

Gross Davis Barbara Tools For Teaching 2nd Edition

This book illuminates the evolution of Quaker war tax resistance in America, as told by those who resisted and those who debated the limits of the Quaker peace testimony where it applied to taxpaying. Among the writers featured in this documentary history are Isaac Sharpless, Thomas Story, William Penn, James Logan, Benjamin Franklin, John Woolman, John Churchman, James Pemberton, Joshua Evans, Anthony Benezet, Job Scott, Warner Miffin, Timothy Davis, James Mott, Isaac Grey, Samuel Allinson, Moses Brown, Stephen B. Weeks, Rufus Hall, Gouverneur Morris, Elias Hicks, Joshua Maule, and Cyrus G. Pringle.

In a highly engaging style, Rheingold tells the story of what he calls the patriarchs, pioneers, and infonauts of the computer, focusing in particular on such pioneers as J. C. R. Licklider, Doug Engelbart, Bob Taylor, and Alan Kay. The digital revolution did not begin with the teenage millionaires of Silicon Valley, claims Howard Rheingold, but with such early intellectual giants as Charles Babbage, George Boole, and John von Neumann. In a highly engaging style, Rheingold tells the story of what he calls the patriarchs, pioneers, and infonauts of the computer, focusing in particular on such pioneers as J. C. R. Licklider, Doug Engelbart, Bob Taylor, and Alan Kay. Taking the reader step by step from nineteenth-century mathematics to contemporary computing, he introduces a fascinating collection of eccentrics, mavericks, geniuses, and visionaries. The book was originally published in 1985, and Rheingold's attempt to envision computing in the 1990s turns out to have been remarkably prescient. This edition contains an afterword, in which Rheingold interviews some of the pioneers discussed in the book. As an exercise in what he calls "retrospective futurism," Rheingold also looks back at how he looked forward.

Two kids are about to find out that their lives are anything but ordinary when a ghost from the 1918 flu pandemic arrives and stirs up adventure. Perfect for fans of A Tale Dark and Grimm! Ghosts only haunt when they've left something behind... When Henry Davis moves into the neighborhood, Barbara Anne and her classmates at Washington Carver Elementary don't know what to make of him. He's pale, small, odd. For curious Barbara Anne, Henry's also a riddle—a boy who sits alone at recess sketching in a mysterious notebook, a boy, she soon learns, who's being haunted by a ghost named Edgar. With the help of some new friends, this unlikely duo is off on an adventure to discover who Edgar was while alive and why he's haunting Henry now. Together, they might just help Edgar find what he needs to finally be at peace. The Essential College Professor is about the "how" and "why" of being a faculty member today. Based on the author's series of highly successful faculty development workshops, each chapter deals concisely with the most important information college professors need at their fingertips when confronted by a particular challenge or faced with an exciting opportunity. Written both as a comprehensive guide to an academic career and as a ready reference to be consulted whenever needed, The Essential College Professor emphasizes proven solutions over untested theories and stresses what faculty members have to know now in order to be successful in their careers. Each chapter is concluded by a short exercise that faculty members can perform to help them, for instance, completely revise a course by restructuring the syllabus and course materials, bring new life to a research project by reframing it as a book proposal or grant application, and so on.

The Essential College Professor

Communities in Action

Managing the Challenges in Human Service Organizations

A Handbook for College Faculty

Preparing Instructional Objectives

Teaching for Understanding with Technology

Transforming the Workforce for Children Birth Through Age 8

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

Leading the way when the way is changing.

