Teaching and Learning at the University
Carol Booth Olson
The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, 3/e
The Third Edition features an array of new and updated individual reading/writing strategies, activities and mini-lessons, and it scaffolds these strategies in extended demonstration lessons that teachers can implement in their middle and secondary English classrooms.
Well-respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative, theory-based ways. Already a classic in its field, this book intends to explore and reinforce the reading/writing connection and thus help teachers make visible to their students what it is that experienced readers and writers do when they make meaning from and with texts.
Lauded by students and professors as a clear and straight-forward book, this new edition includes plenty of material about teaching the writing process and responding to literature, and provides new and improved lessons and activities that help students learn specific strategies. "I will absolutely continue to adopt this text. It has useful demonstration lessons, clear explanation of the theory behind the practice, and creative aids and activities." — Christine M. Mitchell, Southeastern Louisiana University, Hammond, Louisiana
"This book has lots of good information and a variety of reading and writing activities that are engaging and useful." — Maureen Siera, St. Martin’s University, Associate Professor College of Education, Lacey Washington
Carol Booth Olson is Senior Lecturer in the Department of Education-University of California, Irvine, and the Director of the UCI/California/Writing Project. She received her Ph.D. in American Literature at UCLA in 1977 where she was honored as Outstanding Graduate Women of the Year. She has edited three books, including the best selling California Department of Education publication "Practical Ideas for Teaching Writing as a Process" and has written over 30 articles on teaching composition and literature. She has also served as a Senior Consultant to the Scott Foresman Literature and Integrated Studies Textbook series (1997). Dr. Olson has received two Excellences in teaching awards at UCLA.

Teaching and Learning: Pedagogy, Curriculum and Culture
Teaching for Student Learning: Becoming an Accomplished Teacher shows teachers how to move from novice to expert status by integrating both research and the wisdom of practice into their teaching. It emphasizes how accomplished teachers gradually acquire and apply a broad repertoire of evidence-based teaching practices in the support of student learning. The book’s content stems from three major fields of study: 1) theories and research on how people learn, including new insights from the cognitive and neurosciences; 2) research on classroom practices shown to have the greatest effect on student learning; and 3) research on effective schooling, defined as school-level factors that enhance student achievement and success. Although the book’s major focus is on teaching, it devotes considerable space to describing how students learn and how the most effective and widely-used models of teaching connect to principles of student learning. Specifically, it describes how research on teaching, cognition, and neuroscience converge to provide an evidence-based “science of learning” which teachers can use to advance their practice. Key features include the following: Evidence-Based Practice – This theme is developed through: 1) an ongoing review and synthesis of research on teaching and learning and the resulting instructional guidelines for practice and 2) boxed research summaries within the chapters. Instructional Repertoire Theme – Throughout the book teaching is viewed as an extremely complex activity that requires a repertoire of instructional strategies that, once mastered, can be drawn upon to fit specific classrooms and teaching situations. Standards-based School Environments – Education today is dominated by standards-based school environments. Unlike competing books, this one describes these environments and shows how they impact classroom design and learning activities. The objective is to show how teachers can make standards-based education work for them. Pedagogical Features – In addition to an end-of-book glossary, each chapter contains research boxes, reflection boxes, itemized end-of-chapter summaries, and end-of-chapter learning activities. Website – An accompanying website contains a variety of field-oriented and site-based activities that teachers can do alone or with colleagues.

Teaching and Learning in Art Education
Reflecting changes—professional, theoretical, legal, and political—in both the library field and education, this new edition of a groundbreaking school library text will equip readers to be leaders at their schools and in their communities.

