International Journal Of Teaching And Case Studies | 038bb76be5e228514cfbf584d1d6ecc7

International Journal of Computer-Assisted Language Learning and Teaching, Vol 3 Iss 1Multilingual Education In Pesantren ContextInternational Journal of Web-based Learning and Teaching TechnologiesInternational Journal of Religious EducationINTERNATIONAL JOURNAL OF MULTIDISCIPLINARY PERSPECTIVES IN HIGHER EDUCATIONInternational Journal of Children-in-Science and TechnologyInternational Journal of Online Pedagogy and Course DesignBasic BiotechnologyInternational Journal of Web-Based Learning and Teaching Technologies (IJWLTT).International Journal of Evaluation and Research in EducationLearning and TeachingInteractive Multimedia in Education and TrainingWhy Science and Art Creativities MatterInternational Journal of Computer-Assisted Language Learning and Teaching, Vol 2 ISS 4Innovative Teaching and Learning in Higher EducationImmersion EducationSustainability in Higher EducationWeb-Based Learning and Teaching Technologies: Opportunities and ChallengesThinking TogetherTeacher's Professional DevelopmentSustainability in Higher EducationTeachers' Professional DevelopmentInternational Journal of Web-Based Learning and Teaching Technologies (IJWLTT).Shaping Higher Education with StudentsInternational Journal of Game-based Learning (IJGBL).Research on Service LearningInternational MindednessThe Digital EdgeEthical Technology Use, Policy, and Reactions in Educational SettingsDigital Innovations in Teaching and LearningMusical Creativity RevisitedInternational Journal of Information and Communication Technology EducationInternational Journal of Web-Based Learning and Teaching Technologies (IJWLTT).Education Governance and Social TheoryTeacher Leadership in Professional Development SchoolsEngaging Students as Partners in Learning and TeachingHuman Rights EducationLanguage Teacher CognitionCulturally Responsive TeachingInternational Journal of Web-based Learning and Teaching Technologies (ijwltt) Volume 11

International Journal of Computer-Assisted Language Learning and Teaching, Vol 3 Iss 1

Multilingual Education In Pesantren Context

International Journal of Web-based Learning and Teaching Technologies Why Science and Arts Creativities Matter is a ground-breaking text which significantly extends current understandings of STEAM and debates about individuation of disciplines vis- -vis transdisciplinary theory. Drawing upon posthumanism, new materialism and enactivism, this collection of chapters aims to dwell further into the ways in which we come to know in relationship with the world. The text draws together a wide set of approaches and points of views to stimulate dialogue and awareness of the different ways in which we can extend the repertoire of human faculties for thinking and experiencing the world. A unique invitation is shared with readers to develop greater understanding of the contribution of education across the arts and sciences and to re-imagine our collective futures. This book is a unique and timely volume that opens up several new lines of enquiry and arguments on STEAM education. It rebalances and readdresses the current emphasis in the literature around STEAM as another, newer opportunity to teach content. Instead, it brings a more specific focus on an entwining of contemporary theorists - putting theory to work - to extend the means for understanding and cultivating science and arts creativities, and make explicit key connections with the materiality of practices. This new go-to text offers a demonstration of how the latest research and theoretically engaged thinking (thinking through theory) on STEAM education can be put to work in practice. Contributors are: Ramsey Affifi, Sofie Areljung, Chris Brownell, Pamela Burnard, Kerry Chappell, Laura Colucci-Gray, Carolyn Cooke, Krist f Fenyvesi, Erik Fooladi, Cathy Francis, Lindsay Hetherington, Anna Hickey-Moody, Christine Horn, Tim Ingold, Riikka Kosola, Zsolt Lavicza, Elsa Lee, Saara Lehto, Danielle Lloyd, James Macallister, Caroline Maloney, Tessa Mcgavock, Karin Murris, Lena Nasiakou, Edvin stergaard, Anne Pirrie, Hermione Ruck Keene, Ruth Sapsed, Diana Scherer, Pallawi Sinha, Margaret Somerville, Keiren Stephenson, Carine Steyn, Jan Van Boeckel, Nicola Walshe, Olivier Werner, Marissa Willcox, and Heather Wren.

