Content Area Reading Literacy And Learning Across The Curriculum 11th Edition

Learning Across Contexts in the Knowledge Society *Negotiating Academic Literacies Game-based Learning Across the Disciplines* **Thinking and Learning Through Drawing** Enhancing Teaching and Learning through Assessment **Inquiry-Based Teaching and Learning across Disciplines** *Transitions and Learning through the Lifecourse* Using Apps for Learning Across the Curriculum *Transform Teaching and Learning through Talk* **Dialoguing across Cultures, Identities, and Learning** *Wonder-Full Education* **EBOOK: LITERACY & LEARNING THROUGH TALK Learning Through Talk** *Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation* Integrating Educational Technology Into Teaching **Moving and Learning Across the Curriculum** *Learning and Teaching Across Cultures in Higher Education* **Refugee Education across the Lifespan** Contemporary Research in Music Learning Across the Lifespan **Blended Learning Across Disciplines** Mobile Assisted Language Learning Across Educational Contexts *Multimodality Across Classrooms* **Teaching and Learning across Cultures** *Applied Pedagogies for Higher Education* **Learning through Language Learning Across Contexts: A field study of salespeople's learning at work** Intersections Across Disciplines Learning Across Borders **Transforming Teaching and Learning Through Data-Driven Decision Making** Learning Across Sites Transforming Learning Through Tangible Instruction **Drama-based Pedagogy Teaching and Learning Design** *Storyline Better Than Best Practice* Best Practices in Online Teaching and Learning across Academic Disciplines **Visual Thinking Strategies The Scholarship of Teaching and Learning In and Across the Disciplines** Living, Learning, and Languaging Across Borders Activity Theory in Practice

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Visual Thinking Strategies Sep 30 2019 "What's going on in this picture?" With this one question and a carefully chosen work of art, teachers can start their students down a path toward deeper learning and other skills now encouraged by the Common Core State Standards. The Visual Thinking Strategies (VTS) teaching method has been successfully implemented in schools, districts, and cultural institutions nationwide, including bilingual schools in California, West Orange Public Schools in New Jersey, and the San Francisco Museum of Modern Art. It provides for open-ended yet highly structured discussions of visual art, and significantly increases students' critical thinking, language, and literacy skills along the way. Philip Yenawine, former education director of New York's Museum of Modern Art and cocreator of the VTS curriculum, writes engagingly about his years of experience with elementary school students in the classroom. He reveals how VTS was developed and demonstrates how teachers are using art—as well as poems, primary documents, and other visual artifacts—to increase a variety of skills, including writing, listening, and speaking, across a range of subjects. The book shows how VTS can be easily and effectively integrated into elementary classroom lessons in just ten hours of a school year to create learner-centered environments where students at all levels are involved in rich, absorbing discussions.

Inquiry-Based Teaching and Learning across Disciplines May 31 2022 This research-based book dissects and explores the meaning and nature of Inquiry in teaching and learning in schools, challenging existing concepts and practices. In particular, it explores and contests prevailing attitudes about the practice of inquiry-based learning across the Science, Geography and History disciplines, as well as focusing on the importance of the role of teacher in what is frequently criticised as being a student-controlled activity. Three frameworks, which are argued to be necessarily intertwined for discipline-specific literacy, guide this inquiry work: the classroom goals; the instructional approach; and the degree of teacher direction. The foundation of the analysis is the notion of educational inquiry as it is structured in the Australian Curriculum, along with the locating of the study in international trends in inquiry learning over time. It will be of great interest to researchers, higher degree students and practicing professionals working in Education and Sociology.

Using Apps for Learning Across the Curriculum Mar 29 2022 How can apps be used to foster learning with literacy across the curriculum? This book offers both a theoretical framework for considering app affordances and practical ways to use apps to build students' disciplinary literacies and to foster a wide range of literacy practices. Using Apps for Learning Across

the Curriculum presents a wide range of different apps and also assesses their value features methods for and apps related to planning instruction and assessing student learning identifies favorite apps whose affordances are most likely to foster certain disciplinary literacies includes resources and apps for professional development provides examples of student learning in the classroom A website (www.usingipads.pbworks.com) with resources for teaching and further reading for each chapter, a link to a blog for continuing conversations about topics in the book (appsforlearningliteracies.com), and more enhance the usefulness of the book.

Integrating Educational Technology Into Teaching Aug 22 2021 This package includes the Revel access card. A balance of theory, research, and classroom practice helps teachers understand the most effective ways to integrate educational technology Long recognized in the field as the leading educational technology text, Integrating Educational Technology into Teaching links technology integration strategies to specific learning theories, shows pre- and in-service teachers how to plan for technology integration, and offers opportunities to practice integrating technology by designing curriculum to meet teaching and learning needs. Carefully selected exercises, sample lessons, and recommended resources encourage teachers to reflect on their practice as they develop the insights, knowledge, and skills they need to infuse technology across all disciplines. The 8th Edition features updated technology integration and assessment frameworks, helping teachers employ technology in a way that revitalizes students' interest and engagement in learning. Throughout the book, content is updated to align with the latest ISTE Standards for Educators and Students and showcases the most current tools, methods, and ideas shaping the role of technology in education. Revel(tm) is Pearson's newest way of delivering our respected content. Fully digital and highly engaging, Revel replaces the textbook and gives students everything they need for the course. Informed by extensive research on how people read, think, and learn, Revel is an interactive learning environment that enables students to read, practice, and study in one continuous experience-for less than the cost of a traditional textbook. NOTE: Before purchasing, check with your instructor to ensure you select the correct ISBN. Several versions of Pearson's products exist for each title, and registrations are not transferable. In addition to the access card included in this package, you will need a course invite link, provided by your instructor, to register for and use Revel. Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access code for Revel may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. 0134746090 / 9780134746098 Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines with Revel -- Access Card Package Package consists of: 0134746384 / 9780134746388 Revel Integrating Educational Technology into Teaching -- Access Card 0134746414 / 9780134746418 Integrating Educational Technology into Teaching

