longitudinal Study of Writing and Learning at the College Level

A Handbook of Skills and Methods

External Evaluation of IMF Economic Research Activities

Libraries Within Their Institutions

Take your students from the basics of communication to mastering speech preparation and delivery with this engaging, dynamic text. ESSENTIAL SPEECH introduces the various types of speeches as well as the keys for effective speech preparation and confident delivery. Relevant activities and examples of effective and ineffective communication make student learning easier. Students learn how strong speeches begin with thorough preparation. They develop into confident, competent communicators as they learn to research and use language and vocabulary effectively. Students learn useful delivery strategies as well as how to perfect their listening, observing, analyzing, and critiquing abilities. This book's inviting and open visual presentation, along with numerous examples drawn from today's world, keep the presentation meaningful and engaging for your students. Numerous hands-on activities also keep students actively involved in learning. Ongoing review and assessment ensure that students understand the concepts as they move ahead. Technology has had a huge influence on how we learn, how we work, and how we communicate today. The online Speech Builder Express tool solves the major challenges in this course: getting students organized and comfortable to make their presentations and relieving anxiety and stress caused by lack of planning and organization. Speech Builder Express coaches students through every step of the speech outlining process. By providing students with the necessary tutorials, sample ideas, and access to a dictionary and thesaurus, this product will help build student confidence, lessen student anxiety, and prepare them for real-world career speaking opportunities. Discover all of the aspects of teaching speech that you told us were important to you from concepts and practice to technology support. This book's approach is based on extensive field research and input from teachers across the nation. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

If you want to motivate your employees to be more productive, convince your customers to use more of your products and services, encourage a loved one to engage in healthier habits, or inspire any change in yourself, renowned psychologist Dr. Michael Pantalon can show you how to achieve Instant Influence in six simple steps. Drawing on three decades of research, Dr. Pantalon's easy-to-learn method can create changes both great and small in 7 minutes or less. This scientifically tested method succeeds in every area of work and life by helping people tap into their deeply personal reasons for wanting to change and finding a spark of "yes" within an answer that sounds like "no."

This highly practical guide offers a systematic approach to instruction in the three main writing genres—narrative, persuasive, and informative—that students in grades 3–5 are expected to master. Ready-to-use lesson plans and materials are grounded in research on strategy instruction and self-regulated learning, and connect with learning standards. Presented are ways to teach students strategies for planning, drafting, evaluating, revising, editing, and publishing writing in each genre, while making connections between reading and writing. Sixty-four reproducible planning forms and student handouts are provided; the large-size format facilitates photocopying. The Appendix contains a Study Guide to support professional learning. Purchasers also get access to a Web page where they can download and print the reproducible materials. See also the authors' Developing Strategic Young Writers through Genre Instruction: Resources for Grades K–2.

