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Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom Loucky, John Paul, Ware, Jean L., 2016-09-01 The flipped classroom methodology is one of the latest innovations in the field of education, challenging traditional notions of the classroom experience. Applying this methodology to language learning has the potential to further engage students and drive their understanding of key concepts. *Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom* explores the latest educational technologies and web-based learning solutions for effective language learning curricula. Featuring emergent research on critical topics and innovations in the field of education, this publication is an essential resource for educators, administrators, instructional designers, pre-service teachers, and researchers in the field of education.

Effective Use of Collective Peer Teaching in Teacher Education Rolf K Baltzersen, 2023-11-01 *Effective Use of Collective Peer Teaching in Teacher Education* investigates the learning benefits of letting students assume leadership roles in the classroom, emphasizing both theoretical analysis and firsthand empirical research conducted with pre-service teachers. Building on Vygotsky's 1987 sociocultural theory of human learning and research on collective intelligence, this volume introduces peer teaching as a pedagogical practice with a significant and underexplored learning potential. The first part of this book focuses on findings from two separate teacher education programs, while the second analyzes the learning processes through three conceptualized learning positions: peer teacher learning, peer student learning, and collective peer learning. Investigating the balance and interaction of these processes, this book argues that teaching and learning cannot at length be separated from each other and discusses the practical implications of this idea. This book will appeal to researchers, faculty, and teacher educators with interests in theories of learning and international and comparative education. Its crucial

insights into how learning can be maximized in the classroom will provide a nuanced picture of the complexity of learning processes The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Instructional Moves for Powerful Teaching in Higher Education Jeremy T. Murphy, Meira Levinson, 2023-03-07 A toolkit of strategies for postsecondary instructors to use to cultivate safe inclusive learning spaces and improve teaching Based on work conducted through the Instructional Moves project at Harvard University *Instructional Moves for Powerful Teaching in Higher Education* outlines the many ways in which good college and graduate school teaching is rooted in deliberate pedagogical choices that support active learning Jeremy T. Murphy and Meira Levinson distill good instruction to its essential components analyzing the careful steps successful instructors take to create learning spaces that encourage all students to do ambitious work Profiling professors in a range of contexts and disciplines Murphy and Levinson take readers on deep dives into individual instructors teaching methods in actual classrooms Each real world example is accompanied by a set of practical action points that can be adopted by both new and experienced instructors communities of practice and educational developers and coaches Collectively the examples underscore how students with differing abilities diverse identities and disparate worldviews can all benefit from student centered learning environments in which collaboration is valued and students are afforded opportunities to apply what they have learned Murphy and Levinson spotlight inclusive instructional moves such as community building exercises interactive lectures and discussion facilitation that nurture a sense of belonging and encourage student engagement in both in person and online settings They also explore the benefits of innovative teaching formats such as flipped classrooms simulations and virtual learning *Instructional Moves for Powerful Teaching in Higher Education* illustrates how pedagogical shifts small and large can improve college teaching powerfully

Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i.e. extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of

evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

Blended Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-08-18 Traditional classroom learning environments are quickly becoming a thing of the past as research continues to support the integration of learning outside of a structured school environment Blended learning in particular offers the best of both worlds combining classroom learning with mobile and web based learning environments Blended Learning Concepts Methodologies Tools and Applications explores emerging trends case studies and digital tools for hybrid learning in modern educational settings Focusing on the latest technological innovations as well as effective pedagogical practice this critical multi volume set is a comprehensive resource for instructional designers educators administrators and graduate level students in the field of education