Transform Teaching and Learning through Talk Feb 25 2022 This book will challenge you to think deeply about what you can do integrate oracy into your practice. Rich with ideas, advice and strategies, Transform Teaching and Learning through Talk: The Oracy Imperative will quickly become your go-to-guide to get talking in class!

The Scholarship of Teaching and Learning In and Across the Disciplines Aug 29 2019 The scholarship of teaching and learning (SoTL) began primarily as a discipline-based movement, committed to exploring the signature pedagogical and learning styles of each discipline within higher education, with little exchange across disciplines. As the field has developed, new questions have arisen concerning cross-disciplinary comparison and learning in multidisciplinary settings This volume by a stellar group of experts provides a state-of-the-field review of recent SoTL scholarship within a range of disciplines and offers a stimulating discussion of critical issues related to interdisciplinarity in teaching, learning, and SoTL research.

Game-based Learning Across the Disciplines Sep 03 2022 The volume focuses on epistemological, theoretical and empirical issues of game-based learning in various disciplines. It encompasses questions of game design as well as instructional integration and organizational implementation of game-based learning across various disciplines and includes contributions from different levels of the formal educational system (i.e., primary, secondary and tertiary education) as well as contributions reporting the use of game-based learning in informal learning settings. The volume addresses scholars, practitioners and students who are interested in how games and game-based learning can be designed, implemented and evaluated in a cross-, inter- and transdisciplinary perspective.

Transforming Learning Through Tangible Instruction Apr 05 2020 Transforming Learning Through Tangible Instruction offers a transformative, student-centered approach to higher education pedagogy that integrates embodied cognition into classroom practice. Evidence across disciplines makes clear that people learn with their bodies as well as their brains, but no previous book has provided evidence-based guidance for adopting and refining its practice in colleges and universities. Collecting findings from cognitive science, educational neuroscience, learning theories, and beyond, this volume's unique approach—radical yet practical, effective yet low-cost—will have profound implications for higher education faculty and administrators engaged in teaching and learning. Seven concise chapters explore how physical objects, hands-on making, active construction, and other elements of body and environment can enhance comprehension, memory, and individual and collaborative learning.

EBOOK: LITERACY & LEARNING THROUGH TALK Nov 24 2021 This book focuses on the inter-relationship between reading, writing and speaking and listening. Psychologists and educationalists, influenced by the work of Vygotsky, have emphasised the importance of social interaction in learning, and the National Writing, Oracy and LINC Projects highlighted the need for quality interactive pupil discourse and effective teacher-pupil interaction. However, although the DfEE claims that the successful teaching of literacy is characterised by good quality oral work, speaking and listening is not included in the National Literacy Strategy Framework and the Literacy Training Pack does not address the issue. Literacy and Learning through Talk blends theory, research and practice to show how an integrated programme of work can be developed to ensure that literacy is taught in a vibrant and

stimulating way. Strategies for developing successful group work and whole class, interactive discourse are examined and effective teaching roles and questioning techniques are explored. Transcripts of group discussions and examples of children's work illustrate various points and work plans and practical classroom activities are described.

Transforming Teaching and Learning Through Data-Driven Decision Making Jun 07 2020 Gathering data and using it to inform instruction is a requirement for many schools, yet educators are not necessarily formally trained in how to do it. This book helps bridge the gap between classroom practice and the principles of educational psychology. Teachers will find cutting-edge advances in research and theory on human learning and teaching in an easily understood and transferable format. The text's integrated model shows teachers, school leaders, and district administrators how to establish a data culture and transform quantitative and qualitative data into actionable knowledge based on: assessment; statistics; instructional and differentiated psychology; classroom management. --Publisher description.

Living, Learning, and Languaging Across Borders Jul 29 2019 Addressing the roles of education, language, and identity in cyclical migration, this book highlights the voices and experiences of transborder students in Mexico who were born or raised in the US. The stories develop a portrait of the lived realities, joys, and challenges that young people face across elementary, secondary, and tertiary levels. The book not only discusses migration and education policies and pedagogies grounded in the fluid lives of these young people, but its photography also presents their experiences in a visual dimension that words alone cannot capture. This in-depth, multimodal study examines the interplay of language, power, and schooling as they affect students and their families to provide insights for educators to develop meaningful pedagogies that are responsive to students' border crossing experiences. Living, Learning, and Languaging Across Borders is a vital resource for pre- and in-service teachers, teacher educators, graduate students and scholars in bilingual and multilingual education, literacy and language policy, and immigration and education in the US, Mexico, and beyond. It offers important insights into the complex landscapes transborder students navigate, and considers policy and pedagogy implications that reject problematic assumptions and humanize approaches to the education and migration experiences of transborder students.

Blended Learning Across Disciplines Mar 17 2021 "This book presents a global perspective on blended learning and augments that perspective with examples and applications from leading scholars around the world"--Provided by publisher.