International Journal of Religious Education Higher Education has stayed the same for centuries. Look inside a classroom. Design-wise it's different. But the modus operandi is the same. Teachers are responsible for orchestrating activities. Students wait to be told what to do. This book on innovative teaching and learning in higher education flips the coin. It shows real life examples of innovative changes in teaching and learning practices explained by teachers. Chapters are divided into sections: 1) Play, role play and games 2) Student partnerships 3) Modern technologies 4) Case based teaching and learning 5) Authentic learning 6) E-learning.

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY PERSPECTIVES IN HIGHER EDUCATION This book offers a detailed account of the success of young immersion learners of Irish in becoming competent speakers of the minority language. The results highlight the limitations of an immersion system and will help immersion educators to gain a greater understanding of how young immersion learners learn and acquire the target language.

International Journal of Children-in-Science and Technology As computers are increasingly integrated into the classroom, instructors must address a number of pressing ethical questions regarding online behavior, course design, cyberbullying, and student cyber behavior. Ethical Technology Use, Policy, and Reactions in Educational Settings provides state-of-the-art research on the impact of ethical computer use in academia and emphasizes the cyberphilosophical aspects of human-computer interactions. It provides significant analysis of the ethical use of educational Internet and computer applications.

International Journal of Online Pedagogy and Course Design Within the central topics of the debate on teachers' professionalism are the problems of research-based and evidence-based initial and lifelong teacher behavior. Although the statements on professional similarities of teacher actions with those of other (academic) professionals are very plausible, there remains a central task for teacher education programs: How to develop towards such expertise—which is equal to evidence convictions—effectively and efficiently. Which role do scientific research and its results play in this context? How can research results be converted into recommendations for teacher actions?

Basic Biotechnology During the past two decades, telecommunication technologies combined with Web-enabled technologies have created a new technology-based focus, Web-based learning and teaching. This new area has changed the concept of education around the world, creating new challenges and opportunities offered by this new technology-based concept. Web-Based Learning and Teaching Technologies: Opportunities and Challenges addresses many issues, trends, opportunities and problems facing colleges and universities in the effective utilization and management of Web-based learning and teaching technologies.

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International Journal of Evaluation and Research in Education How black and Latino youth learn, create, and collaborate online The Digital Edge examines how the digital and social-media lives of low-income youth, especially youth of color, have evolved amidst rapid social and technological change. While notions of the digital divide between the "technology rich" and the "technology poor" have largely focused on access to new media technologies, the contours of the digital divide have grown increasingly complex. Analyzing data from a year-long ethnographic study at Freeway High School, the authors investigate how the digital media ecologies and practices of black and Latino youth have adapted as a result of the wider diffusion of the internet all around us--in homes, at school, and in the palm of our hands. Their eager adoption of different technologies forge new possibilities for learning and creating that recognize the collective power of youth: peer networks, inventive uses of technology, and impassioned interests that are remaking the digital world. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, The Digital Edge carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, The Digital Edge carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life.

Learning and Teaching

Interactive Multimedia in Education and Training This text emerges out of the need to share information and knowledge on the research and practices of using multimedia in various educational settings. It discusses issues relating to planning, designing and development of interactive multimedia, offering research data.

Why Science and Art Creativities Matter Featuring scholarly descriptions, teacher leader reflections, and thoughtful questions, this thoughtful collection will immerse readers in deep exploration of teacher leadership and student learning; definitions, structures, and cultures that promote teacher leadership; and teacher leader preparation and development.

International Journal of Computer-Assisted Language Learning and Teaching, Vol 2 ISS 4 Biotechnology is one of the major technologies of the twenty-first century. Its wide-ranging, multi-disciplinary activities include recombinant DNA techniques, cloning and the application of microbiology to the production of goods from bread to antibiotics. In this new edition of the textbook Basic Biotechnology, biology and bioprocessing topics are uniquely combined to provide a complete overview of biotechnology. The fundamental principles that underpin all biotechnology are explained and a full range of examples are discussed to show how these principles are applied; from starting substrate to final product. A distinctive feature of this text are the discussions of the public perception of biotechnology and the business of biotechnology, which set the science in a broader context. This comprehensive textbook is essential reading for all students of biotechnology and applied microbiology, and for researchers in biotechnology industries.

