Research Design Ppt Amanda Rockinson

Grading systems often reward on-time task completion and penalize disorganization and bad behavior. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. In the process, we inadvertently subvert the learning process. After careful research and years of experiences with grading as a teacher and a parent, Cathy Vatterott examines and debunks traditional practices and policies of grading in K–12 schools. She offers a new paradigm for standards-based grading that focuses on student mastery of content and gives concrete examples from elementary, middle, and high schools. Rethinking Grading will show all educators how standards-based grading can authentically reflect student progress and learning—and significantly improve both teaching and learning. Cathy Vatterott is an education professor and researcher at the University of Missouri-St. Louis, a former middle school teacher and principal, and a parent of a college graduate. She has learned from her workshops that "grading continues to be the most contentious part . . . conjuring up the most intense emotions and heated disagreements." Vatterott is also the author of the book Rethinking Homework: Best Practices That Support Diverse Needs. "Nilson's contributions to higher education are substantial, and this book is another gift to all of us who care about good teaching and helping students become autonomous, deep learners."--John Zubizarreta, Professor of English, and Director of Honors & Faculty Development, Columbia College "...a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However,

relatively few students will implement new strategies if they are not required to do so by instructors. Nilson shows how to seamlessly introduce learning strategies into classes, thereby maximizing the possibility that students will become self-regulated learners who take responsibility for their own learning."--Saundra McGuire, Assistant Vice Chancellor (Ret.) & Professor of Chemistry, Louisiana State University Most of our students neither know how learning works nor what they have to do to ensure it, to the detriment both of their studies and their development as lifelong learners. The point of departure for this book is the literature on self-regulated learning that tells us that deep, lasting, independent learning requires learners to bring into play a range of cognitive skills, affective attitudes, and even physical activities - about which most students are wholly unaware; and that self-regulation, which has little to do with measured intelligence, can be developed by just about anyone and is a fundamental prerequisite of academic success. Linda Nilson provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. She presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different course components and on various schedules; and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them.
In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their

achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for. She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades. This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process – all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals. Among the unique characteristics of the schema, all of which simplify faculty decision making, are the elimination of partial credit, the reliance on a one-level grading rubric and the "bundling" of assignments and tests around learning outcomes. Successfully completing more challenging bundles (or modules) earns a student a higher course grade. Specs grading works equally well in small and large class settings and encourages "authentic assessment." Used consistently over time, it can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve. This book features many examples of courses that faculty have adapted to spec grading and lays out the surprisingly simple transition process. It is intended for all members of higher education who teach, whatever the discipline and regardless of rank, as well as those who oversee, train, and advise those who teach.

Specification grading promotes the following values and outcomes. It: 1. Upholds High Academic Standards 2. Reflects Student Attainment of Skills and Knowledge 3. Motivates Students to Learn and to Excel 4. Fosters Higher-Order Cognitive Development and Creativity 5. Discourages Cheating 6. Reduces Student Stress 7. Makes Students Feel Responsible for Their Grades 8. Minimizes Conflict Between Faculty and Students 9. Saves Faculty Time and Is Simple to Administer 10. Makes Expectations Clear and Simplifies Feedback for Improvement 11. Assesses Authentically 12. Achieves High Inter-Rater Agreement The wide availability of digital educational resources for mathematics teaching and learning is indisputable, with some notable genres of technologies having evolved, such as graphing calculators, dynamic graphing, dynamic geometry and data visualization tools. But what does this mean for teachers of mathematics, and how do their roles evolve within this digital landscape? This essential book offers an international perspective to help bridge theory and practice, including coverage of networking theories, curriculum design, task implementation, online resources and assessment. Mathematics Education in the Digital Age details the impacts this digital age has, and will continue to have, on the parallel aspects of learning and teaching mathematics within formal education systems and settings. Written by a group of international authors, the chapters address the following themes: Mathematics teacher education and professional development Mathematics curriculum development and task design The assessment of mathematics Theoretical perspectives and methodologies/approaches for researching mathematics education in the digital age This book highlights not only the complex nature of the field, but also the advancements in theoretical and practical knowledge that is enabling the mathematics education community to continue to

learn in this increasingly digital age. It is an essential read for all mathematics teacher educators and master teachers.