A guide to thirty-five creative assignments for pairs and groups Collaborative Learning Techniques is the bestseller that college and university faculty around the world have used to help them make the most of small group learning. A mountain of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. In this book, the authors synthesize the relevant research and theory to support thirty-five collaborative learning activities for use in both traditional and online classrooms. This second edition reflects the changed world of higher education. New technologies have opened up endless possibilities for college teaching, but it's not always easy to use these technologies effectively. Updated to address the challenges of today's new teaching environments, including online, "flipped," and large lectures, Collaborative Learning Techniques is a wonderful reference for educators who want to make the most of any course environment. This revised and expanded edition includes: Additional techniques, with an all-new chapter on using games to provide exciting, current, technologically-sophisticated curricula A section on effective online implementation for each of the thirty-five techniques Significantly expanded pedagogical rationale and updates on the latest research showing how and why collaborative learning works Examples for implementing collaborative learning techniques in a variety of learning environments, including large lecture classes and "flipped" classes Expanded guidance on how to solve common problems associated with group work The authors guide instructors through all aspects of group work, providing a solid grounding in what to do, how to do it, and why it is important for student learning. The detailed procedures in Collaborative Learning Techniques will help teachers make sure group activities go smoothly, no matter the size or delivery method of their classes. With practical advice on how to form student groups, assign roles, build team spirit, address unexpected problems, and evaluate and grade student participation, this new edition of the international classic makes incorporating effective group work easy.

65 Lecture Breaks to Refresh and Reinforce Learning

Lead the Way when the Way is Changing

Seven Research-Based Principles for Smart Teaching

2nd edition

The Dynamics of Opportunity in America

Learner-centered Assessment on College Campuses

The Case Writing Workbook

Sex/Gender presents a relatively new way to think about how biological difference can be produced over time in response to different environmental and social experiences. This book gives a clearly written explanation of the biological and cultural underpinnings of gender. Anne Fausto-Sterling provides an introduction to the biochemistry, neurobiology, and social construction of gender with expertise and humor in a style accessible to a wide variety of readers. In addition to the basics, Sex/Gender ponders the moral, ethical, social and political side to this inescapable subject. An interview with the author! WOMR - The Lowdown with Ira Wood - Sex an Gender Identity with Anne Fausto-Sterling: http://www.publicbroadcasting.net/womr/jukebox?action=viewMedia&mediaId=1025429

"From the author of Summer at Hideaway Key comes a sweeping new Southern women's fiction novel about forgiving the past one letter at a time. The truth lies between the lines. A year ago, Dovie Larkin's life was shattered when her fiance committed suicide just weeks before their wedding. Now, plagued by guilt, she has become a fixture at the cemetery where William is buried, visiting his grave daily, waiting for answers she knows will never come. Then one day, she sees an old woman whose grief mirrors her own. Fascinated, she watches the woman leave a letter on a nearby grave. Dovie ignores her conscience and reads the letter a mother's plea for forgiveness to her dead daughter - and immediately needs to know the rest of the story. As she delves deeper, a collection of letters from the cemetery's lost and found begins to unravel a decades-old mystery involving one of Charleston's wealthiest families. But even as Dovie seeks to answer questions about another woman's past questions filled with deception, betrayal, and heartbreaking loss she starts to discover the keys to love, forgiveness, and finally embracing the future

Teaching for Understanding with Technology shows how teachers can maximize the potential of new technologies to advance student learning and achievement. It uses the popular Teaching for Understanding framework that guides learners to think, analyze, solve problems, and make meaning of what they've learned. The book offers advice on tapping into a rich array of new technologies such as web information, online curricular information, and professional networks to research teaching topics, set learning goals, create innovative lesson plans, assess student understanding, and develop communities of learners.

With this significant new work, Larry Cuban provides a unique and insightful perspective on the bridging of the long-standing and well-known gap between teachers and administrators. Drawing on the literature of the field as well as personal experience, Cuban recognizes the enduring structural relationship within school organizations inherited by teachers, principals, and superintendents, and calls for a renewal of their sense of common purpose regarding the role of schooling in a democratic society. Cuban analyzes the dominant images (moral and technical), roles (instructional, managerial, and political), and contexts (classroom, school, and district) within which teachers, principals, and superintendents have worked over the last century. He concludes that when these powerful images and roles are wedded to the structural conditions in which schooling occurs, [managerial behavior] results, thus narrowing the potential for more thoughtful, effective, and appropriate leadership. Cuban then turns to consider this situation with respect to the contemporary movement for school reform, identifying significant concerns both for policymakers and practitioners. This honest, thought-provoking book by a leading scholar, writer, and practitioner in the field represents an invaluable resource[an insightful introduction for those just entering the field and a fresh, new perspective for those long-familiar with its complexities. Cuban's ethnographic approach to the development of his own career and viewpoint, as well as his highly readable style, make this a work of lasting value.