Learning Through Talk Oct 24 2021 How to teach talk for learning is a practical handbook designed to help teachers and others working with 5 to 12 year olds develop some of the key skills that enable pupils to use talk effectively

Negotiating Academic Literacies Oct 04 2022 Negotiating Academic Literacies: Teaching and Learning Across Languages and Cultures is a cross-over volume in the literature between first and second language/literacy. This anthology of articles brings together different voices from a range of publications and fields and unites them in pursuit of an understanding of how academic ways of knowing are acquired. The editors preface the collection of readings with a conceptual framework that reconsiders the current debate about the nature of academic literacies. In this volume, the term academic literacies denotes multiple approaches to knowledge, including reading and writing critically. College classrooms have become sites where a number of languages and cultures intersect. This is the case not only for students who are in the process of acquiring English, but for all learners who find themselves in an academic situation that exposes them to a new set of expectations. This book is a contribution to the effort to discover ways of supporting learning across languages and cultures--and to transform views about what it means to teach and learn, to read and write, and to think and know. Unique to this volume is the inclusion of the perspectives of writers as well as those of teachers and researchers. Furthermore, the contributors reveal their own struggles and accomplishments as they themselves have attempted to negotiate academic literacies. The chronological ordering of articles provides a historical perspective, demonstrating ways in which issues related to teaching and learning across cultures have been addressed over time. The readings have consistency in terms of quality, depth, and passion; they raise important philosophical questions even as they consider practical classroom applications. The editors provide a series of questions that enable the reader to engage in a generative and exciting process of reflection and inquiry. This book is both a reference for teachers who work or plan to work with diverse learners, and a text for graduate-level courses, primarily in bilingual and ESL studies, composition studies, English education, and literacy studies.

Teaching and Learning Design Feb 02 2020 ust as the term design has been going through change, growth and expansion of meaning, and interpretation in practice and education – the same can be said for design research. The traditional boundaries of design are dissolving and connections are being established with other fields at an exponential rate. Based on the proceedings from the 2017 International Association of Societies of Design Research conference, Re:Research is an edited collection that showcases a curated selection of 83 papers – just over half of the works presented at the conference. With topics ranging from the introduction of design in the primary education sector to designing information for Artificial Intelligence systems, this book collection demonstrates the diverse perspectives of design and design research. Divided into seven thematic volumes, this collection maps out where the field of design research is now. Opening a Design Education Pipeline from University to K-12 and Back • Peter Scupelli, Doris Wells-Papanek, Judy Brooks, Arnold Wasserman To prepare students to imagine desirable futures amidst current planetary-level challenges, design educators must think and act in new ways. In this paper, we describe a pilot study that illustrates how educators might teach K-12 students and university design students to situate their making within transitional times in a volatile and exponentially changing world. We describe how to best situate students to align design thinking and learning with future foresight. Here we present a pilot test and evaluate how a university-level Design Futures course content, approach, and scaffolded instructional materials – can be adapted for use in K-12 Design Learning Challenges. We describe the K-12 design-based learning

