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Roll of Thunder, Hear My Cry Mildred D. Taylor 1997 Young Cassie Logan endures humiliation and witnesses the racism of the KKK as they embark on a cross-burning rampage, before she fully understands the importance her family attributes to having land of their own.


Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination Chisita, Collence Takaingenhamo 2021-01-15 The convergence of technologies and emergence of interdisciplinary and transdisciplinary modus of knowledge production justify the need for research that explores the disinterestedness or interconnectivity of the information science disciplines. The quantum leap in knowledge production, increasing demand for information and knowledge, changing information needs, information governance, and proliferation of digital technologies in the era of ubiquitous digital technologies justify research that employs a holistic approach in x-raying the challenges of managing information in an increasingly knowledge- and technology-driven dispensation. The changing nature of knowledge production for sustainable development, along with trends and theory for enhanced knowledge coordination, deserve focus in current times. The Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination draws input from experts involved in records management, information science, library science, memory, and digital technology, creating a vanguard compendium of novel trends and praxis. While highlighting a vast array of topics under the scope of library science, information science, knowledge transfer, records management, and more, this book is ideally designed for knowledge and information managers, library and information science schools, policymakers, practitioners, stakeholders, administrators, researchers, academicians, and students interested in records and information management.

Evidence-Based Teaching for the 21st Century Classroom and Beyond Kumaran Rajaram 2021-03-16 This book serves as an essential intervention where the innovative, evidence based and contemporary teaching, learning approaches, strategies and learning support systems to be incorporated in the learning process are presented, supported with findings. It addresses the complex challenges and limitations in practice supported with evidence, hence providing possible approaches to address them. It also addresses an interesting scope of topics that are both contemporary and essential to almost all academics that have a high responsibility to nurture, develop, train and equip learners both at the undergraduate and post-graduate levels at the university with the relevant skills and competencies.

Online Assessment and Measurement Mary Hricko 2006-01-01 “This book explores the development of online assessment and the way practitioners of online learning can modify their methodologies in the design, development, and delivery of their instruction to best accommodate their participants”—Provided by publisher.

Teaching To Transgress Bell Hooks 2014-03-18 First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company. Conversations about Adult Learning in Our Complex World Carrie J. Boden 2012-12-01 We recognize that our society and demands for lifelong learning changes rapidly, and needs to continue to be rapidly effectively infused in changing forms into the teaching and learning process. Conversations about Adult Learning in Our Complex World focuses the study of adult learning to address the issues of living and learning within a complex world— the epitome of the
21st century. Readers will find that this book is valuable for a wide variety of professors, researchers, practitioners, and students in fields related to adult learning and adult education as it reveals emerging research and trends relevant for today and tomorrow. Moreover, this publication represents some of the most innovative and thoughtful scholarship resulting from the work of the Adult Higher Education Alliance and, arguably, the field of adult education. The book is arranged thematically in five sections, each one dealing with a domain where intercultural competence and other fundamental skills may improve the learning experiences for adult learners. The sections include, The Learning Environment and Authentic Teaching, Interculturally Competent Classroom Practices, Programming for Adults—Redesigning University to Serve Adult Learners, Professional Development, Teacher Training, and Leadership Development, and Meaningful Assessment of Programs for Adults.

Teaching Community bell hooks 2013-08-21 Ten years ago, bell hooks astonished readers with Teaching to Transgress: Education as the Practice of Freedom. Now comes Teaching Community: A Pedagogy of Hope - a powerful, visionary work that will enrich our teaching and our lives. Combining critical thinking about education with autobiographical narratives, hooks invites readers to extend the discourse of race, gender, class and nationality beyond the classroom into everyday situations of learning. bell hooks writes candidly about her own experiences. Teaching, she explains, can happen anywhere, any time - not just in college classrooms but in churches, in bookstores, in homes where people get together to share ideas that affect their daily lives. In Teaching Community bell hooks seeks to theorize from the place of the positive, looking at what works. Writing about struggles to end racism and white supremacy, she makes the useful point that “No one is born a racist. Everyone makes a choice.” Teaching Community tells us how we can choose to end racism and create a beloved community. hooks looks at many issues-among them, spirituality in the classroom, white people looking to end racism, and erotic relationships between professors and students. Spirit, struggle, service, love, the ideals of shared knowledge and shared learning - these values motivate progressive social change. Teachers of vision know that democratic education can never be confined to a classroom. Teaching - so often undervalued in our society - can be a joyful and inclusive activity. bell hooks shows the way. “When teachers teach with love, combining care, commitment, knowledge, responsibility, respect, and trust, we are often able to enter the classroom and go straight to the heart of the matter, which is knowing what to do on any given day to create the best climate for learning.”