The Search for Optimal Motivation and Performance

Evidence and Perspectives

Cultures of Education and Practices of Teaching

Causes & Cures in the Classroom

The History and Future of Mind-Expanding Technology

Getting to the Root of Academic and Behavior Problems

Teaching with Classroom Response Systems

In understanding human behavior, psychologists have long been interested in what motivates specific actions. Debates have pitted extrinsic motivators (e.g. rewards/punishment) against intrinsic motivation in attempting to determine what best motivates individuals. This book provides a summary view of what research has determined about both extrinsic and intrinsic motivation, and clarifies what questions remain unanswered. Divided into three sections, section I revisits the debate about the effects of extrinsic incentives or constraints on intrinsic motivation and creativity, and identifies theoretical advances in motivational research. Section II focuses on the hidden costs and benefits of different types of achievement goals on motivation and performance. Section III discusses theory and research findings on how extrinsic and intrinsic motivators may work in everyday life and over time. This book is of interest to researchers in psychology, education, and business, as well as to a wider audience interested in promoting optimal motivation and performance. Coverage in this book includes:
* Debates and controversies in motivational research
* Developmental nature of intrinsic and extrinsic motivation over time
* Influences of parents, educators, and employers in facilitating motivation
* Effect of achievement goals on learning and performance
* The role of intrinsic and extrinsic motivation in self-regulation
Key Features
* Brings together major figures in the fields of motivation, education, and social psychology
* Provides a mix of theory, basic and applied research
* Presents research conducted both in laboratories and educational settings
* Comprehensive chapters provide excellent reviews of previous literature as well as outlines important new directions
* Provides different perspectives on controversial debates in a balanced, constructive manner

"Callings will inspire readers at every stage of their careers to view work with a new appreciation for the possibilities it holds beyond the mundane." —Booklist
Stories of passion, courage, and commitment, following individuals as they pursue the work they were born to do, from StoryCorps founder Dave Isay In Callings, StoryCorps founder Dave Isay presents unforgettable stories from people doing what they love. Some found their paths at a very young age, others later in life; some overcame great odds or upturned their lives in order to pursue what matters to them. Many of their stories have never been broadcast or published by StoryCorps until now. We meet a man from the barrios of Texas whose harrowing experiences in a family of migrant farmers inspired him to become a public defender. We meet a longtime waitress who takes pride in making regulars and newcomers alike feel at home in her Nashville diner. We meet a young man on the South Side of Chicago who became a teacher in order to help at-risk teenagers like the ones who killed his father get on the right track. We meet a woman from Little Rock who helps former inmates gain the skills and confidence they need to rejoin the workforce. Together they demonstrate how work can be about much more than just making a living, that chasing dreams and finding inspiration in unexpected places can transform a vocation into a calling. Their shared sense of passion, honor, and commitment brings deeper meaning and satisfaction to every aspect of their lives. An essential contribution to the beloved StoryCorps collection, Callings is an inspiring tribute to rewarding work and the American pursuit of happiness.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

Whether students leave the classroom confident and goal-directed or frustrated and aimless depends on our ability to do two things: diagnose their needs and deliver support. This challenge can be daunting when students come to school with weak vocabulary, poor planning and organization skills, and problems with memory, impulse control, and attention span. Causes & Cures reveals new neurological research about the root causes of these obstacles and lays out a comprehensive five-step protocol designed to help all educators identify and address common student academic and behavior issues. This essential guide provides
* Illuminating case studies that walk you through the protocol in a variety of content areas and grade levels.
* Strategies and tools to help you diagnose root causes and develop targeted, effective interventions for your students.
* Guidance for extending individualized interventions to large groups.
Most of us went into teaching with the dream of helping all our students succeed. We can't let students who struggle wear us down or wait us out. No matter which subject or grade level you teach, this indispensable resource will show how you can help students overcome difficulties and experience real success in the classroom.

