

A comprehensive guide to social work praxis, this book provides a clear conceptual understanding of fieldwork supervision in India. It elaborates on the dynamic components of fieldwork instruction – the methodologies and effective strategies, the supervisor – student – agency triad, challenges and the future. The volume underlines the importance of student mentoring and the imperative need to develop creative and competent strategies to make fieldwork education more responsive and effective. It also emphasises the need for the inclusion of social justice-oriented perspectives and approaches in fieldwork training in India. Instructive and anecdotal, the chapters in this volume reflect on the challenges which students and supervisors face on a regular basis in different environments while dealing with critical circumstances. The focus of the book is to delineate strategies and approaches which promote skill building and the ability in students to understand sociocultural contexts of the field and engage with them effectively. This volume will be an essential resource for social work educators, field practitioners and students of social work, law, public policy, sociology and social entrepreneurship.

The seventh International Conference on Knowledge Management in Organizations (KMO) brings together researchers and developers from industry and the academic world to report on the latest scientific and technical advances on knowledge management in organisations. KMO 2012 provides an international forum for authors to present and discuss research focused on the role of knowledge management for innovative services in industries, to shed light on recent advances in cloud computing for KM as well as to identify future directions for researching the role of knowledge management in service innovation and how cloud computing can be used to address many of the issues currently facing KM in academia and industrial sectors. The conference took place at Salamanca in Spain on the 11th-13th July in 2012.

When Kids Can't Read, what Teachers Can DoA Guide for Teachers, 6-12Boynnton/Cook

Doing PDS

Handbook of Research on Virtual Training and Mentoring of Online Instructors

Gender Identity, Equity, and Violence

When Kids Can't Read, what Teachers Can Do

Turning Experience into Learning

Historical Perspectives and Modern Approaches

The Learning and Development of Mathematics Teacher Educators

*This timely text describes the role of program evaluation in counselor education and provides step-by-step guidance for faculty seeking to develop comprehensive Student Learning Outcome (SLO) evaluation plans to meet accountability expectations. It serves as a blueprint for demystifying the SLO process and making the switch from an input-based measure of productivity that focuses on what counseling programs do, to an outcome-based approach that concentrates on the quality of learning through evidence-based assessment of students' knowledge and skills. The first and second parts of the book lay the foundation for the SLO process and provide practical guidance for identifying and developing direct and indirect measures of student learning. Part III offers strategies for creating measures; collecting, managing, and reporting student data; and using data to ensure competence. In Part IV, counselor educators across the country offer hands-on application through a wide variety of SLO activities and rubrics linked to each of the curricular and specialty areas of the 2016 CACREP Standards. *Requests for digital versions from the ACA can be found on wiley.com. *To request print copies, please visit the ACA website here. *Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org*

Teacher education is an evolving field with multiple pathways towards teacher certification. Due to an increasing emphasis on the benefits of field-based learning, teachers can now take alternative certification pathways to become teachers. The Handbook of Research on Field-Based Teacher Education is a pivotal reference source that combines field-based components with traditional programs, creating clinical experiences and "on-the-job" learning opportunities to further enrich teacher education. While highlighting topics such as certification design, preparation programs, and residency models, this publication explores theories of teaching and learning through collaborative efforts in pre-Kindergarten through grade 12 settings. This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods-to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary

teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

A Guide