The Instruction Myth John Tagg 2019-04-05 Higher education is broken, and we haven’t been able to fix it. Even in the face of great and growing dysfunction, it seems resistant to fundamental change. At this point, can anything be done to save it? The Instruction Myth argues that yes, higher education can be reformed and reinvigorated, but it will not be an easy process. In fact, it will require universities to abandon their central operating principle, the belief that education revolves around instruction, easily measurable in course syllabi, credits, and enrollments. Acclaimed education scholar John Tagg presents a powerful case that instruction alone is worthless and that universities should instead be centered upon student learning, which is far harder to quantify and standardize. Yet, as he shows, decades of research have indicated how to best promote student learning, but few universities have systematically implemented these suggestions. This book demonstrates why higher education must undergo radical change if it hopes to survive. More importantly, it offers specific policy suggestions for how universities can break their harmful dependence on the instruction myth. In this extensively researched book, Tagg offers a compelling diagnosis of what’s ailing American higher education and a prescription for how it might still heal itself.

Religious Studies Skills Book Eugene V. Gallagher 2018-12-13 Studying religion in college or university? This book shows you how to perform well on your course tests and examinations, write successful papers, and participate meaningfully in class discussions. You’ll learn new skills and also enhance existing ones, which you can put into practice with in-text exercises and assignments. Written by two award-winning instructors, this book identifies the close reading of texts, material culture, and religious actions as the fundamental skill for the study of religion at undergraduate level. It shows how critical analytical thinking about religious actions and ideas is founded on careful, patient, yet creative “reading” of religious stories, rituals, objects, and spaces. The book leads you through the description, analysis, and interpretation of examples from multiple historical periods, cultures, and religious traditions, including primary source material such as Matthew 6:9-13 (The Lord’s Prayer), the gohonzon scroll of the Japanese new religion Soka Gakkai, and the pilgrimage to Mecca (hajj). It provides you with typical assignments you will encounter in your studies, showing you how you might approach tasks such as reflective, interpretive or summary essays. Further resources, found on the book’s website, include bibliographies, and links to useful podcasts.

K-12 Classroom Teaching Andrea M. Guillame 2008 K-12 Classroom Teaching: A Primer for New Professionals is a teaching guide written in clear, reader-friendly language. In the Primer, readers explore key aspects of classroom teaching including the context of teaching today, strategies for learning about students, planning and assessment, instruction
AND INSTRUCTIONAL STRATEGIES, CLASSROOM MANAGEMENT, FINDING A PERSONAL EDUCATIONAL STANCE AND GROWING PROFESSIONALLY. EACH CHAPTER IS DESIGNED TO COVER THE MATERIAL THOROUGHLY AND CONCISELY SO THAT READERS CAN MAKE THE BEST USE OF THEIR TIME. THIS BOOK ENCOURAGES READERS TO REFLECT ON THEIR PAST EXPERIENCES, TO QUESTION THEIR ASSUMPTIONS, TO CONSIDER MULTIPLE SOURCES OF INFORMATION, AND TO COMMIT TO ENACTING WELL-DEFINED NOTIONS OF GOOD PRACTICE THAT ADDRESS LEARNERS' DIVERSE NEEDS WHILE HONORING THE DIGNITY OF THE HUMAN EXPERIENCE. THIS BRIEF, INEXPENSIVE VOLUME IS THE ANSWER FOR THOSE WHO NEED A QUICK INTRODUCTION TO TEACHING IN ORDER TO PREPARE FOR CERTIFICATION OR ALTERNATIVE CERTIFICATION.

**Designing and Conducting Your First Interview Project**

**Bruce K. Friesen** 2010-04-20 Designing and Conducting Your First Interview Project Using a clear, easily followed approach, Designing and Conducting Your First Interview Project helps anyone new to the process develop the skills to conduct the most essential part of social research data collection: the interview. The book also shows how to organize, analyze, and interpret the data. This workbook provides a step-by-step template for a collaborative class experience in social science. Organized according to the steps of the deductive scientific method, it includes essential activities to take place during class after the appropriate chapter has been read. The book begins with the process of choosing a topic and proceeds through hypothesis development, interview data collection, data entry using SPSS, and elementary data analysis. The final chapter includes the formal assignment and instructions to students on how to write about their experiences in a way that will produce an excellent final paper. By selecting the hypothesis, gathering the data, and analyzing the results, students will gain an appreciation for the strengths and potential weaknesses of “knowing” things through doing quantitative social science.