Professional development of educators is an complex process through which teachers strive continuously for pedagogical improvement. In that sense, professional growth benefits learners and teachers while also promoting the quality of the schools, colleges, and academic departments where it takes place. Innovative Professional Development Methods and Strategies for STEM Education is an authoritative publication featuring the latest scholarly research on a wide range of professional advancement topics in STEM education with special emphasis on content, process, implementation, and impact, as well as on the implications for teachers, educators, and administrators. Highlighting comprehensive research across a broad scope of relevant issues including, but not limited to, teacher training, development models, and the implementation of leadership practices, this book is a seminal reference source for STEM professionals working in schools, colleges, and various science and mathematics departments at secondary and post-secondary institutions.

Role of the MSEIP grant in the success of STEM undergraduate research at Queensborough Community College and beyond -- Enhancing student engagement with peer-led team learning and course-based undergraduate research experiences -- Aiming toward an effective Hispanic serving chemistry curriculum -- Computational chemistry and biology courses for undergraduates at an HBCU : cultivating a diverse computational science community -- NanoHU : a boundary-spanning education model for maximizing human and intellectual capital -- Design and implementation of a STEM student success program at Grambling State University -- The role of the ReBUILDetroit Scholars Program at Wayne State University in

broadening participation in STEM -- "Using scholars programs to enhance success of underrepresented students in chemistry, biomedical sciences, and STEM" -- The MARC U*STAR Program at University of Maryland Baltimore County (UMBC) 1997-2018 -- Pathways to careers in science, engineering, and math -- Leadership dimensions for broadening participation in STEM : the role of HBCUs and MSIs -- Bloom where you are planted : a model for campus climate change to retain minoritzed faculty scholars in STEM fields -- Maximizing mentoring : enhancing the impact of mentoring programs and initiatives through the Center for the Advancement of Teaching and Faculty Development at Xavier University of Louisiana -- Mentors, mentors everywhere : weaving informal and formal mentoring into a robust chemical sciences mentoring quilt -- Using technology to foster peer mentoring relationships : development of a virtual peer mentorship model for broadening participation in STEM. Mothers have consistently relied upon one another for guidance and support as they navigate the difficult world of parenting. For many women, the increasingly established online community of "mommyblogs" now provides a source of camaraderie and support that acknowledges both the work of mothering and the implications of its undertaking. Beyond their capacity to entertain, how have mommyblogs shifted our understanding of twenty-first-century motherhood? In examining the content of hundreds of mommyblogs, May Friedman considers the ways that online maternal life writing provides a front row seat to some of the most raw, offbeat, and engaging portraits of motherhood imaginable. Focusing on the composition of the "mamasphere" and on mommyblogs' emphasis on connection, Friedman reveals the changing face of contemporary motherhood – one less concerned with the proscriptions of what good mothers should do, and more invested in what diverse mothers have to say.

This Third Update on Adult Learning Theory followstwo earlier volumes on the same topic, the ahref="http://www.josseybass.com/WileyCDA/WileyTitle/productCd-1555426840.html"firstpublished in 1993/a and the ahref="http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787957739.html"secondin 2001/a. Only one topic, transformative learning theory, can befound in all three updates, representing the continuingdevelopments in research and alternative theoretical conceptions ofTL. Thanks to a growing body of research and theory-building, threetopics briefly touched on in 2001 are now separate chapters in thisthird update: spirituality and adult learning learning through the body narrative learning in adulthood Also new in this update is a chapter on non-Western perspectiveson learning and knowing. New developments in two other areas arealso explored: understanding the connection between the brain andlearning, and how modern and postmodern ways of knowing areconverging and are bring expressed in social movements. Theconcluding chapter identifies two trends in adult learning theoryfor the twenty-first century: attention to context, and to theholistic nature of learning in adulthood. This is 119th volume of the Jossey-Bass quarterly report seriesahref="http://www.josseybass.com/WileyCDA/WileyTitle/productCd-ACE.html"NewDirections for Adult and Continuing Education/a. Noted forits depth of coverage, New Directions for Adult andContinuing Education is an indispensable series thatexplores issues of common interest to instructors, administrators,counselors, and policymakers in a broad range of adult andcontinuing education settings, such as colleges and universities,extension programs, businesses, libraries, and museums.