Innovative Teaching and Learning in Higher Education International Mindedness is a practical handbook which offers continuing professional development (CPD) solutions, support and guidance for international schools on a professional and whole-school level. It aims to encourage schools to work towards being 'internationally minded' and to enhance existing international teacher CPD programmes.

Immersion Education

Sustainability in Higher Education How is creativity understood and facilitated across music education settings? What is the power of creativity in enhancing individual and group learning? How is musical creativity used as a tool for cross-community integration? How can we research the interactions of those engaged in musical activities aimed at creative development? These are just some of the questions addressed in this fascinating new monograph. Musical Creativity Revisited is an authoritative volume of insights from theory, practice-based research and methodological analyses. Its chapters celebrate the diversity of the many different ways in which young and adult learners develop musical creativity. Following on from Musical Creativity: Insights from Music Education Research (Ashgate, 2012) Odena offers novel examples from practice and precise suggestions on how to research it. This book will be an essential point of reference for students, researchers, practitioners and practitioner-researchers interested in music education and creativity across the arts and social sciences. The chapters have been organized into three sections – Foundations, Practices and Research – including examples from in-depth studies focussed on a secondary school in England, higher music education in Spain and out-of-school settings in Northern Ireland. This is a book that will fascinate readers, inspiring them to think deeply about the many different ways in which musical creativity can be developed, its purposes and how to research it.

Web-Based Learning and Teaching Technologies: Opportunities and Challenges

Thinking Together

Teacher's Professional Development Over the past seven decades, human rights education has blossomed into a global movement. A field of scholarship that utilizes teaching and learning processes, human rights education addresses basic rights and broadens the respect for the dignity and freedom of all peoples. Since the founding of the United Nations and the adoption of the Universal Declaration of Human Rights in 1948, human rights education has worked toward ensuring that schools and non-formal educational spaces become sites of promise and equity. Bringing together the voices of leaders and researchers deeply engaged in understanding the politics and possibilities of human rights education as a field of inquiry, Monisha Bajaj's Human Rights Education shapes our understanding of the practices and processes of the discipline and demonstrates the ways in which it has evolved into a meaningful constellation of scholarship, policy, curricular reform, and pedagogy. Contributions by pioneers in the field, as well as emerging scholars, constitute this foundational textbook, which charts the field's rise, outlines its conceptual frameworks and models, and offers case studies from Africa, Asia, Latin America, Europe, the Middle East, and the United States. The volume analyzes how human rights education has been locally tailored to diverse contexts and looks at the tensions and triumphs of such efforts. Historicizing human rights education while offering concrete grounding for those who seek entry into this dynamic field of scholarship and practice, Human Rights Education is essential reading for students, educators, researchers, advocates, activists, practitioners, and policy makers. Contributors: Monisha Bajaj, Ben Cislaghi, Nancy Flowers, Melissa Leigh Gibson, Diane Gillespie, Carl A. Grant, Tracey Holland, Megan Jensen, Peter G. Kirchschlaeger, Gerald Mackie, J. Paul Martin, Sam Mejias, Chrissie Monaghan, Audrey Osler, Oren Pizmony-Levy, Susan Garnett Russell, Carol Anne Spreen, David Suárez, Felisa Tibbitts, Rachel Wahl, Chalank Yahya, Michalinos Zembylas.