challenges/experiences developed and implemented by the Design Learning Network (DLN). The Design Futures course we describe in this paper is a required course for third-year undergraduate students in the School of Design at Carnegie Mellon University. The "x" signifies a different type of design that aligns short-term action with long-term goals. The course integrates design thinking and learning with long-horizon future scenario foresight. Broadly speaking, we ask how might portions of a design course be taught and experienced by teachers and students of two different demographics: within the university (Design Undergraduates) and in K-12 (via DLN). This pilot study is descriptive in nature; in future work, we seek to assess learning outcomes across university and K-12 courses. We believe the approach described is relevant for lifelong learners (e.g., post-graduate-level, career development, transitional adult education). Re-Clarifying Design Problems Through Questions for Secondary School Children: An Example Based on Design Problem Identification in Singapore Pre-Tertiary Design Education • Wei Leong, Leon Loh, Hwee Mui, Grace Kwek, Wei Leong Lee It is believed that secondary school students often define design problems in the design coursework superficially due to various reasons such as lack of exposure, inexperience and the lack of research skills. Questioning techniques have long been associated with the development of critical thinking. Based on this context and assumption, the current study aimed to explore the use of questioning techniques to enable pre-tertiary students to improve their understanding of design problems by using questions to critique their thinking and decision-making processes and in turn, generate more effective design solutions. A qualitative approach is adopted in this study to identify the trajectories of students during design problem identification and clarification process. Using student design journals as a form of record for action and thoughts, they are analyzed and supplemented by hearing survey with the teacher-in-charge. From the study, the following points can be concluded: (1) questions can be a useful tool to facilitate a better understanding of the design problem. (2) The process of identification and clarification of design problem is important in the development of critical thinking skills and social-emotional skills of the students. (3) It is important that students are given time and opportunity to find out the problems by themselves. (4) Teachers can be important role models as students may pick up questioning techniques from teacher–student discussions. (5) Departmental reviews and built-in professional development time for weekly reviews on teaching and learning strategies are necessary for the continual improvement D&T education. Surveying Stakeholders: Research Informing Design Curriculum • Andrea Quam Fundamental to design education is the creation and structure of curriculum. Neither the creation of design curriculum, nor the revaluation of existing curriculum is well documented. With no clear documentation of precedent, best practices are left open to debate. This paper and presentation will discuss the use of a survey as a research tool to assess existing curriculum at Iowa State University in the United States. This tool allowed the needs and perspectives of the program's diverse stakeholders to be better understood. Utilizing survey methods, research revealed the convergence and divergence of stakeholders' philosophies, theories and needs in relation to design curriculum. Accreditation and professional licensing provide base level of guidelines for design curriculum in the United States. However, each program's curricular structure beyond these guidelines is a complicated balance of resources, facilities, faculty and the type of institution in which it is housed. Once established, a program's curriculum is rarely reassessed as a whole, but instead updated with the hasty addition of classes upon an existing curricular structure. Curriculum is infrequently re-addressed, and when it is, it is typically based on the experience and opinions of a select group of faculty. This paper presents how a survey was developed to collect data to inform curricular decision-making, enabling the reduction of faculty bias and speculation in the process. Lessons learned from the development of this research tool will be shared so it might be replicated at other institutions, and be efficiently repeated periodically to ensure currency of a program's curriculum. New Challenges when Teaching UX Students to Sketch and Prototype • Joep Frens, Jodi Forlizzi, John Zimmerman In this paper we report on new challenges when teaching User Experience (UX) students how to sketch and prototype their designs. We argue that UX students sketch and prototype differently than other design students, and we discuss how changes in the field necessitate a response in education. We describe sketching and prototyping as a continuum that students successfully traverse when they follow a process of "double loop learning." We highlight three new challenges: (1) New computational design materials, (2) new maker tools and (3) changes within the tech industry. We explore these three challenges through examples from our students, and we outline strategies for sketching and prototyping in this new reality. We conclude that this is a starting point for further work on keeping education up to speed with practice. How to Teach Industrial Design?: A Case Study of College Education for Design Beginners • Joomyung Rhi Industrial design education has existed for a long time as part of the university system, but the curriculum and contents of each subject vary considerably from school to school. In recent years, the introduction of new concepts that change the definition of design has blurred the boundaries of design, making the curriculum different. Establishing a standard curriculum to address these challenges is an important task, but it is necessary to fully understand how design education actually takes place and to share content with educators. This paper aims to contribute to the debate on industrial design education by fully disclosing the process and results of the first stage of industrial design education of a university by autobiographical method. The first course, Product Design Practice 1, is a studio class based on a task feedback iteration system. Students are required to submit assignments showing weekly progress. The instructor reviewed the assignments submitted before the class and gave written comments in class. In addition, details of the design process and method that are difficult to identify as novice students are learned through twelve case studies and applied to the project. This Task Feedback Repeating Class system gives students the opportunity to implement design ability while gaining detailed skills with a comprehensive view. Through this process, the researcher got a reflection on the class and implications for the improvement of the class. Preliminary Study on the Learning Pressure of Undergraduate Industrial Design Students - Wenzhi Chen Learning pressure affects students' learning process and performance. Industrial design education emphasizes that operations on real design problems that have heavy working loads may cause learning pressure. The purpose of this study is to explore the issues causing learning pressure and the pressure management strategies of undergraduate industrial design students. There were 297 students who participated in the questionnaire survey. The main findings are