Shifting the Focus from Teaching to Learning

Tools for Teaching

How Colleges Develop Students Purposefully

Putting Students First

The Haunting of Henry Davis

Sex/gender

Engaging Minds

Written specifically for teachers, Motivating Students to Learn offers a wealth of research-based principles on the subject of student motivation for use by classroom teachers. Now in its fourth edition, this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools, curriculum goals, and classroom dynamics. The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day-to-day practice, provide guidelines for adapting to group and individual differences, and discuss ways to reach students who have become discouraged or disaffected learners. This edition features new material on the roles that classroom goal setting, developing students' interest, and teacher-student and peer relationships play in student motivation. It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn. By focusing more closely on the teacher as the motivator, this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom.

The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education. Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools. ENDORSEMENTS "At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines." Joel Westheimer University Research Chair in Democracy and Education University of Ottawa "The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating." Diana Hess Dean, UW-Madison School of Education Karen A. Falk Distinguished Chair of Education "Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry for democratic life. The authors provide conceptual frames, classroom strategies and deep insights

about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth." William Gaudelli Dean and Professor Lehigh University "This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all." Gloria Ladson-Billings, Professor Emerita Department of Curriculum & Instruction University of Wisconsin President, National Academy of Education Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M "At the heart of our divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking, controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!" LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director, CARTER Center for K-12 Black history education University of Missouri "Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy." William G. Wraga, Professor Dean's Office Mary Frances Early College of Education University of Georgia "The Handbook on Teaching Social Issues, 2nd edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an enduring, catalyzing contribution." Nancy C. Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University "The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living." Kelli Hutt, Social Studies Curriculum Facilitator Dallas Center-Grimes CSD Grimes, Iowa "Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities." Mark Previte, Associate Professor of Secondary Education University of Pittsburgh-Johnstown Chair, NCSS Issues Centered Education Community

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

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

A Practical Guide for Medical Teachers

Foundations of Education: An EMS Approach

Tools for Thought

A Path Forward

The Purpose and Passion of Work

Biology in a Social World

Strengthening Forensic Science in the United States

Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures, or indeed of any form of instruction, whether a presentation or in an experiential setting. This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention, reinforce key points, and review learning. It also provides 65 adaptable pause ideas to use at the opening of class, mid-way through, or as closers. Starting with brain science research on attention span and cognitive load, Rice bases her book on two fundamental principles: shorter segments of instruction are better than longer ones, and learners who actively participate in instruction learn better than those who don't. Pausing helps teachers apply these principles and create student engagement without requiring major changes in their lesson plans. With careful planning, they can integrate pauses into learning sessions with ease and significantly reinforce student learning. They will also gain feedback on students' comprehension. Rice sets out the characteristics of good pauses, gives advice on how to plan them and how to introduce them to maximum effect. She provides compelling examples and concludes with a repertory of pauses readers can easily modify and apply to any discipline. This book contains a compendium of strategies that any teacher can fruitfully use to reinforce learning, as well as a stepping stone to those seeking to transition to more active learning methods. It: * Makes the case for using pauses * Identifies the primary functions of pauses: focusing, refocusing, enhancing retention, or closing off the learning experience * Provides research evidence from cognitive science and educational psychology * Provides practical guidance for creating quick active learning breaks * Distinguishes between starting, middle, and closing pauses * Includes descriptions, with suggested applications, of 65 pauses

Plant & Soil Science Fundamentals and Applications combines the basic knowledge of plant and soil science, in and easy to read and teach format, and provides practical real world application for information learned. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Previously published as Preparing Objectives for Programmed Instruction.

Braskamp (emeritus, education, Loyola U., Chicago), along with colleagues at Northwestern and Washington State, discuss their study of how ten diverse church-related colleges and universities (of some 900) prepare their students for life beyond the campus. Through a "4C framework" based on personal investment theory--culture, curriculum, co-curriculum (connecting in-class and out-of-class experiences), and community, they examine the career training, intellectual, moral, and spiritual contexts in which this mission is pursued. Questions are posed about how campuses can support holistic student development.