Teaching and Learning Foreign Languages
Designing courses to deliver effective teaching and significant learning is the best way to set students up for success, and this book guides readers through the process. The authors have worked with faculty world-wide, and share the stories of how faculty have transformed courses from theory to practice. They start with Dee Fink’s foundation of integrating course design. Then they provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility, technology integration, as well as the assessment of course design as it fits into the...
A Guide to Teaching in the Active Learning Classroom Provides a comprehensive reference for scholars, educators, stakeholders, and the general public on matters influencing and directly affecting education in today's classrooms. This book offers current perspectives on the conditions in communities, contemporary practices in schooling, relevant research on teaching and learning, and implications for the future of education. It contains diverse conceptual frameworks for analyzing existing issues in education, including but not limited to characteristics of today's students, assessment of student learning, evaluation of teachers, trends in teacher education programs, technological advances in content delivery, the important role for school leaders, and innovative instructional practices to increase student learning. The Wiley Handbook of Teaching and Learning promotes new, global approaches to studying the process of education, demonstrates the diversity among the constituents of schooling, recognizes the need for, and presents a variety of approaches to teaching and learning, and details exemplary practices in education. Divided into four sections focused on general topics—context and schooling; learners and learning; teachers and teaching; and educators as learners and leaders—and with all-new essays that look at what has been, what is, and what could be, this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn. Examines teaching, learners, and learning from a contemporary, international perspective, presenting alternative views and approaches Provides a single reference source for teachers, education leaders, and agency administrators Summarizes recent research and theory Offers evidence-based recommendations for practice Includes essays from established and emerging U.S. and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence-based ideas for improving and modifying current educational practices Teaching The Wiley Handbook of Teaching and Learning An important book for the global education community and those planning on entering it.

Teaching in a Digital Age "Teaching and Learning with Digital Technologies is for all those concerned with the crucial impact of emerging digital technologies on teaching and learning. It explores what we mean by the digital age, its influence on teenage cultural practices and how it informs our understanding of knowledge, pedagogy and practice. By examining teaching with digital technologies through new learning theories cognisant of the digital age, it aims to both advance thinking and offer strategies for teaching technology-savvy students that will ensure meaningful learning. Illustrated throughout with case studies from across the subjects and the age range, key issues considered include: - How young people create and share knowledge both in and beyond the classroom and how current and new pedagogies can support this level of achievement - The use of complexity theory as a framework to explore teaching in the digital age - The way learning occurs - one way exchanges, online and face to face interactions, learning within a framework of constructivism, and in communities - What we mean by critical thinking - why it is important in a digital age, and how this can occur in the context of teaching - How students can create knowledge through a variety of teaching and learning activities, and how the knowledge being created can be shared, critiqued and evaluated. With an emphasis throughout on what it means for practice, this book aims to improve understanding of how learning theories currently work and can evolve in the future to promote truly effective learning in the digital era. It is essential reading for all student teachers as well as students on Education Studies courses." -- Provided by publisher.

Enhancing Teaching and Learning While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are: * How can instructors mitigate the apparent lack of a central focal point in the space? * What types of learning activities work well in the ALCs and take advantage of the affordances of the room? * How can teachers address familiar classroom-management challenges in these unfamiliar spaces? * If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? * How do instructors balance group learning with the needs of the larger class? * How can students be held accountable when many will necessarily have their backs facing the instructor? * How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment; for administrators planning to
Problem: 

The 12 Touchstones of Good Teaching Transform challenging classroom experiences into opportunities for lasting student-teacher relationships, professional growth, and student engagement. In Teaching, Learning, and Trauma, the authors guide you through the process of creating a learning environment that combats the negative effects of chronic stress and trauma. They show you how to establish rituals and routines, develop positive expectations, and implement a relational student-teacher culture and effectively improve student achievement. This book includes: 
- Self-assessment tools to help teachers make informed decisions 
- Examples of self-care plans and schoolwide policies for maintaining healthy boundaries in and out of school 
- Real-world vignettes and samples of teacher work 
- Planning documents and reflection questions to guide educators in identifying strengths and growth areas