as follows: First, learning pressure includes academic pressure, peer pressure, self-expectations, time pressure, financial pressure, pressure from instructors, external pressure, future career, pressure from parents, resource pressure, achievement and situational pressure. In addition, the main learning pressure is caused by finance, time, resources, external issues and future career. Second, the pressure management strategies include problem solving, procrastination and escape, help seeking, leisure, emotional management and self-adjustment. The most useful strategy for managing pressure is leisure, and procrastination and escape is the least useful strategy. Third, all learning pressures are significantly correlated with procrastination and escape strategy, but the coefficients are low. The results can be a reference for industrial design education and related research. Rewarding Risk: Exploring How to Encourage Learning that Comes from Taking Risks • Dennis Cheatham High-stakes testing that became the norm after the "No Child Left Behind Act" of 2001 helped condition students to strive for correct answers for clear problems, all on the first try. However, the iterative process inherent in designing requires risk-taking to conduct a trial-and-error process of defining problems and exploring possible solutions. This design research project was operated with Miami University Graphic Design students to test their willingness to take risks in their coursework to achieve their self-defined measures of success. Students identified that improving their skills was how they defined success. An interaction design assignment involving front-end coding was modified to test students' comfort taking risks to grow their skills. Most students took risks in the assignment to grow their interaction design skills. The project revealed that closer attention to student motivation when developing learning experiences could help students make the transition to practicing design as an iterative process fraught with risk. An Analysis of the Educational Value of PBL Design Workshops • Ikjoon Chang, Suhong Hwang The purpose of this study is to plan and operate design-workshops based on project-based learning (PBL), and examine their educational value for students. The PBL workshop encourages direct participation from students and produces educational value, and it is important to raise the interest level of workshops to elicit proactive participation. The workshop in this study was carried out over 2 weeks in January 2017 at Korea's Yonsei University. The workshop was composed of eight teams of students from three countries, including Korea, China and Japan, and the course was primarily divided into two sessions. The workshop participants examined in this thesis were notably satisfied with the elements of the course meant to garner interest. In the questionnaire results, participants also indicated that they obtained ample educational value through the workshop. An important element of the workshop was to connect the participants with businesses, which is also an important component of design education. Despite this, participants expressed a relatively lower level of satisfaction compared to other elements of the workshop. The results and analysis of this study will hopefully become a meaningful resource for educators when designing workshops in the future. Collaborative Design Education with Industry: Student Perspective by Reflection - Nathan Kotlarewski, Louise Wallis, Michael Lee, Gregory Nolan, Megan Last This study suggests that student reflection on academic and industry collaborative projects can enhance student's understanding on the design process to solve live industry problems. It contributes to the body of design literature to support students learning of explicit and implicit knowledge. A 2017 learning by-making (LBM) unit in the School of Architecture and Design, at the University of Tasmania, Australia, developed a unit for students to collaborate with Neville Smith Forest Products Pty. Ltd (NSFP). NSFP is a local Tasmanian timber product manufacturer who currently stockpiles out-of-grade timber that has limited market applications. Undergraduate design students from second- and third-year Furniture, Interior and Architecture degrees collaborated with NSFP to value-add to their out-of-grade resource in the LBM unit. A series of design challenges, observations of industry practice and access to out-of-grade timber from NSFP exposed students to live industry problems and provided them the opportunity to build professional design skills. Students reflected on the collaborative LBM unit in a reflection journal, which was used to provide evidence of their learning experiences. The collaborative environment between academia and industry allowed students to acquire an understanding of timber product manufacturing that helped them develop empathy toward the industry problem and influence the development of new products. This study presents how student reflections influenced a change in their design process as they progressed through sequential design challenges to address an industry problem by adopting Valkenburg and Dorst reflective learning framework. Interdisciplinary Trends in Design Education: The Analysis of Master Dissertation of College of Design and Innovation, Tongji University • Lisha Ren, Yan Wang This paper expounds the background of Chinese design education as well as the orientation of the design education of Tongji University in the new times, it also collects 458 Master Thesis of College of Design and Innovation during 2010–2016 as analyzed sample. Based on the coding of subject classification, quantitative analysis and content analysis are made in order to understand the interdisciplinary education status of College of Design and Innovation from the two perspectives: the overall cross-disciplinary performance and the relationship between different cross-disciplinary directions. From ANT to Material Agency: A Design and Science Research Workshop • Anne-Lyse Renon, A. De Montbron, Annie Gentes, Julien Bobroff This paper studies a design workshop that investigates complex collaboration between fundamental physics and design. Our research focuses on how students create original artifacts that bridge the gap between disciplines that have very little in common. Our goal is to study the micro-evolutions of their projects. Elaborating first on Actor Network Theory we study how students' projects evolved over time and through a diversity of inputs and media. Throughout this longitudinal study, we use then a semiotic and pragmatic approach to observe three "aesthetical formations": translation, composition and stabilization. These formations suggest that the question of material agency developed in the field of archeology and cognitive science need to be considered in the design field to explain metamorphoses from the brief to the final realizations.

Drama-based Pedagogy Mar 05 2020 Drama-based Pedagogy examines the mutually beneficial relationship between drama and education, championing the versatility of drama-based teaching and learning designed in conjunction with classroom curricula. Written by seasoned educators and based upon their own extensive experience in diverse learning contexts, this book bridges the gap between theories of drama in education and classroom practice. Kathryn Dawson and Bridget Kiger Lee provide an extensive range of tried and tested strategies,

planning processes and learning experiences, in order to create a uniquely accessible manual for those who work, think, train and learn in educational and/or artistic settings. It is the perfect companion for professional development and university courses, as well as for already established educators who wish to increase student engagement and ownership of learning.

Best Practices in Online Teaching and Learning across Academic Disciplines Oct 31 2019 Online teaching and learning has surged in recent years, and faculty who normally teach in face-to-face settings are increasingly called upon to teach blended, hybrid, and fully online courses. Best Practices in Online Teaching and Learning across Academic Disciplines provides insights from experienced university teachers and scholars across multiple disciplines—including social sciences, humanities, natural sciences, mathematics, and professional programs such as nursing, education, and business administration—who share innovative practices, pedagogies, and instructional design techniques. This work highlights and features effective, practical, innovative, and engaging best-practices and approaches in online teaching and instructional design that can assist university faculty members and teachers, course designers and developers, and administrators invested and involved in online education. Using a common theme and structure, each chapter is co-authored by faculty members possessing a wealth of experience and credentialing in online teaching and instructional design in the relevant discipline or sub-discipline. Chapters include best-practices, approaches, and techniques within the discipline as well as relevant, innovative, and specific tools and strategies that improve student engagement and outcomes. The book will appeal to faculty members and administrators in higher education teaching or designing online courses or entire online curricula, as well as instructional design staff working with and training faculty. Readers will be especially interested to discover lessons about how contributors have successfully taught and designed courses in disciplines not typically associated with online learning, such as mathematics, composition/writing, drawing, "hard" sciences, and speech, among others. Distributed for George Mason University Press

Dialoguing across Cultures, Identities, and Learning Jan 27 2022 Drawing on Dialogical Self Theory, this book presents a new framework for social and cultural identity construction in the literacy classroom, offering possibilities for how teachers might adjust their pedagogy to better support the range of cultural stances present in all classrooms. In the complex multicultural/multiethnic/multilingual contexts of learning in and out of school spaces today, students and teachers are constantly dialoguing across cultures, both internally and externally, and these cultures are in dialogue with each other. The authors unpack some of the complexity of culture and identity, what people do with culture and identity, and how people navigate multiple cultures and identities. Readers are invited to re-examine how they view different cultures and the roles these play in their lives, and to dialogue with the authors about cultures, learning, literacy, identity, and agency.