Love, Alice

Plant & Soil Science: Fundamentals & Applications

Intrinsic and Extrinsic Motivation

Collaborative Learning Techniques

A Self-Guided Workshop

Motivating Students to Learn

Tools for TeachingJohn Wiley & Sons

Specializing in decisions managers need to make under trying circumstances, this casebook prepares current and aspiring managers for the kinds of experiences they are likely to encounter. The cases are inspired by real situations, and are disguised to respect the privacy of the parties involved. The cases in this book are designed to encourage the student to determine how they would act and work towards a resolution of the dilemmas presented.

Provides information about a wide range of curricular issues affecting elementary and high school education, exploring methodological and conceptual issues, looking at the forces that shape the curriculum, studying the impact of the curriculum on special groups of students, and discussing conventional subjects like reading and math.

With her characteristic brilliance, grace and radical audacity, Angela Y. Davis has put the case for the latest abolition movement in American life: the abolition of the prison. As she quite correctly notes, American life is replete with abolition movements, and when they were engaged in these struggles, their chances of success seemed almost unthinkable. For generations of Americans, the abolition of slavery was sheerest illusion. Similarly, the entrenched system of racial segregation seemed to last forever, and generations lived in the midst of the practice, with few predicting its passage from custom. The brutal, exploitative (dare one say lucrative?) convict-lease system that succeeded formal slavery reaped millions to southern jurisdictions (and untold miseries for tens of thousands of men, and women). Few predicted its passing from the American penal landscape. Davis expertly argues how social movements transformed these social, political and cultural institutions, and made such practices untenable. In Are Prisons Obsolete?, Professor Davis seeks to illustrate that the time for the prison is approaching an end. She argues forthrightly for "decarceration", and argues for the transformation of the society as a whole.

American Quaker War Tax Resistance

Handbook of Research on Curriculum

Pathways to Health Equity

Handbook on Teaching Social Issues

Relax, It's Only Uncertainty

A Project of the American Educational Research Association

Managerial Imperative and the Practice of Leadership in Schools, The

"Another book on college teaching?" you may ask. "Surely too many have been written already!" Dr Davis hopes that professors will find this to be a different book on college teaching, because it explores in depth some viable teaching strategies for the college classroom.

This book has grown out of a course on college teaching offered regularly at the University of Denver.

"This resource is a well constructed introduction to learner-centered assessment, complete with practical, ready-to-implement assessment techniques. Designed to bring you up to speed quickly, the book is grounded in the principles of constructivist learning theory and continuous improvement. It helps you to connect with what you already know about assessment, integrate that knowledge with new information, and try new approaches to enhance your students' learning. You see clearly what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm."--BOOK JACKET.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

The evolving field of emergency medical services (EMS) requires professional educators who are knowledgeable about teaching and learning strategies, classroom management, assessment and evaluation, technology in learning, legal implications in education, program infrastructure design, and administering programs of excellence to meet state and national accreditation guidelines. Foundations of Education: An EMS Approach, Third Edition, provides EMS educators with the tools, ideas, and information necessary to succeed in each of these areas. The content reflects how current educational knowledge and theory uniquely apply to EMS students, educators, and programs. This textbook is used in the NAEMSE Instructor Courses, and is an excellent reference for all EMS educators, as well as educators in allied health professions. Evidence-Based Content In addition to foundational topics such as teaching philosophy and classroom management, the text covers brain-based learning, accreditation and program evaluation, emerging technologies, and assessment strategies. It guides educators to write objectives, prepare lesson plans, and deliver education in engaging ways to maximize student learning. Grounded in this information, EMS educators can promote effective education regardless of the type of course or setting. Highlights -Covers current educational theory and teaching methodologies specific to EMS -Meets and exceeds the latest DOT National Guidelines for Educating EMS Instructors -Offer practical advice and scenarios in the form of Teaching Tips and Case in Points

Creating Active Learning Environments

Understanding by Design

A Practical Guide to an Academic Career

Are Prisons Obsolete?