"This reference brings together an impressive array of research on the

development of Science, Technology, Engineering, and Mathematics curricula at all educational levels"--Provided by publisher.

Graduate schools have faced attrition rates of approximately 50 percent for the past 40 years. They have tried to address the problem by focusing on student characteristics and by assuming that if they could make better, more informed admissions decisions, attrition rates would drop. Yet high attrition rates persist and may in fact be increasing. Leaving the Ivory Tower thus turns the issue around and asks what is wrong with the structure and process of graduate education. Based on hard evidence drawn from a survey of 816 completers and noncompleters and on interviews with noncompleters, high- and low-Ph.D productive faculty and Directors of Graduate study, this book locates the root cause of attrition in the social structure and cultural organization of graduate education.

School counseling in the 21st century requires a new set of skills and practices than seen in past decades. With a sharper focus on social justice, the experiences and challenges for marginalized groups, and more open discussions as to issues students face, school counselors must be best equipped to handle all types of diverse students and situations. School counselors and guidance programs must address multicultural needs, underserved populations, and

students with issues ranging from mental illness to family issues to chronic-illnesses and LGBTQ+ identities. Moreover, they must be prepared to guide students to learning success and adequately prepare them for future careers. The challenges students face in the 21st century lead to new ways to prepare, support, and educate school counselors in modern educational atmospheres with student bodies that are handling vastly different challenges, identities, and lifestyles. School counselors must navigate the profession with information on best practices, techniques, and 21st century skillsets that can adequately support and help all students. The Research Anthology on Navigating School Counseling in the 21st Century provides emerging research on the best practices in school counseling, along with methods, techniques, and professional development initiatives to better understand diverse student populations, needs, and challenges. This book will not only focus on how school counselors must adapt and learn in their own professional careers, but also how school counseling is functioning in the 21st century with the new concerns and obstacles students must face and overcome. The chapters provide a holistic view of how counselors are navigating their positions to best serve their students through effective practices, programs, and new tools and technologies. This book is ideal for school counselors, therapists, school psychologists, counseling educators,

administrators, practitioners, researchers, academicians, and students who are interested in school counseling in the 21st century.

As new digital forms of formal and informal learning proliferate, there is an increasing need to better understand how people in different regions of the world are implementing massive open online courses (MOOCs) and other forms of open educational resources (OERs). Educators, researchers, politicians, and numerous other stakeholders want to grasp what the outcomes of these initiatives are and how they can be improved. Ongoing e-learning developments related to both technology and pedagogy have pushed institutions and organizations to grapple with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among other areas of concern. In response, MOOCs and Open Education Around the World explores and illuminates unique implementations of MOOCs and open education across regions and nations. The book also focuses on the various opportunities as well as the dilemmas presented in this rapidly evolving age of technology-enabled learning. What are the different delivery formats, interaction possibilities, assessment schemes, and business models? What are the key controversies or issues that must be discussed and addressed? This edited collection explains MOOCs and open education trends and issues in a variety of

contexts, shares key research findings, and provides practical suggestions and recommendations for the near future.

Apply the "science" of reading to students with moderate-to-severe developmental disabilities, including autismThe Early Literacy Skills Builder program incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace.Five years of solid research have been completed through the University of North Carolina at Charlotte, proving ELSB to be a highly effective literacy program and more effective than a sight-word only program. ELSB is based upon the principles of systematic and direct instruction. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. The seven ELSB levels contain five structured lessons each. All students begin at Level 1. If a student struggles here, go back and administer Level A. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB includes everything you need to implement a multi-year literacy curriculum.