Enhancing Teaching and Learning through Assessment Jul 01 2022 Assessment is the daily life of a teacher; designing plans, setting questions, giving feedback and grading are all activities that teachers undertake on a regular basis. This book provides a practical guide on the effective use of assessment. It includes the use of assessment tools and pedagogical design that help students deepen their learning. Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students' learning.

Moving and Learning Across the Curriculum Jul 21 2021 Moving and Learning Across the Curriculum gives children the opportunity to physically experience concepts and themes common to the six major content areas of art, language, mathematics, music, science, and social studies. They can process the concepts using a multimodel approach that ensures greater comprehension and retention. Children are experiential learners, acquiring knowledge through play, experimentation, exploration, and discovery. Moving and Learning Across the Curriculum offers 315 activities and games that help them do just that. This is an ideal resource for educators who understand movement as a learning tool!

Learning Across Contexts: A field study of salespeople's learning at work Sep 10 2020

Learning Across Contexts in the Knowledge Society Nov 05 2022 Developments within the "knowledge society," especially those resulting from technological innovation, have intensified an interest in the relationship between different contexts and multiple sites of learning across what is often termed as formal, non-formal and informal learning environments. The aim of this book is to trace learning and experience across multiple sites and contexts as a means to generate new knowledge about the borders and edges of different practices and the boundary crossings these entail in the learning lives of young people in times of dynamic societal, environmental, economic, and technological change. The empirical research discussed in this book has grown out of a Nordic network of researchers. The research initiatives in the Nordic countries tend to avoid the more spectacular debates over the future of the educational institutions that tend to dominate and obscure discussions on education in the knowledge society, and which look to models of informal learning, whether in the "learning communities" of workplaces and families or in the new socio-technical spaces of the Internet, as a source of alternative educational strategies. Rather, Nordic researchers more modestly ask whether it is possible to envisage new models of teaching and learning which take seriously both the responsibility to social justice and social wellbeing, which, at least rhetorically, underpinned a commitment to mass education of the 20th century, as well as to the radical challenges to traditional educational models offered by the new socio-technical spaces and practices of the 21st century.

Thinking and Learning Through Drawing Aug 02 2022 'The text is clear and accessible and gives a fascinating overview of how drawing can help children to learn and understand the thinking of others...It is highly recommended for all students and practitioners interested in understanding more about how children express their ideas and theories about the world' - Early Years Update 'This book is an invaluable resource for anyone who recognises the potential of 'drawing' as an essential element for developing thinking and learning in the Primary Classroom...and a 'must read' for those who are sceptical!....This is a fascinating read that invokes a variety of feelings including a sense of wonder and curiosity about the many facets of

drawing, which leaves you with a thirst to try out more and explore ways of releasing the untapped potential of 'drawing' in your own classroom' - thinkingclassroom.co.uk Children use drawing as a means through which they create, develop, communicate and record their thoughts and ideas. Whether it's to play, or to express feelings and meaning, drawing enables them to learn about the world, explore their imaginations, and to invent and present new ideas. With an extensive background in teaching and researching children's uses of drawing, Gill Hope describes the ways in which multiple forms of drawing are used by Primary school children. She explains why it should be actively promoted as a means of supporting thinking and learning across a wide range of subject areas, and provides practical support for teachers. Demonstrating the importance of drawing, and combining a thematic approach with practical guidance, this informative and enjoyable book: - widens teachers' understanding of the multiple uses of drawing; - shows how children can be guided to use it to support thinking and learning; - explores the range of applications in which drawing can be used across all areas of the curriculum; - looks to the future and at the ever increasing importance of graphic literacy. Providing a fresh insight into the uses of drawing as a powerful tool which supports children's thinking and learning, this book will be of interest to everyone involved in the development of children's capabilities, including teachers, student teachers and teaching assistants.

Learning through Language Oct 12 2020 Learning language and using language to learn is at the core of any educational activity. Bringing together a globally representative team of experts, this volume presents an innovative and empirically robust collection of studies that examine the role of language in education, with a particular emphasis on features of school-relevant language in middle childhood and adolescents, and its precursors in early childhood. It addresses issues such as how children's linguistic and literacy experiences at home prepare them for school, how the classroom functions as a language-mediated learning environment, and how schools can support language minority students in academic attainment. Set in three parts - Early Childhood, Middle Childhood and Adolescence and Learning in Multilingual Contexts - each part features a discussion from experts in the field to stimulate conversation and further routes for research. Its structure will make it useful for anyone interested in ongoing efforts towards building a pedagogically relevant theory of language learning.

Intersections Across Disciplines Aug 10 2020 This volume is the result of the annual Summer research symposium sponsored by the Association for Educational Communications and Technology (AECT). The twenty-two chapters in this volume seek to examine how learning and the design of instruction is interdisciplinary and connective in terms of research and practice. The book is generally divided into three areas: Theory, Research, and Application. This framework shaped the authors' interactions, discussions, and the informal context of the symposium. Writings are included on multiple levels including research and practice on learning across disciplines, including instructional design and how design thinking is inherently interdisciplinary. How learning is designed for general audiences or for purposely integrated educational experiences has also been examined.

Applied Pedagogies for Higher Education Nov 12 2020 This open access book critiques real world learning across both the curriculum and extracurricular activities. Drawing on disciplines as diverse as business, health, fashion, sociology and geography, the editors and authors employ a cross-disciplinary approach to examine how this concept is being applied in higher education. Divided into three parts, the authors and contributors analyse broader applications of real world learning, student experience of practicing in a real world setting, and how learning strategies can be employed to engage students in real world learning. The editors and contributors provide up-to-date, cross-disciplinary and international insights into how real world learning could be integrated into the higher education curriculum to support effective, relevant and life-long learning for 21st century students.