A Casebook

McKeachie's Teaching Tips

Strategies for Success in College and Life

Across the country, our children are beginning life from very different starting points. Some have aspirations and believe they can be achieved. For too many others, aspirations are tempered, if not dashed, by the sobering realities of everyday life. These different starting points place children on distinctly different trajectories of growth and development, ultimately leading to vastly different adult outcomes. How did we get to a place where circumstances of birth have become so determinative? And what must we do, within communities and across our country, to better equalize opportunity for more Americans – both young and old? The editors of this volume contend that if, as a nation, we do nothing, then we will continue to drift apart, placing an unsustainable strain on the nation's social fabric and the character of its democracy. Consequently, understanding the dynamics governing the distribution and transmission of opportunity – and transforming this understanding into policies and programs – is critical for not only the life outcomes of individual Americans and their children, but also the country as a whole. The goal of Educational Testing Service's Opportunity in America initiative is to explore these powerful dynamics and to describe and convey them in a way that advances the national conversation about why we must take action – and how best to do so. This volume contains 14 chapters, including an epilogue, written by leaders from a range of fields including education, economics, demography, and political science. Collectively, they not only illuminate key aspects of the problem but also offer suggestions of what policies, programs, and changes in practices could begin to reverse the trends we are seeing. Written in an engaging style, this volume constitutes an essential foundation for informed discussion and strategic analysis.

The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional approach to topics of interest to all healthcare teachers.

This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book offers a modular set of chapters that focus specifically on the challenges related to case writing. Exercises, worksheets, and training activities help guide readers sequentially through the entire process of writing both a case and an instructor's manual (teaching note). Designed as an individualized workshop to assist case authors to structure their writing, this book combines the easy-to-understand, student-focused language of the first edition with new material covering the latest developments and challenges in the world of case writing. These include: ? A section on writing cases in condensed time frames ? A new module on writing short cases in various formats ? A new module on turning research papers into teaching tools ? A section about growing communities of practice in a university ? An expansion of the student case writing module to include a section on case writing for graduate students ? Twelve new worksheets ? A complete index to facilitate use of the book Finishing all the book's assignments will result in a complete case and instructor's manual that can be tested in the classroom and submitted to a conference or journal. The Case Writing Workbook is a must for the shelf of any academic or student conducting qualitative

research and looking to enhance their skill set.

A Unifying Foundation

How Learning Works

Hitting Pause

Power Learning

Teaching Strategies For The College Classroom

Callings

Engaging Minds: Cultures of Education and Practices of Teaching explores the diverse beliefs and practices that define the current landscape of formal education. The 3rd edition of this introduction to interdisciplinary studies of teaching and learning to teach is restructured around four prominent historical moments in formal education: Standardized Education, Authentic Education, Democratic Citizenship Education, Systemic Sustainability Education. These moments serve as the foci of the four sections of the book, each with three chapters dealing respectively with history, epistemology, and pedagogy within the moment. This structure makes it possible to read the book in two ways – either "horizontally" through the four in-depth treatments of the moments or "vertically" through coherent threads of history, epistemology, and pedagogy. Pedagogical features include suggestions for delving deeper to get at subtleties that can't be simply stated or appreciated through reading alone, several strategies to highlight and distinguish important vocabulary in the text, and more than 150 key theorists and researchers included among the search terms and in the Influences section rather than a formal reference list.

There is a need in the higher education arena for a book that responds to the need for using technology in a classroom of tech-savvy students. This book is filled with illustrative examples of questions and teaching activities that use classroom response systems from a variety of disciplines (with a discipline index). The book also incorporates results from research on the effectiveness of the technology for teaching. Written for instructional designers and re-designers as well as faculty across disciplines. A must-read for anyone interested in interactive teaching and the use of clickers. This book draws on the experiences of countless instructors across a wide range of disciplines to provide both novice and experienced teachers with practical advice on how to make classes more fun and more effective."--Eric Mazur, Balkanski Professor of Physics and Applied Physics, Harvard University, and author, Peer Instruction: A User's Manual "Those who come to this book needing practical advice on using 'clickers' in the classroom will be richly rewarded: with case studies, a refreshing historical perspective, and much pedagogical ingenuity. Those who seek a deep, thoughtful examination of strategies for active learning will find that here as well—in abundance. Dr. Bruff achieves a marvelous synthesis of the pragmatic and the philosophical that will be useful far beyond the life span of any single technology." --Gardner Campbell, Director, Academy for Teaching and Learning, and Associate Professor of Literature, Media, and Learning, Honors College, Baylor University