The classic book on phonics--the method of teaching recommended by the U.S. Department of Education. Contains complete materials and instructions on

teaching children to read at home.

Qualitative content analysis is a powerful method for analyzing large amounts of qualitative data collected through interviews or focus groups. It is frequently employed by students, but introductory textbooks on content analysis have largely focused on the quantitative version of the method. In one of the first to focus on qualitative content analysis, Margrit Schreier takes students step-by step through: - creating a coding frame - segmenting the material - trying out the coding frame - evaluating the trial coding - carrying out the main coding - what comes after qualitative content analysis - making use of software when conducting qualitative content analysis. Each part of the process is described in detail and research examples are provided to illustrate each step. Frequently asked questions are answered, the most important points are summarized, and end of chapter questions provide an opportunity to revise these points. After reading the book, students are fully equiped to conduct their own qualitative content analysis. Designed for upper level undergraduate, MA, PhD students and researchers across the social sciences, this is essential reading for all those who want to use qualitative content analysis.

How writers can make the best of even the worst criticism

"People tell stories to help organize and make sense of their lives. In the past, their

narratives have often been torn apart by social scientists looking for themes, variables, and specific answers to specific questions. But in recent years, the development of narrative analysis has given life to the study of the narrative as a form of information for social research. Why are they constructed as they are? How does one dissect a narrative to understand the lived experience of the narrator? What steps can the researcher take to translate these tales and life stories into usable research? This book provides a detailed primer on the use of narrative analysis, its theoretical underpinnings and worldview, and the methods it uses."--[Source inconnue]

Training evaluation is the determination of the effectiveness of a training program. While training researchers and practitioners generally prefer the use of an experimental research design to infer training effectiveness, practical constraints inherent in field settings often require that they employ a less rigorous quasi-experimental design. This paper evaluates a managerial training program in a field setting using the Internal Referencing Strategy (IRS), a quasi-experimental research design that infers training effectiveness when trainee pretest-posttest change on training-relevant test items is greater than pretest-posttest change on training-irrelevant test items. One hundred and eighty-two managers experienced a managerial training course and provided pretest and posttest data. Trainee learning was assessed using a 20-item multiple choice knowledge test and trainee transfer of training was assessed using a 15-item behavioral questionnaire. An analysis of the evaluative data provided some evidence of

learning, and demonstrated transfer of training after items exhibiting ceiling effects were excluded from the analysis. Implications regarding the use of the IRS approach in training evaluation are discussed.

Discover how high-performing systems shape teaching quality around the world Producing highly skilled and committed teachers is not the work of a single innovative school or the aggregation of heroic individuals who succeed against the odds. In high-performing countries, the opportunities for teachers to learn sophisticated practices and continue to improve are embedded systemically in education policies and practices. Empowered Educators describes how this seemingly magical work is done—how a number of forward-thinking educational systems create a coherent set of policies designed to ensure quality teaching in all communities. . . and how the results are manifested in practice. Spanning three continents and five countries, Empowered Educators examines seven jurisdictions that have worked to develop comprehensive teaching policy systems: Singapore and Finland, the states of New South Wales and Victoria in Australia, the provinces of Alberta and Ontario in Canada, and the province of Shanghai in China. Renowned education expert Linda Darling-Hammond and a team of esteemed scholars offer lessons learned in a number of areas that shape the teaching force and the work of teachers, shedding unprecedented light on areas such as teacher recruitment, preparation, induction and mentoring, professional learning, career and leadership development, and more. Find out how quality teaching is

developed and conducted across the globe Discover a common set of strategies for developing, supporting, and sustaining the ongoing learning and development of teachers and school leaders See how high-performing countries successfully recruit and train educators Understand why the sharing of expertise among teachers and administrators within and across schools is beneficial A fascinating read for researchers, policymakers, administrators, teacher educators, pre-service teachers and leaders, and anyone with an interest in education, this book offers a rare glimpse into the systems that are shaping quality teaching around the world.