Contemporary Research in Music Learning Across the Lifespan Apr 17 2021 This book examines contemporary issues in music teaching and learning throughout the lifespan, illuminating an emerging nexus of trends shaping modern research in music education. In the past, most music learning opportunities and research were focused upon the pre-adult population. Yet, music education occurs throughout the lifespan, from birth until death, emerging not only through traditional formal ensembles and courses, but increasingly through informal settings as well. This book challenges previous assumptions in music education and offers theoretical perspectives that can guide contemporary research and practice. Exploring music teaching and learning practices through the lens of human development, sections highlight recent research on topics that shape music learning trajectories. Themes uniting the book include human development, assessment strategies, technological applications, professional practices, and cultural understanding. The volume deconstructs and reformulates performance ensembles to foster mutually rewarding collaborations across miles and generations. It develops new measures and strategies for assessment practices for professionals as well as frameworks for guiding students to employ effective strategies for self-assessment. Supplemental critical thinking questions focus the reader on research applications and provide insight into future research topics. This volume joining established experts and emerging scholars at the forefront of this multifaceted frontier is essential reading for educators, researchers, and scholars, who will make the promises of the 21st century a reality in music education. It will be of interest to a range of fields including music therapy, lifelong learning, adult learning, human development, community music, psychology of music, and research design.

Storyline Jan 03 2020

Refugee Education across the Lifespan May 19 2021 This edited volume demonstrates how an educational linguistics approach to inquiry is well positioned to identify, examine, and theorize the language and literacy dimensions of refugee-background learners' experiences. Contributions (from junior and senior scholars) explore and interrogate the policies, practices and ideologies of language and literacy in formal and informal educational settings as well as their implications for teaching and learning. Chapters in this collection will inform advances in the research base, future innovations in pedagogy, the professional development of teachers, and the educational opportunities that are made available to refugee-background children, youth and adults. The work showcased here will be of particular interest to teachers and teacher educators committed to inclusion, equity, and diversity; those developing curriculum

and/or assessment; and researchers interested in the relationship between language practice, language policy and refugee education.

Transitions and Learning through the Lifecourse Apr 29 2022 Like many ideas that inform policy, practice and research, 'transition' has many meanings. Children make a transition to adulthood, pupils move from primary to secondary school, and there is then a movement from school to work, training or further education. Transitions can lead to profound and positive change and be an impetus for new learning for some individuals and be unsettling, difficult and unproductive for others. Transitions have become a key concern for policy makers and the subject of numerous policy changes over the past ten years. They are also of interest to researchers and professionals working with different groups. Transitions and Learning Through the Lifecourse examines transitions across a range of education, life and work settings. It explores the claim that successful transitions are essential for educational inclusion, social achievement, and economic prosperity and that individuals and institutions need to manage them more effectively. Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers studies, sociology, feminist and cultural studies, this book is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from a range of different fields of research. Contributions include: The transition between home and school The effects of gender, class and age Transitions to further and higher education Transitions for students with disabilities Transitions into the workplace Learning within the workplace Approaches to managing transitions

Learning and Teaching Across Cultures in Higher Education Jun 19 2021 Learning and Teaching Across Cultures in Higher Education contains theoretical rationale, resources and examples to help readers understand and deal with situations involving contact between learners or educators from different cultural backgrounds, as well as giving insights into the new global context of higher education.

Activity Theory in Practice Jun 27 2019 This ground-breaking book brings together cutting-edge researchers who study the transformation of practice through the enhancement and transformation of expertise. This is an important moment for such a contribution because expertise is in transition - moving toward collaboration in inter-organizational fields and continuous shaping of transformations. To understand and master this transition, powerful new conceptual tools are needed and are provided here. The theoretical framework which has shaped these studies is Cultural Historical Activity Theory (CHAT). CHAT analyses how people and organisations learn to do something new, and how both individuals and organisations change. The theoretical and methodological tools used have their origins in the work of Lev Vygotsky and A.N. Leont'ev. In recent years this body of work has aroused significant interest across the social sciences, management and communication studies. Working as part of an integrated international team, the authors identify specific findings which are of direct interest to the academic community, such as: the analysis of vertical learning between operational and strategic levels within complex organizations; the refinement of notions of identity and subject position within CHAT; the introduction of the concept of 'labour power' into CHAT; the development of a method of analysing discourse which theoretically coheres with CHAT and the design of projects. Activity Theory in Practice will be highly useful to practitioners, researchers, students and policy-makers who are interested in conceptual and empirical issues in all aspects of 'activity-based' research.

Learning Across Borders Jul 09 2020 Universities everywhere are witnessing growing numbers of students in cross-border, international, and transnational spaces. This trend has resulted in many educators revising their curricula, pedagogical approaches, and assumptions about what it means to provide a university education in the 21st century. This edited collection contributes to a growing body of research in international and transnational education by looking back and looking forward at globalisation's impact on higher education. The authors in this volume provide a solid base of theoretical knowledge and practical applications to readers in similar situations. With growing numbers of students and teachers moving – physically and virtually – across international borders, their expertise is needed. The collection contains authors from Germany, Ghana, Qatar, Saudi Arabia, Singapore, and the United States of America, and from varied disciplines such as education, English language teaching, higher education administration, indigenous studies, literature, mathematics, rhetoric and composition, and writing centre studies.