A scientific publication system needs to provide two basic services: access and evaluation. The traditional publication system restricts the access to papers by requiring payment, and it restricts the evaluation of papers by relying on just 2-4 pre-publication peer reviews and by keeping the reviews secret. As a result, the current system suffers from a lack of quality and transparency of the peer-review evaluation process, and the only immediately available indication of a new paper's quality is the prestige of the journal it appeared in. Open access is now widely accepted as desirable and is slowly beginning to become a reality. However, the second essential element, evaluation, has received less attention. Open evaluation, an ongoing post-publication process of transparent peer review and rating of papers, promises to address the problems of the current system. However, it is unclear how exactly such a system should be designed. The evaluation system steers the attention of the scientific community and, thus, the very course of science. For better or worse, the most visible papers determine the direction of each field and guide funding and public policy decisions. Evaluation, therefore, is at the heart of the entire endeavor of science. As the number of scientific publications explodes, evaluation and selection will only gain importance. A grand challenge of our time, therefore, is to design the future system, by which we evaluate papers and decide which ones deserve broad attention. So far scientists have left the design of the evaluation process to journals and publishing companies. However, the steering mechanism of science should be designed by scientists. The cognitive, computational, and brain sciences are best prepared to take on this task, which will involve social and psychological considerations, software design, and modeling of the network of scientific papers and their interrelationships. This Research Topic in Frontiers in Computational Neuroscience collects visions for a future system of open evaluation. Because critical arguments about the current system abound, these papers will focus on constructive ideas and comprehensive designs for open evaluation systems. Design decisions include: Should the reviews and ratings be entirely transparent, or should some aspects be kept secret? Should other information, such as paper downloads be included in the evaluation? How can scientific objectivity be strengthened and political motivations weakened in the future system? Should the system include signed and authenticated reviews and ratings? Should the evaluation be an ongoing process, such that promising papers are more deeply evaluated? How can we bring science and statistics to the evaluation process (e.g. should rating averages come with error bars)? How should the evaluative information about each paper (e.g. peer ratings) be combined to prioritize the literature? Should different individuals and organizations be able to define their own evaluation formulae (e.g. weighting ratings according to different criteria)? How can we efficiently transition toward the future system? Ideally, the future system will derive its authority from a scientific literature on community-based open evaluation. We hope that these papers will provide a starting point.

Essential Speech

Amazing Social Studies Activities

Evaluating Teaching and Learning

Reflective Planning, Teaching, and Evaluation

Time To Know Them

A practical handbook for colleges, universities and the scholarship of teaching

Resources for Grades 3-5

Discover how your library—and its patrons—can benefit from internal partnerships, collaborations, and interactions Libraries Within Their Institutions: Creative Collaborations examines the ways librarians work within their own universities, municipalities, or government units to form partnerships that ensure the best possible service to their patrons. An excellent companion and complement to Libraries Beyond Their Institutions: Partnerships That Work (Haworth) from the same editors, this unique professional resource looks at the associations between libraries and faculty members, city governments, information technology departments, and research institutes.

The book provides first-hand perspectives, assessments, and case studies from information professionals at several major universities, including Kent State, the University of Washington, Virginia Tech, and Purdue University. Libraries Within Their Institutions: Creative Collaborations demonstrates the need for interaction and cooperation between libraries and non-library organizations—on campus and off. This unique book examines the elements of effective collaborations for libraries, including partnerships with campus teaching centers; helping faculty design their courses to enhance instruction; long-term perspectives in library-faculty cooperation; the creation of "collaboratories," collaborative facilities based in libraries; and the development of campus-wide fluency in all areas of information technology and literacy. Libraries Within Their Institutions: Creative Collaborations provides practical information on: campus-wide committees that promote a general education information literacy requirement integrating ACRL core competencies for information literacy into course content using an Assessment Cycle to document the library's contributions toward students' success and institutional outcomes partnerships that have shaped the ARL Statistics and Measurement Program using information commons, and teaching and learning centers to develop collaborative services digital preservation of electronic theses and dissertations (ETD) team-taught courses in scientific writing joint-use libraries collaboration in collection management drawing teaching faculty into collaborative relationships collaborating with teaching faculty to help students learn lifelong research skills Libraries Within Their Institutions: Creative Collaborations is an invaluable resource for librarians working in academic, school, special, and public settings, and for library science faculty and students.

For General K-12 Teaching Methods and General Secondary Methods courses. Reflective Planning, Teaching and Evaluation, K-12 takes a constructivist approach and offers an original Reflective Action model of how thinking, caring, teachers function in real classrooms.