Our goal with this book, Research on Enhancing the Interactivity of Online Learning, is to present a juried, scholarly, and accessible review of research, theory, and/or policy on specific issues of interactive online learning for K-16 educators, administrators, and students of online learning. Online learning has become the norm rather than the exception for many of today's students. Instructors are more willing to explore online learning options, students are enrolling in record numbers and colleges, as well as many K-12 institutions, are offering more online courses. As educators, we have more tools than ever to ensure online course success, but just as with a traditional class, we must continue to place emphasis on good pedagogy. To achieve good pedagogy, online teaching takes additional time and a restructuring of course content by the instructor. Student issues include coping strategies, ease of navigation, skills required to complete the course, availability of online resources, feedback from the instructor,

and collaborative, interactive learning opportunities. Principles of interactive online learning are new to many, and this book provides a forum for interactive online learning research while also including ideas that enhance both the practical and theoretical aspects of interactive online learning. The editors have included chapters that can further knowledge and understanding of emerging trends and foster debate regarding issues that surround interactive online learning.

This book constitutes revised selected papers from the 4th European Conference on Information Literacy, ECIL 2016, held in Prague, Czech Republic, in October 2016. The 52 full and 19 short papers presented in this volume were carefully reviewed and selected from 259 submissions. They were organized in topical sections named: inclusive society and democracy; employability and workplace; various literacies; reading preference: print vs electronic; theoretical aspects; higher education; discipline based studies; research methods; children and youth; country based studies; academic libraries; librarians; and teaching methods and instruction.

Growing Diverse STEM CommunitiesMethodology, Impact, and Evidence

Although more women than men participate in higher education in the United States, the same is not true when it comes to pursuing careers in science and engineering. To Recruit and Advance: Women Students and Faculty in Science and Engineering identifies and discusses better practices for recruitment, retention, and promotion for women scientists and engineers in academia. Seeking to move beyond yet another

catalog of challenges facing the advancement of women in academic science and engineering, this book describes actions actually taken by universities to improve the situation for women. Serving as a guide, it examines the following: Recruitment of female undergraduates and graduate students. Ways of reducing attrition in science and engineering degree programs in the early undergraduate years. Improving retention rates of women at critical transition pointsâ€"from undergraduate to graduate student, from graduate student to postdoc, from postdoc to first faculty position. Recruitment of women for tenure-track positions. Increasing the tenure rate for women faculty. Increasing the number of women in administrative positions. This guide offers numerous solutions that may be of use to other universities and colleges and will be an essential resource for anyone interested in improving the position of women students, faculty, deans, provosts, and presidents in science and engineering.

With the growth and advancement of business and industry, there is a growing need for the advancement of the strategies that manage these modernizations. Adaptation to advancement is essential for the success of these organizations and using the proper methods to accomplish this essential adaptation is paramount. Organizational Transformation and Managing Innovation in the Fourth Industrial Revolution provides innovative insights into the management of advancements and the implementation of strategies to accommodate these changes. The content within this publication examines social engagement, cyber-journalism, and educational innovation. It is

designed for managers, consultants, academicians, researchers, and professionals, and covers topics centered on the growth of businesses and how they change alongside the economy and infrastructure.

Two developments in recent years have converged to dramatically alter most conceptions of the teaching and learning process. First, technology has become increasingly interactive and distributed, such that individual learners have available the means to participate in incredibly complex networks of information, resources, and instruction. As these technological advancements facilitate interaction across classroom, university, and worldwide learning communities in both real-time and delayed formats, various instructional design and implementation problems spring forth. Second, the conventional teacher-centered model wherein knowledge is transmitted from the teacher to the learner is being replaced by social constructivist and learner-centered models of instruction. These new learner-centered models place emphasis on guiding and supporting students as they meaningfully construct their understanding of various cultures and communities. As a consequence of these developments, teachers need guidelines from educational researchers about integrating collaboration and communication tools into their classrooms. This volume presents research on such collaborative technology as it facilitates, augments, and redefines academic learning environments. The studies illustrate how schools, teachers, and students are discovering, employing, and modifying the numerous new computer conferencing and