The Wiley Handbook of Teaching and Learning Designed to promote reflection, discussion, and action among the entire learning community, Educating Everybody’s Children encapsulates what research has revealed about successfully addressing the needs of students from economically, ethnically, culturally, and linguistically diverse groups and identifies a wide range of instructional principles and instructional strategies. Although good teaching works well with all students, educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds. Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of Educating Everybody’s Children. Each strategy discussed in the book includes classroom examples and a list of the research studies that support it. The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers. We must ensure that all teachers are capable of delivering a standards-based curriculum that describes what students should know and be able to do, and that these standards are delivered by means of a rich and engaging “pedagogy of plenty.” By these two acts we can ensure that all schools will be ready and able to educate everybody’s children.

Small Teaching Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the latest information from knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the forefront of distance education. This definition of distance education was based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. The final theme of the book is that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as possible. It should be a single source of information about the field.

Knowing, Teaching, and Learning History This best-selling text book provides a broad-ranging and up-to-date review of thinking and best practice within nursery and infant education. Written around the basic truth that each effective early years curriculum must start with the children, their needs and their potential, the contributors to this classic text acknowledge that learning must have a strong element of fun, wonder and excitement. Fully revised and updated in light of recent changes to the Early Years curriculum, with brand new chapters on assessment, communication, writing, creativity and diversity, the contributors address a range of fundamental issues and principles, including: an analysis of research into how children learn; discussion of themes such as curriculum management and classroom organization; a detailed section on play and language; chapters covering individual curriculum areas, including new chapters on music and PSHE. Each chapter combines a review of important principles with practical and inspiring classroom examples throughout. It is essential reading for all Foundations Stage and KS1 trainee teachers, their tutors and mentors, and serving teachers working in the 3–7 age range who wish to reflect upon and develop their practice.

Connecting Policy and Practice The focus of this book is the analysis of transformative changes and new teaching and learning perspectives at the university level. It summarises the research results of an international team of scholars and implementers of a relational student-teacher culture and effectively improve student achievement. This book includes: 
- Self-assessment tools to help teachers make informed decisions 
- Examples of self-care plans and schoolwide policies for maintaining healthy boundaries in and out of school 
- Real-world vignettes and samples of teacher work 
- Planning documents and reflection questions to guide educators in identifying strengths and growth areas

Teaching for Student Learning • How do children, individually and collectively, make meanings of their learning experiences? • How can teachers become aware of children’s meanings making on an ongoing basis? • Is it possible and useful to create an integrated theory of student learning? • How can classroom research
enhance critical understandings of the situated nature of learning and teaching, while taking into account the systemic and educational policy contexts? • How do differences, such as class, race, culture, gender and sexuality interact with effective learning? • How can teachers respond effectively to the realities of today's diverse classrooms? • What are the current and emerging issues in classroom research? These are just some of the questions this book grapples with. It pays tribute to Professor Graham Nuthall’s (1935-2004) research contributions — a pioneering and internationally renowned classroom researcher of teaching and learning from New Zealand. It has been written by emerging and experienced classroom researchers from several countries as part of a project aimed at building on and extending Nuthall’s research and promoting the conducting, teaching and supervision of classroom research. The authors engage critically with theoretical, methodological and pedagogical possibilities of their research using Nuthall’s work as a springboard. As a result, all authors make links between theory and practice. Further, several leading international researchers contribute comments on future directions for classroom research and its relevance for teaching and learning. Understanding teaching and learning: Classroom Research Revisited would be of interest to practicing or prospective teachers and teacher educators, as well as scholars and students of teaching and learning.

Teaching and Learning STEM looks at creativity in education and learning, examining in detail the roles of thinking, personality, motivation and social factors in creativity. Provides readers at all levels guidelines for fostering creativity, with an international and historical sweep.