Reflective Planning, Teaching, and Evaluation, K-12 takes a constructivist approach and offers an original Reflective Action model of how thinking, caring, teachers function in real classrooms. Chapter 1 is an introduction to literacy, assessment, and instruction. Chapter 2 focuses on the importance of building relationships with others to help students develop positive attitudes and motivation toward literacy and learning. Chapters 3 through 7 each address a different literacy process: language development; word analysis; reading fluency; listening, reading, and viewing comprehension; and writing composition and visual representation. The final section of each of these chapters provides specific literacy strategies that educators can model, students can use to develop literacy and independent problem-solving abilities, and then apply to new experiences to engage in lifelong learning"--

Odyssey focuses on helping students build paragraph and essay writing skills while treating the writing process as a voyage of self-discovery, confidence building, and competence building. As with most traditional paragraph to essay writing books, Odyssey begins with a thorough overview of the writing process, introduces the various patterns of development, then demonstrates each pattern of development with various essay samples. Parts IV-VI focus on improving grammar and paragraph development. The book concludes with an anthology of readings that take students on a "reading odyssey," where selections cross genres and professions. All exercises have been reorganized and streamlined in the fourth edition. Students will find newly titled "Comprehension and Practice" exercises that begin with a focus on fundamental concepts and then move into invention and the writing of short pieces. Students can then proceed to "Challenge" exercises that call for critical thinking, drafting, and revision. Interspersed throughout these questions sets are "Collaboration" exercises, which are ideal for pairs and/or groups of students. Grammar, mechanics, and punctuation chapters conclude with "Chapter Quick Check" and "Summary Editing" exercises that test students' understanding of all the grammar and sentence skills they have learned.

22nd HCI International Conference, HCI 2020, Copenhagen, Denmark, July 19-24, 2020, Proceedings

How to Get Anyone to Do Anything—Fast

Monitoring and Evaluation Training

Writing That Makes Sense, 2nd Edition

Current Applications and New Directions

A Critical Guide

The only endorsed resources for the Cambridge International AS Level English General Paper syllabus. Through exploration of a wide array of topics, from celebrity culture to poetry in the modern world, this book focuses on strengthening communication, evaluation, analysis, application and understanding skills. Helping students improve their written responses, use of English and comprehension, this coursebook looks at discussion points relevant to the globally-minded classroom. With frequent practice questions and sample answers, students have plenty of opportunities to build their confidence answering questions. Answers to coursebook questions are in the teacher's resource.

The Psychology Major's Handbook offers students a wealth of practical information to succeed throughout their college journey—from choosing a major and learning how to study to writing papers and deciding what to do after graduation. Drawing on over 20 years of experiences, questions, ideas, and enthusiasm from working with students, best-selling author Tara L. Kuther covers topics relevant to all learners regardless of major, such as developing an active learning style, honing study skills, and becoming more self-aware. The handbook also addresses the specific needs of psychology students with guidance on the process of writing terms papers, how to read articles, and how to write APA-style empirical reports. Thoroughly revised, the Fifth Edition emphasizes psychological literacy and pays particular attention to the role of technology and social media in students' lives.

TECHNIQUES FOR COLLEGE WRITING: THE THESIS STATEMENT AND BEYOND is a brief rhetoric that empowers students as writers by giving them the tools they need to create a precise and well-focused thesis. Using the thesis statement as the lens through which students can approach the entire thinking and writing process, TECHNIQUES is divided into three parts that build upon one another: Part I—Thinking Through the Thesis Statement, Part II—Thinking Through Your Writing Assignment, and Part III—Writing Beyond the Composition Classroom. A wide range of journal articles, book excerpts, student essays, paintings, magazine ads, poetry, and short stories make the text accessible to students, and Thinking Through a Reading questions promote active reading and in-class discussion. In-chapter practice exercises, writing applications, revision tools, and writing assignments help students gain confidence so that they can begin to incorporate the techniques they've learned in the book into their own personal writing styles Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Your guide to a higher score on the NYSTCE? Why CliffsTestPrep Guides? Go with the name you know and trust Get the information you need—fast! Written by test-prep specialists About the contents: Introduction * Overview of the test * Tips for answering multiple-choice questions Part I: Subject Review * Focused reviews over all subjects tested, including: English Language Arts; Mathematics; Science and Technology; Social Studies; The Fine Arts; Health and Fitness; Family and Consumer Science and Career Development; Foundations of Reading; Constructed-Response Assignment * Subareas focus on specific skills within the sections * Questions within the review sections emphasize key concepts and skills Part II: Two Full-Length Practice Tests * Practice tests are structured like the actual test * Answers and explanations help enhance your understanding and pinpoint areas for further review Test-Prep Essentials from the Experts at CliffsNotes! More than Notes! CliffsAP? CliffsComplete? CliffsQuickReview? CliffsTestPrep? CliffsStudySolver An American BookWorks Project Contributors:

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Understanding and Evaluating Research

Research Papers

501 Writing Prompts

From Paragraph to Essay

An NSTA Press Journals Collection

Creative Ideas For Teaching Evaluation

Every semester, colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken. For many universities it is a requirement that all courses be evaluated every semester. The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum, thus enhancing the quality of student learning. In spite of this there is little evidence that it does improve the quality of teaching and learning. Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling. Evaluating Teaching and Learning explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation. This guide explains how to develop questionnaires and protocols which are valid, reliable and diagnostic. It also contains proven instruments that have undergone appropriate testing procedures, together with a substantial item bank. The book looks at the specific national frameworks for the evaluation of teaching in use in the USA, UK and Australia. It caters for diverse methodologies, both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels: from classrooms to programmes to departments and entire institutions. With detail on all aspects of the main evaluation techniques and instruments, the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project. With a companion website which has listings of the questionnaires and item bank, this book will be of interest to those concerned with organising and conducting evaluation in a college, university, faculty or department. It will also appeal to those engaged in the scholarship of teaching and learning.

Creative Ideas For Teaching EvaluationActivities, Assignments and ResourcesSpringer Science & Business Media

Provides a collection of activities for the social studies classroom for grades six to twelve.

This comprehensive, interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology, and computational linguistics. This greatly expanded follow-up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback. Each chapter features a common structure including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation. Descriptions of the major scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ Engine, c-rater™, and LightSIDE. Applications of the uses of the technology including a large scale system used in West Virginia. A systematic framework for evaluating research and technological results. Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China. Chapters from key researchers in the field. The book opens with an introduction to AEEs and a review of the "best practices" of teaching writing along with tips on the use of automated analysis in the classroom. Next the book highlights the capabilities and applications of several scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ engine, c-rater™, and LightSIDE. Here readers will find an actual application of the use of an AEE in West Virginia, psychometric issues related to AEEs such as validity, reliability, and scaling, and the use of automated scoring to detect reader drift, grammatical errors, discourse coherence quality, and the impact of human rating on AEEs. A review of the cognitive foundations underlying methods used in AEE is also provided. The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy. Ideal for educators, professionals, curriculum specialists, and administrators responsible for developing writing programs or distance learning curricula, those who teach using AEE technologies, policy makers, and researchers in education, writing, psychometrics, cognitive psychology, and computational linguistics, this book also serves as a reference for graduate courses on automated essay evaluation taught in education, computer science, language, linguistics, and cognitive psychology.

Literacy Assessment and Metacognitive Strategies

A User's Guide

Techniques for College Writing: The Thesis Statement and Beyond

Innovative Techniques for Large-group Instruction

Participatory Learning Models

Cambridge International AS Level English General Paper Coursebook

Composing Research, Communicating Results

Monitoring and Evaluation Training fills a gap in the literature by providing readers with a systematic approach to monitoring and evaluation (M&E) training for programs and projects. Bridging theoretical concepts with practical, how-to knowledge, authors Scott Chaplow and J. Bradley Cousins draw upon the scholarly literature, applied resources, and over 50 years of combined experience to provide expert guidance for M&E training that can be tailored to different training needs and contexts, from training for professionals or non-professionals, to organization staff, community members, and other groups with a desire to learn and sustain sound M&E practices.