collaborating writing tasks and tools, and their effects on social interaction and resulting student learning. Documentation is given that will help teachers to make decisions that productively transform learning environments. Three key objectives underlie this volume: *to discover some of the electronic collaboration tools and formats currently employed by teachers in schools and universities and to situate these within a five-level taxonomy of computer conferencing and collaborative writing tools and approaches; *to examine some of the sociocultural learning variables embedded in the use of electronic collaborative tools and approaches; and *to participate in a dialogue about the importance of student electronic social interaction and dialogue from a sociocultural perspective. This is a must-read volume for all researchers, scholars, graduate students, and practitioners interested in such fields as sociocultural theory, process writing, cooperative learning, learner-centeredness, distance education, peer conferencing and tutoring, mentoring, electronic collaboration, problem- and project-based learning, collaborative writing, and educational reform.

Mentoring and Coaching in Schools explores the ways in which mentoring and coaching can be used as a dynamic collaborative process for effective professional learning.

Discipline with Dignity details an affirming approach to managing the classroom that promotes respect for self and others. This completely updated 3rd edition offers practical solutions that emphasize relationship building, curriculum relevance, and

academic success. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions, but the authors also include intervention strategies for handling common and severe problems in dignified ways. Filled with real-life examples and authentic teacher-student dialogues, Discipline with Dignity is a comprehensive and flexible system of prevention and intervention tools that shows how educators at all levels can *Be fair without necessarily treating every student the same way. *Customize the classroom to reflect today's highly diverse and inclusive student population. *Seek students' help in creating values-based rules and appropriate consequences. *Use humor appropriately and effectively to respond to abusive language. *Fine-tune strategies to resolve issues with chronically misbehaving students and "ringleaders" or bullies. This book is not simply a compendium of strategies for dealing with bad behavior. It is a guide to helping students see themselves in a different way, to changing the way they interact with the world. The strategies innate to this approach help students make informed choices to behave well. When they do, they become more attuned to learning and to understanding how to use what they learn to improve their lives and the lives of others--with dignity.

Children who grew up interacting with two or more cultures during their developmental years often have an inability to connect with their home-country peers. This guide addresses the common issues students face when they are making the double

transition of not only adjusting to a new life-stage, such as college, but to a cultural change as well.

Administrators of adult education programs work in dynamic and ever-changing environments. They are continually challenged with a myriad of issues related to program budgeting, marketing, strategic planning, funding, human resources, and other topics. With decades of real world experience in the field, Steven Schmidt and Susan Yelich Biniecki have developed a practical guide for those who are involved in the organization and administration of educational programs for adults. Whether you work in the human resource department of a corporation, a grass-roots community organization, a higher education unit, a consulting company, or any other type of organization that provides adult education, this book is for you. In a no-nonsense approach, Organization and Administration of Adult Education Programs: A Guide for Practitioners "talks" to you as an administrator about topics that are important to you. Guidelines, processes, and procedures discussed in the book can help to make you a more effective practitioner. Scenarios, role plays, and activities are also included for classroom use and personal reflection.

This title is an IGI Global Core Reference for 2019 as it provides the timeliest, trending research around overcoming challenges within the urban educational system. Featuring real-world solutions and comprehensive coverage on teacher professional development, racial microaggressions, STEM, and diversity in elementary and

secondary education, this publication is ideal for teachers, faculty, administrators, policymakers, and educational researchers. K-12 STEM Education in Urban Learning Environments provides emerging research on the challenges and barriers of STEM education in urban environments and how to move forward in overcoming these challenges and barriers to provide equitable education for all K-12 students. Featuring coverage on a broad range of topics such as teacher preparation, programming, gender and racial barriers, and more, this publication is ideally designed for teachers, faculty, administrators, policymakers, researchers, and scholars.