Teaching for Deeper Learning Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, providing the political and social dimension requirements of the 20th century. Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Experiences outside school are discussed with reference to examples from adult education, teach-yourself courses and military language learning. Providing an accessible, authoritative history of language education in Britain, Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

Teaching and Learning in the Health Sciences This volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice. These key topics will be of interest to novice and veteran teachers, policy makers and all education professionals.

The Well-Balanced Teacher This four-part volume identifies the problems and issues in late 20th and early 21st-century history education, working towards an understanding of this evolving field. It aims to give both students and teachers insights into the best way of developing historical understanding in pupils.

Teaching, Learning, and Trauma, Grades 6-12 This book presents insights into the current state of higher education, emerging pedagogies and innovative technology-driven learning techniques in research and teaching. Focusing specifically on the higher education models in India and Australia, the volume explores concerns and policy interventions that will help promote research capability and culture. Globalisation, rise of information technology and the massification of education has shifted the foundations of higher education and universities in the world. This volume examines the best support structures that will allow educators to face the challenge of the increasingly diverse community of learners and teachers entering higher education; their varied levels of motivation, aspirations and levels of technology; the shrinking budgets for teaching and research. By using case studies from India and Australia the book also looks at the benefits of cross-cultural collaborations in research and education. Comprehensive and resourceful, this volume will be useful for academics and scholars of education, higher education and research, sociology, public policy, development studies and for NGOs and think tanks working in these areas.

Teaching and Learning in the Digital Age Checklists help us work better. They help us manage complex tasks more effectively and ensure we apply what we know correctly and consistently. They’ve become indispensable for airline pilots and doctors, but can this low-tech approach to planning and problem solving demand a place in the teacher’s toolkit? Teaching is complicated, with challenging decisions and important consequences, but it’s in the most complex situations that a straightforward checklist can be the most useful. Goodwin and Hubbell present 12 daily touchstones—simple and specific things any teacher can do every day—to keep classroom practice focused on the hallmarks of effective instruction and in line with three essential imperatives for teaching: • Be demanding: Align teaching with high expectations for learning. • Be supportive: Provide a nurturing learning environment. • Be intentional: Know why you’re doing what you’re doing. If there were one thing you could do each day to help one student succeed, you’d do it, wouldn’t you? What about three things to help three students? What if there were 12 things you could do every day to help all of your students succeed? There are, and you’ll find them here.

Teacher Evaluation and Student Achievement This how-to manual provides a structured framework for developing a comprehensive teaching learning philosophy from articulation through implementation to evaluation and then reactivation. Using professional literature and teaching learning experiences, the authors provide pragmatic steps for using a grounded philosophy to inform, engage, and assess teaching learning. They advocate an integrated teaching learning philosophy to promote ongoing commitment, engaged competency, and meaningful purpose in practice for educators.

Science Teaching Reconsidered Research on history instruction and learning is emerging as an exciting new field of inquiry. The editors prepared this volume because the field is at an important moment in its development -- a stage where there is research of sufficient depth and breadth to warrant a collection of
Teaching and Learning in Art Education explores essential and emerging topics such as: managing the artworks to illustrate what children can achieve through quality art instruction and practical lesson planning, Teaching and Learning in Art Education offers best practices in art education, and explains innovative methods for teaching, managing, and assessing all aspects of art instruction and student learning. 

Designing Effective Teaching and Significant Learning Here is a compelling read for every teacher in higher education who wants to refresh or reexamine his or her classroom practice. Building on the insights offered by recent discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, the author proceeds to the practical details of instruction that teachers are most interested in - the things that make or break teaching. Practical and thoughtful, and based on forty years of teaching, wide reading and much reflection, Robert Leamnson provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for teachers instilling fixed or growth mindsets in their students. Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

The Art and Science of Teaching On Teaching and Learning takes the ideas explored inrenowned educator Jane Vella's best-selling book Learning to Listen, Learning to Teach to the next level and explores how dialogue education has been applied in educational settings around the world. Throughout the book, she shows how to put the principles and practices of dialogue education into action and use narrative stories and examples from her extensive travels. Dialogue education values inquiry, integrity, and commitment to equity—values that are also central to democracy. Learners are treated as beings worthy of respect, recognized for the knowledge and experience they bring to their learning experience. Dialogue education emphasizes the importance of safety and belonging. It is an approach that welcomes one's certainties and one's questions.