Just in Time Teaching Scott Simkins, Mark Maier, 2023-07-03 Just in Time Teaching JiTT is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand using an online course management system While the phrase just in time may evoke shades of slap dash work and cut corners JiTT pedagogy is just the opposite It helps students to view learning as a process that takes time introspection and persistence Students who experience JiTT come to class better prepared and report that it helps to focus and organize their out of class studying Their responses to JiTT questions make gaps in their learning visible to the teacher prior to class enabling him or her to address learning gaps while the material is still fresh in students minds hence the label just in time JiTT questions differ from traditional homework problems in being designed not only to build cognitive skills but also to help students confront misconceptions make connections to previous knowledge and develop metacognitive thinking practices Students consequently spend more time on course concepts and ideas but also read their textbooks in ways that result in more effective and deeper learning Starting the class with students work also dramatically changes the classroom learning environment creating greater student engagement This book demonstrates that JiTT has broad appeal across the academy Part I provides a broad overview of JiTT introducing the pedagogy and exploring various dimensions of its use without regard to discipline Part II of the book demonstrates JiTT s remarkable cross disciplinary impact with examples of applications in physics biology the geosciences economics history and the humanities Just in Time Teaching article from The Hispanic Outlook in Higher Education Reprinted with permission from Hispanic Outlook in Higher

Education Magazine www.hispanicoutlook.com Emerging Technologies for STEAM Education Xun Ge, Dirk Ifenthaler, J. Michael Spector, 2015-09-09 This theory to practice guide offers leading edge ideas for wide scale curriculum reform in sciences technology engineering the arts and mathematics the STEAM subjects Chapters emphasize the critical importance of current and emerging digital technologies in bringing STEM education up to speed and implementing changes to curricula at the classroom level Of particular interest are the diverse ways of integrating the liberal arts into STEM course content in mutually reshaping humanities education and scientific education This framework and its many instructive examples are geared to ensure that both educators and students can become innovative thinkers and effective problem solvers in a knowledge based society Included in the coverage Reconceptualizing a college science learning experience in the new digital era Using mobile devices to support formal informal and semi formal learning Change of attitudes self concept and team dynamics in engineering education The language arts as foundational for science technology engineering art and mathematics Can K 12 math teachers train students to make valid logical reasoning Moving forward with STEAM education research Emerging Technologies for STEAM Education equips educators education researchers administrators and education policymakers with curricular and pedagogical strategies for making STEAM education the bedrock of accessible relevant learning in keeping with today s digital advances 陈文, 2002 *Seamless Assessment in Science* Sandra K. Abell, Mark J. Volkmann, 2006 This is a one stop guide for assessing students science learning and incorporating methods for embedding formative and summative assessment throughout any science unit **Learning Communities** Barbara Leigh Smith, 2004-09-08 Shows how learning communities can be a flexible and effective approach to enhancing student learning promoting curricular coherence and revitalizing faculty Provides the historical conceptual and philosophical context for learning communities and demonstrates that they can be a key element in institutional transformation From publisher description **To Improve the Academy** Linda B. Nilson, Judith E. Miller, 2009-10-12 The development of students is a fundamental purpose of higher education and requires for its success effective advising teaching leadership and management Professional and Organizational Development Network in Higher Education POD fosters human development in higher education through faculty instructional and organizational development A smart mix of big picture themes national developments and examples of effective faculty development initiatives from a variety of schools To Improve the Academy offers examples and resources for the enrichment of all educational developers This annual volume incorporates all the latest need to know information for faculty developers and administrators **Proceedings of the 2000 ASME Design Engineering Technical Conferences and Computers and Information in Engineering Conference: 20th Computers and Information in Engineering Conference** Asme Conference Proceedings, 2000 **Announcer**, 2004 **An Explanatory Model of Physics Faculty Conceptions about the Problem-solving Process** Hsia-Po Vincent Kuo, 2004 *Canadian Journal of Physics*, 2010 *The Effectiveness of Personal Response Systems at Increasing the Engagement*

and Achievement of Students in a Science Classroom Renee L. Gilson, 2010 **Readings in Cooperative Learning for Undergraduate Mathematics** Ed Dubinsky, David M. Mathews, Barbara E. Reynolds, 1997 **Atomica Physics 20** Christian Roos, Hartmut Häffner, Rainer Blatt, 2006-12-05 The 20th International Conference on Atomic Physics brought together more than 800 scientists discussing the most recent advances in atomic physics Among other topics this book covers new trends in quantum information the physics of cold degenerate gases cold molecules and precision measurements discussed by experts in the respective fields

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