Posttraumatic Growth reworks and overhauls the seminal 2006 Handbook of Posttraumatic Growth. It provides a wide range of answers to questions concerning knowledge of posttraumatic growth (PTG) theory, its synthesis and contrast with other theories and models, and its applications in diverse settings. The book starts with an overview of the history, components, and outcomes of PTG. Next, chapters review quantitative, qualitative, and cross-cultural research on PTG, including in relation to cognitive function, identity formation, cross-national and gender differences, and similarities and differences between adults and children. The final section shows readers how to facilitate optimal outcomes with PTG at the level of the individual, the group, the community, and society.

Discover the dramatic changes that are affecting all learners Web-based technology has opened up education around the world to the point where anyone can learn

anything from anyone else at any time. To help educators and others understand what's possible, Curt Bonk employs his groundbreaking "WE-ALL-LEARN" model to outline ten key technology and learning trends, demonstrating how technology has transformed educational opportunities for learners of every age in every corner of the globe. The book is filled with inspiring stories of ordinary learners as well as interviews with technology and education leaders that reveal the power of this new way of learning. Captures the global nature of open education from those who are creating and using new learning technologies Includes a new Preface and Postscript with the latest updates A free companion web site provides additional stories and information Using the dynamic "WE-ALL-LEARN" model, learners, educators, executives, administrators, instructors, and parents can discover how to tap into the power of Web technology and unleash a world of information.

Bridge the gap between leadership development and career preparation! This guidebook gives leadership educators the tools they need to help students develop the competencies necessary for their chosen careers and required by their academic programs. It also offers a way to understand and demonstrate the effectiveness of leadership programs. Organized into chapters each focused on one of 60 leadership competencies common across 522 academic degree programs accredited by 97 agencies, each chapter covers: a definition and description of the competency through the lens of each of four dimensions: knowledge, value, ability, and behavior; a scenario related to college student leadership that showcases the competency in action; related competencies to help readers understand how developing one competency may

also intentionally or unintentionally develop another; a correlation of the competency to the Relational Leadership Model, the Social Change Model, the Five Practices of Exemplary Leadership, and/or Emotionally Intelligent Leadership; and tangible curricular ideas to use with students to help them develop each dimension of the competency.

Accessible Elements informs science educators about current practices in online and distance education: distance-delivered methods for laboratory coursework, the requisite administrative and institutional aspects of online and distance teaching, and the relevant educational theory. Delivery of university-level courses through online and distance education is a method of providing equal access to students seeking post-secondary education. Distance delivery offers practical alternatives to traditional on-campus education for students limited by barriers such as classroom scheduling, physical location, finances, or job and family commitments. The growing recognition and acceptance of distance education, coupled with the rapidly increasing demand for accessibility and flexible delivery of courses, has made distance education a viable and popular option for many people to meet their science educational goals.

This non-technically written, hands-on introductory text is supported by up-to-date technology to augment students' comprehension and interpretation of both qualitative and quantitative techniques in educational research methods. Introduction to Educational Research, Sixth Edition, guides learners through eight research methods to help plan and compose their first educational research project. Through chapter contents and in-text exercises, readers simultaneously learn how to prepare a research plan, gather and analyze data, address research questions and hypotheses, and organize a report of their projects. In keeping with the main purpose of helping students clearly understand and apply research concepts, the

language of the text is non-technical and there are are many pedagogical features throughout the text.

It's an uphill climb—but the view from the top makes it all worthwhile. A dissertation can be challenging, but this informative book helps you overcome the obstacles along the way. Using graphics, checklists, and sample forms, this guide readies you for each step of the process, including selecting the committee, getting acclimated to academic writing, preparing for your oral defense, and publishing your research. New features include: A chapter on ethical considerations Expanded coverage of digital data collection and the Internet More detailed information on conducting the literature review A discussion of how to develop a theoretical or conceptual framework

Copyright: 0e5a8ba06f56c8a10d3c4af316c8ebb2