Teaching and Learning for the Twenty-First Century Provides an overview of the key issues and dominant theories of teaching and learning today. It outlines the practical skills and information that are essential to effective distance education design, delivery and navigation.

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Teaching and Learning Strategies In this student-centered book, Debrah C. Sickler-Voigt provides proven tips and innovative methods for teaching, managing, and assessing all aspects of art instruction and student learning in today's diversified educational settings, from pre-K through high school. Up-to-date with the current National Visual Arts Standards, this text provides best practices in art education, and explains current theories and assessment models for art instruction. Using examples of students' visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning, Teaching and Learning in Art Education explores essential and emerging topics such as: managing the classroom in art education; artistic development from early childhood through adolescence; catering towards learners with a diversity of abilities; integrating technology into the art field; and understanding drawing, painting, paper arts, sculpture, and textiles in context. Alongside a companion website offering Microsoft PowerPoint presentations, assessments, and tutorials to provide ready-to-use-resources for professors and students, this engaging text will assist teachers in challenging and inspiring students to think creatively, problem-solve, and develop relevant skills as lifelong learners in the art education sector.
Leadership for Learning: Given the increased accountability at the college and university level, one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers. This book is a step-by-step guide for doing research to inform and improve teaching and learning and instruction about how to engage in these methodologies—including qualitative, quantitative, and mixed methods—Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one’s research skills to improve teaching. This valuable resource equips faculty with the skills to collect and use different types of research evidence to inform and improve teaching and learning in any college and university classroom. Special Features: Chapter opens highligh the questions and issues that will be addressed in each chapter. Recurring text boxes provide authentic examples from actual research studies, student work, and instructor reflections. Coverage of challenges, key successes, and lessons learned from classroom research presents a nuanced and complete understanding of the process.

Teaching and Learning in Higher Education in India and Australia The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

Thinking about Teaching and Learning Far too often, our students attain only a superficial level of knowledge that fails to prepare them for deeper challenges in school and beyond. In Teaching for Deeper Learning, renowned educators and best-selling authors Jay McTighe and Harvey F. Silver propose a solution: teaching students to make meaning for themselves. Contending that the ability to “earn” understanding will equip students to thrive in schools and in life, the authors highlight seven higher-order thinking skills that facilitate students’ acquisition of information for greater retention, retrieval, and transfer. These skills, which cut across content areas and grade levels and are deeply embedded in current academic standards, separate high achievers from their low-performing peers. Drawing on their deep well of research and the authors’ experiences teaching students to make meanings, this book provides practical tools and strategies to help teachers target each of the seven thinking skills in the classroom. Explain how teachers can incorporate the thinking skills and tools into lesson and unit design.

On Teaching and Learning The text outlines teaching strategies that can be used to facilitate classroom learning and engagement, including discovery learning, experiments, demonstrations, the use of questioning, the facilitation of discussion and the effective provision of feedback. Chapters include activities, diagrams and key points to help readers practise the strategies and consolidate knowledge.

Teaching for Learning This book describes how different nations have defined the core competencies and skills that young people will need in order to thrive in the twenty-first-century, and how those nations have fashioned educational policies and curricula meant to promote those skills. The book examines six countries—Chile, China, India, Mexico, Singapore, and the United States—exploring how each one defines, supports, and cultivates those competencies that students will need in order to succeed in the current century. Teaching and Learning for the Twenty-First Century appears at a time of heightened attention to comparative studies of national education systems, and to international student assessments such as those that have come out of PISA (the Program for International Student Assessment), led by the Organisation for Economic Co-operation and Development. This book’s crucial contribution to the burgeoning field of international education and policy is its special attention to first principle questions: As Reimers and Chung explain, “much can be gained by an explicit investigation of the intended purposes of education, in what they attempt to teach students, and in the related questions of why those purposes and how they are achieved.” These questions are crucial to education practice and reform at a time when educators (and the students they serve) face unique, pressing challenges. The book’s detailed attention to such questions signals its indispensable value for policy makers, scholars, and education leaders today.