Multimodality Across Classrooms Jan 15 2021 This volume takes a broad view of multimodality as it applies to a wide range of subject areas, curriculum design, and classroom processes to examine the ways in which multiple modes combine in contemporary classrooms and its subsequent impact on student learning. Grounded in a systemic functional linguistic framework and featuring contributions from scholars across educational and multimodal research, the book begins with a historical overview of multimodality's place in Western education and then moves to a discussion of the challenges and rewards of integrating multimodal texts and ever-evolving technologies in a variety of settings, include primary, language, music, early childhood, Montessori, and online classrooms. As a state of the art of teaching and learning through different modalities in different educational contexts, this book is an indispensable resource for students and scholars in applied linguistics, multimodality, and language education.

Better Than Best Practice Dec 02 2019 This is a brand new multi-media resource to support new and experienced primary school teachers develop skills of critical reflection in order to improve teaching and learning. An integrated DVD and textbook present a range of innovative case studies comprising video clips of real teachers in the classroom, together with context and narrative, step-by-step guidance through key issues, and commentary and debate from experts and professionals in the field.

Wonder-Full Education Dec 26 2021 For many children much of the time their experience in classrooms can be rather dull, and yet the world the school is supposed to initiate children into is full of wonder. This book offers a rich understanding of the nature and roles of wonder in general and provides multiple suggestions for to how to revive wonder in adults (teachers

and curriculum makers) and how to keep it alive in children. Its aim is to show that adequate education needs to take seriously the task of evoking wonder about the content of the curriculum and to show how this can routinely be done in everyday classrooms. The authors do not wax flowery; they present strong arguments based on either research or precisely described experience, and demonstrate how this argument can be seen to work itself out in daily practice. The emphasis is not on ways of evoking wonder that might require virtuoso teaching, but rather on how wonder can be evoked about the everyday features of the math or science or social studies curriculum in regular classrooms.

Learning Across Sites May 07 2020 The ever evolving, technology-intensive nature of the twenty-first century workplace has caused an acceleration in the division of labour, whereby work practices are becoming highly specialised and learning and the communication of knowledge is in a constant state of flux. This poses a challenge for education and learning: as knowledge and expertise increasingly evolve, how can individuals be prepared through education to participate in specific industries and organisations, both as newcomers and throughout their careers? Learning Across Sites brings together a diverse range of contributions from leading international researchers to examine the impacts and roles which evolving digital technologies have on our navigation of education and professional work environments. Viewing learning as a socially organised activity, the contributors explore the evolution of learning technologies and knowledge acquisition in networked societies through empirical research in a range of industries and workplaces. The areas of study include public administration, engineering, production, and healthcare and the contributions address the following questions: How are learning activities organised? How are tools and infrastructures used? What competences are needed to participate in specialised activities? What counts as knowledge in multiple and diverse settings? Where can parallels be drawn between workplaces? Addressing an emerging problem of adaptation in contemporary education, this book is essential reading for all those undertaking postgraduate study and research in the fields of educational psychology, informatics and applied information technology.

Teaching and Learning across Cultures Dec 14 2020 Representing the fruit of a lifetime of reflection and practice, this comprehensive resource helps teachers understand the way people in different cultures learn so they can adapt their teaching for maximum effectiveness. Senior missiologist and educator Craig Ott draws on extensive research and cross-cultural experience from around the world. This book introduces students to current theories and best practices for teaching and learning across cultures. Case studies, illustrations, diagrams, and sidebars help the theories of the book come to life.

Mobile Assisted Language Learning Across Educational Contexts Feb 13 2021 This concise collection critically reflects on mobile assisted language learning research across educational stages, from early childhood through to university settings. // The volume traces the development of MALL practices through researchers' and teachers' efforts to make sense of the impact of mobile technologies on formal and informal second language learning and development. The chapters explore a range of topics around mobile learning design, implementation, and affordances across different educational and geographic contexts, drawing on both qualitative and quantitative perspectives. In so doing, the book creates a broader conversation around the importance of continuity in the successful integration of MALL practices into L2 learning curricula across the educational lifespan. // This book will appeal to students and scholars in applied linguistics and language teaching and learning, especially to those with a specific interest in mobile technologies.

Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation Sep 22 2021 Universal design for learning (UDL) has been hailed for over a decade as a revolutionary lens that allows campuses to shift their efforts to create inclusive environments. In recent years, UDL has gone beyond the field of disability and been explored with regards to international and indigenous students. There is now a sizable body of literature that details the benefits of implementing UDL in higher education, as well as a number of emerging studies examining the strategic challenges of developing UDL across institutions. There is, however, still a relative paucity of research discussing the transformation of instruction or assessment in concrete terms. Therefore, there is a necessity for research and information on UDL that has already been implemented in classrooms and the practical examples of what this process of transformation looks like. The Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation offers practical examples of UDL having successfully been embedded in courses within various disciplines and classroom formats, as well as across the undergraduate and graduate sectors. The chapters provide case studies and concrete examples of what the UDL reflection on practice might look like in specific faculties and departments. While highlighting UDL in areas such as educational technology, student engagement, assignment design, and inclusive education, this book is ideally intended for inservice and preservice teachers, administrators, teacher educators, higher education professors and leaders, practitioners, researchers, academicians, and students interested in the integration of UDL into strategic academic plans.