Sustainability in Higher Education Support in higher education is an emerging area of great interest to professors, researchers and students in academic institutions. Sustainability in Higher Education provides discussions on the exchange of information between different aspects of sustainability in higher education. This book includes chapter contributions from authors who have provided case studies on various areas of education for sustainability. focus on sustainability present studies in aspects related with higher education explores a variety of educational aspects from an sustainable perspective

Teachers' Professional Development

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Shaping Higher Education with Students

International Journal of Game-based Learning (IJGBL). A central aspect of teachers' professional knowledge and competence is the ability to assess students' achievements adequately. Giving grades and marks is one prototypical task in this context. Besides giving grades, assessments for school placements or tracking decisions belong to these tasks. Relevant students' characteristics which influence teachers' assessments do not only involve academic achievement but also students' responses to different task demands as well as non-academic characteristics such as learning motivation or school anxiety. Closely associated with the investigation of teachers' assessment competences and, more specifically, the investigation of conditions associated with high quality of assessments is the development and evaluation of teacher training programs to improve professional competences. In recent years, there has been considerable progress in the domain of professional teacher training; however, only a very limited number of studies are dedicated to the question to what extend training programs might offer valuable approaches to improve the quality of assessments and to implement high assessment competences. Another important field which is closely related to teachers' competences concerns the question how teachers' professional development is linked to students' learning and learning outcomes. In recent years, the societal demand for evidence that teachers' professional development will result in improved student learning outcomes is increasing. This volume brings together questions on assessment, training, and learning in the professional development of teachers which have not been fully discussed yet. The identification of these research gaps was the reason for dedicating a series of lectures given at the University of Luxembourg 2012 to the topic of professionalization of teachers in these domains. Therefore, this book contains contributions from outstanding international scholars in different academic disciplines to present ideas about open research questions concerning the domains of assessment, training, and learning in the professional development of teachers.

Research on Service Learning In colleges and universities across the United States, students, faculty, and staff are forging new paths to sustainability. From private liberal arts colleges to major research institutions to community colleges, sustainability concerns are being integrated into curricula, policies, and programs. New divisions, degree programs, and courses of study cross traditional disciplinary boundaries; Sustainability Councils become part of campus governance; and new sustainability issues link to historic social and educational missions. In this book, leaders from twenty-four colleges and universities offer their stories of institutional and personal transformation. These stories document both the power of leadership -- whether by college presidents, faculty, staff, or student activists -- and the potential for institutions to redefine themselves. Chapters recount, among other things, how inclusive campus governance helped mobilize students at the University of South Carolina; how a course at the Menominee Nation's tribal college linked sustainability and traditional knowledge; how the president of Furman University convinced a conservative campus community to make sustainability a strategic priority; how students at San Diego State University built sustainability into future governance while financing a LEED platinum-certified student center; and how sustainability transformed pedagogy in a lecture class at Penn State. As this book makes clear, there are many paths to sustainability in higher education. These stories offer a snapshot of what has been accomplished and a roadmap to what is possible. Colleges and Universities CoveredArizona State University • Central College, Iowa • College of the Menominee Nation, Wisconsin • Curriculum for the Bio-region Project, Pacific Northwest • Drury University, Missouri • Emory University, Georgia • Florida A&M University • Furman University, South Carolina • Green Mountain College, Vermont • Kap'olani Community College, Honolulu, Hawaii • Pennsylvania State University •San Diego State University • Santa Clara University, California • Slippery Rock State University, Pennsylvania • Spelman College, Georgia • Unity College, Maine • University of Hawaii--Manoa • University of Michigan • University of South Carolina • University

of South Florida • University of Wisconsin--Oshkosh • Warren Wilson College, North Carolina • Yale University

International Mindedness The study of 'education governance' is a significant area of research in the twenty-first century concerned with the changing organisation of education systems, relations and processes against the background of wider political and economic developments occurring nationally and globally. In Education Governance and Social Theory these important issues are critically examined through a range of innovative theoretical perspectives and methodological approaches to assist in guiding those interested in better understanding and engaging with education governance as an object of critical inquiry and a tool or method of research. With contributions from an international line-up of academics, the book judiciously combines theory and methodologies with case study material taken from diverse geo-political settings to help frame and enrich our understanding of education governance. This is a theoretically and empirically rich resource for those who wish to research education governance and its multifarious operations, conditions and effects, but are not sure how to do so. It will therefore appeal to readers who have a strong interest in the practical application of social theory to making sense of the complex changes underway in education across the globe.