Understanding Teaching and Learning Despite a growing body of research on teaching methods, instructors lack a comprehensive resource that highlights and synthesizes proven approaches. Teaching for Learning fills that gap. Each of the one hundred and eight lessons describes an approach and lists its essential features and elements demonstrates how that approach has been used in education, including specific examples from different disciplines reviews findings from the research literature describes techniques to improve effectiveness. Teaching for Learning provides instructors with a resource grounded in the academic knowledge base, written in an easily accessible, engaging, and practical style.

Activating a Teaching-Learning Philosophy This book discusses four approaches to incorporating student achievement in teacher evaluation. Seven chapters discuss: (1) “Teacher Evaluation and Student Achievement: An Introduction to the Issues”; (2) “What is the Relationship between Teaching and Learning?” (e.g., whether teachers are responsible for student learning and how to measure student learning); (3) “Assessing Teacher Performance through Comparative Student Growth: The Dallas Value-Added Accountability System”; (4) “Assessing Teacher Performance through Repeated Measures of Student Gains: The Tennessee Value-Added Assessment System”; (5) “Assessing Teacher Performance with Student Work: The Oregon Teacher Work Sample Methodology”; (6) “Assessing Teacher Performance in a Standards-Based Environment: The Thompson, Colorado, School District”; and (7) “Teacher Evaluation and Student Achievement: What are the Lessons Learned and Where Do We Go From Here?” (e.g., basic requirements of fair testing programs that are to be used to inform teacher evaluation). Chapters 3-6 include information on the purposes of the accountability system and how it was developed; student assessment strategies; how the accountability system works; how the accountability system relates to teacher evaluation; the advantages and disadvantages of the accountability system for teacher evaluation; and results of implementation. (Contains 66 references.) (SM)
Educating Everybody’s Children Rethink traditional teaching methods to improve student learning and retention in STEM. Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors’ extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual understanding the course is designed to teach Help students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds. The strategies presented in Teaching and Learning STEM don’t require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students’ learning. More information about Teaching and Learning STEM can be found at http://educationdesignsinc.com/book including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals.

Teaching and Learning in History

An Introduction to Distance Education Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods—and the wonder—of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don’t they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Creativity in Education & Learning You’ve probably heard the advice “put on your own oxygen mask before assisting others.” This is true both in airplanes and in classrooms—you have to take care of yourself before you can help someone else. If teachers are stressed out and exhausted, how can they have the patience, positive energy, and enthusiasm to provide the best instruction for students? Author Mike Anderson asked that question as a teacher himself, and the answers he found form the basis of The Well-Balanced Teacher. He found that teachers need to take care of themselves in five key areas to keep themselves in shape to care for their students. In addition to paying proper attention to their basic needs for nutrition, hydration, sleep, exercise, and emotional and spiritual refreshment, teachers also need Belonging: Teachers need to feel positive connections with other people, both in school and outside school. Significance: Teachers want to know that they make a positive difference through the work they do. Positive engagement: When teachers enjoy their work, they have great energy and passion for their teaching. Balance: Healthy teachers set boundaries and create routines so that they can have rich lives both in the classroom and at home. Anderson devotes a chapter to each of these needs, describing in frank detail his own struggles and offering a multitude of practical tips to help readers find solutions that will work for them. When teachers find ways to take care of their own needs, they will be healthier and happier, and they will have the positive energy and stamina needed to help their students learn and grow into healthy adults themselves.