"This eBook features 501 sample writing prompts that are designed to help you improve your writing and gain the necessary writing skills needed to ace essay exams. Build your essay-writing confidence fast with 501 Writing Prompts!" --

Contains articles by different authors including Ian Biddle, Chris Greef, Maree Herrett, Debra Kelliher, Rodney Lane, Marshall Leaver, Robert Mulas, Sophie Mynott, Cameron Paterson, and Ross Todd. Applies the Information Skills Process to the preparation of assessment tasks for the Biology, Business Studies, English, Geography, Modern History and Society and Culture HSC 2001 Syllabi.

Size does matter. When you're faced with a class of 50, 150, or even 250 college students, it's tough to head off boredom - much less promote higher-order thinking and inquiry skills. But it's not impossible, thanks to the professor-tested techniques in this collection of 14 articles from the Journal of College Science Teaching . The book starts by examining what research shows about the effectiveness of popular teaching styles. (Surprise: Lectures don't stimulate active learning.) From there, the authors offer proven alternatives that range from small-scale innovations to completely revamped teaching methods. Suggested strategies include using quizzes in place of midterms and finals, student forums, interactive lectures, collaborative groups, group facilitators, and e-mail and computer technology .

Activities, Assignments and Resources

A Resource to Inform Instruction, PreK-12

Teaching and Learning about Writing in Online Environments

HCI International 2020 - Late Breaking Papers: Universal Access and Inclusive Design

The Psychology Major's Handbook

Successful Student Writing through Formative Assessment

Instant Influence

This is a revised, updated and expanded version of a guide to research skills for psychologists, psychiatrists, nurses, social workers and graduates training in those disciplines.

Twisting from the evil Sir Philip Morton. Peter Brownrigg finds himself on the wrong side of the law. On the run to London he meets Kit and the two decide to stick together. But a chance discovery endangers their lives and soon Peter is deep in murderous plots, secrets and even treason. Set in the turbulent days of Elizabeth I, this classic story of danger and intrigue conjures up a world of mystery, twists and turns and thrilling action.

In a time of declining resources in institutions of higher education, we grapple with how priorities are to be set for the limited resources available. Most vulnerable are those students labeled underprepared by colleges and universities. Should we argue that the limited resources available ought to be used to support these students through their undergraduate years? And, if we decide that we want to do that, what evidence of their potential for success can we provide that will justify the use of these resources? Through longitudinal research that follows students who have been so labeled over all their college years, we can begin to find answers to these questions. Time to Know Them is the first book that follows the experiences of a group of students over their entire academic experience. No previous studies have brought together the factors incorporated in this study: examining writing and learning on a true longitudinal basis; studying a multicultural urban population; investigating the relationship between writing and learning by examining papers written over time for regularly assigned academic courses across a range of disciplines; and taking into consideration non-academic factors that influence academic performance such as race, gender, socio-economic status, and ideological orientation. Through interviews twice a semester over six years, the collection of papers written for all courses, observations of instructional settings, and analysis of required institutional tests of writing, the author has been able to pull together a more complete picture of writing and intellectual development over the college years than has previously been available in any study. Students are seen to acquire the ability to handle more complex reasoning tasks as they find themselves in more challenging intellectual settings and where risk-taking and exploration of new ideas are valued. The integration of students' previous life experiences into their academic studies allows them to analyze, critique, modify, and apply their previously held world views to their new learning. These changes are seen to occur over time with instructional settings and support providing key roles in writing development. Personal factors in students' lives present difficulties that require persistence and dedication to overcome. Never before have the complexities of real individual lives as they affect academic performance been so clearly presented.

The Elements of Style William Strunk concentrated on specific questions of usage—and the cultivation of good writing—with the recommendation “Make every word tell”; hence the 17th principle of composition is the simple instruction: “Omit needless words.” The book was also listed as one of the 100 best and most influential books written in English since 1923 by Time in its 2011 list.

Research Methodology and Scientific Writing

Writing the Communication Research Paper

Qualitative Research in Education

Critical Thinking in College Composition

The Elements of Style

Handbook of Automated Essay Evaluation