The Digital Edge

Ethical Technology Use, Policy, and Reactions in Educational Settings

Digital Innovations in Teaching and Learning Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world. As student engagement takes centre stage in academic life, how can academics and university leaders engage with their students to connect research and teaching more effectively? In this highly accessible book, the contributors show how students and academics can work in partnership to shape research-based education. Featuring student perspectives, it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy, including principles of working with students as partners in higher education, connecting students with real-world outputs, transcending disciplinary boundaries in student research activities, connecting students with the workplace, and innovative assessment and teaching practices. Written and edited in full collaboration with students and leading educator-researchers from a wide spectrum of academic disciplines, this book poses fundamental questions about learning and learning communities in contemporary higher education.

Musical Creativity Revisited Relationship Domain of Form Six Teachers Thinking in Teaching with External Factors of Form Six Teachers Mokhtar bin Pet, Ahmad Johari Hj Sihes 1-7 Primary Science Teaching to Bicolano Students: In Bicol, English or Filipino? Jualim Datiles Vela 8-15 Socio-Economic Background and Access to Internet as Correlates of Students Achievement in Agricultural Science Sunday Paul Adegoke, Modupe M. Osokoya 16-21 Students' Satisfaction Toward The Services of The Chemical Laboratory Astin Lukum, Yoseph Paramata 22-29 The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College Ng Sau Ping, Mahendran Maniam 30-37 Correlation between Teacher's PCK (Pedagogical Content Knowledge) and Student's Motivation in Primary School Ika Maryani, Sri Tutur Martaningsih 38-44

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Education Governance and Social Theory

Teacher Leadership in Professional Development Schools This book explores the topic of teacher cognition, making use of sociocultural theory as a framework to understand what teachers know, think, believe and do in their professional contexts through 'applied' conversation analysis. The author examines what teaching and learning mean to teachers by analyzing the interactional work they do with their students, considering when and why teachers make interactive decisions as well as how they utilize new technological tools to address their pedagogical objectives. After discussing how teachers construct identities and display emotions in the classroom, she presents suggestions for language teacher education and development, pedagogy improvement and teacher knowledge. This book will be of interest to language teachers and teacher trainers, as well as students and scholars of applied linguistics and sociocultural theory.

Engaging Students as Partners in Learning and Teaching

Human Rights Education A guide to developing productive student-faculty partnerships in higher education Student-faculty partnerships is an innovation that is gaining traction on campuses across the country. There are few established models in this new endeavor, however. Engaging Students as Partners in Learning and Teaching: A Guide for Faculty offers administrators, faculty, and students both the theoretical grounding and practical guidelines needed to develop student-faculty partnerships that affirm and improve teaching and learning in higher education. Provides theory and evidence to support new efforts in student-faculty partnerships Describes various models for creating and supporting such partnerships Helps faculty overcome some of the perceived barriers to student-faculty partnerships Suggests a range of possible levels of partnership that might be appropriate in different circumstances Includes helpful responses to a range of questions as well as advice from faculty, students, and administrators who have hands-on experience with partnership programs Balancing theory, step-by-step guidelines, expert advice, and practitioner experience, this book is a comprehensive why- and how-to handbook for developing a successful student-faculty partnership program.

Language Teacher Cognition The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Constituting a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2B, sold separately, also opens with chapters focused on defining the criteria for quality research. It looks at community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.

Culturally Responsive Teaching The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

International Journal of Web-based Learning and Teaching Technologies (ijwltt) Volume 11 Multilingual has played an important role in globalization era as a tool to drive competitiveness among people or countries over the world, such in economic, trade, policy, culture, and also education. It was defined ordinarily as the ability to speak or to communicate using three or more languages (McArthur, 1992: 673; Edwards, 1994: 33; Vildomec, 1963: 28; Kemp, 2009: 11). The benefits of being multilingual exhibit over monolinguals and not restricted to linguistic knowledge only but extend outside the area of language. The substantial long-lived cognitive, social, personal, academic, and professional benefits of enrichment multilingual context have been well documented (Cummins, 1981: 3; Cook, 2001; Diaz R, Klingler, 1991: 167; Lam, Wan Shun Eva and Rosario-Ramos, Enid, 2009: 171).