**Engaging Minds**

**Brent Davis** 2015-05-01 Engaging Minds: Cultures of Education and Practices of Teaching explores the diverse beliefs and practices that define the current landscape of formal education. The 3rd edition of this introduction to interdisciplinary studies of teaching and learning to teach is restructured around four prominent historical moments in formal education: Standardized Education, Authentic Education, Democratic Citizenship Education, Systemic Sustainability Education. These moments serve as the foci of the four sections of the book, each with three chapters dealing respectively with history, epistemology, and pedagogy within the moment. This structure makes it possible to read the book in two ways – either “horizontally” through the four in-depth treatments of the moments or “vertically” through coherent threads of history, epistemology, and pedagogy. Pedagogical features include suggestions for delving deeper to get at subtleties that can’t be simply stated or appreciated through reading alone, several strategies to highlight and distinguish important vocabulary in the text, and more than 150 key theorists and researchers included among the search terms and in the influences section rather than a formal reference list.

**When Kids Can’t Read, what Teachers Can Do**

**G. Kylene Beers** 2003 A guide to help teachers reach struggling readers offers practical strategies, classroom skills, and activities. Open Education

**Patrick Blessinger** 2016-12-19 This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. A must-read for practitioners, policy-makers, scholars and students in the field of education.

**Daniel - Teacher's Manual PDF**

**Dr. Brian J. Bailey** 2020-01-21 Dr. Bailey’s commentary on the Book of Daniel offers an insightful analysis of this precious book, showing us what will happen to a people, a nation, or an individual who honors the Lord. All who choose wisdom, purity of heart, and righteousness shall prosper and be eventually honored by the Lord. Through the pages of this book you will experience the excitement of discovery as Dr. Bailey clearly unfolds the hidden mysteries of the present and future events in Europe and the Middle East. As he walks us progressively through the book of Daniel, he skillfully provides valuable keys that unlock the treasury of truths contained therein.

**Facilitating Deep Learning**

**Julian Hermida** 2014-07-01 Deep learning is a committed approach to learning. It is a process of constructing and interpreting new knowledge in light of prior cognitive structures and experiences, which can be applied in new, unfamiliar contexts. Deep learning produces learning that lasts a lifetime; and it results in better quality learning and profound understanding. In contrast, surface learning involves a dispassionate approach to learning. The surface learner is not concerned with understanding. Information acquired is usually lost after examinations; and there is no profound understanding or knowledge construction. Research studies show that most university and college students today take a surface approach to learning. The purpose of this book is to show readers how to create a learning environment that promotes deep learning in their classes. The book will do so by providing readers with the theoretical and pedagogical tools needed to:

- Understand the notion of deep learning
- Design and implement courses that encourage students to take a deep approach to learning
- Design engaging and innovative teaching and learning activities that encourage students to use higher-order cognitive skills to construct knowledge and negotiate meaning
Implement assessment tools aimed at facilitating the deep learning process • Support international and other nontraditional students to construct learning deeply. The book begins with an examination of the big picture: the institutional constraints that hinder a culture of deep learning. From there, it deconstructs the concept of deep learning, and it examines every element of the deep learning process. It also discusses the factors that contribute to produce a deep learning environment. The rest of the chapters are about how to facilitate deep learning. The book examines every component of the teaching and learning system: goals, performances, and evaluation. It discusses strategies and methods that teachers can adopt to help students learn how to read and write in their disciplines in a deep way. The book also discusses the notion of inclusive deep learning environments which focus on engaging nontraditional students.

Transforming Student Travel Faye Brenner 2015-09-16 Transforming Student Travel calls for a paradigm shift in the student tour industry: educators collaborating to create a student-centered, inquiry-based tour. Marcel Proust said, “The real voyage of discovery consists not in seeking new landscapes but in having new eyes.” This resource guide explores ways educators can encourage students not only to see with “new eyes,” but also to understand how they know. The International Baccalaureate informs the first part of the book which includes educational research as well as practical suggestions for improving the tour experience, including an integration of academic subjects. Although much has been written about the impact of international travel, this book explores ways educators can transform domestic tours for public and parochial school students. The second part of the book offers resource guides for four cities - Washington, D.C.; New York; Philadelphia; and Boston. Teachers, tour directors, and tour operators, will find discussion questions activities as well as detailed background information for four of the most visited cities by students. Many of the questions and strategies can be adapted for other landscapes.

Out of My Mind Sharon M. Draper 2012-05 Considered by many to be mentally retarded, a brilliant, impatient fifth-grader with cerebral palsy discovers a technological device that will allow her to speak for the first time.

School, Family, and Community Partnerships Joyce L. Epstein 2018-07-19 Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students’ education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Leadership for Evidence-Based Innovation in Nursing and Health Professions Daniel Weberg 2019-09-30 Leadership for Evidence-Based Innovation in Nursing and Health Professions, Second Edition takes a patient-centered approach, discusses the perspectives on the dynamic of innovation and evidence as well as emerging competencies for leaders of healthcare innovation, making it the ideal textbook for DNP and Masters level leadership courses.

Teaching at Its Best Linda B. Nilson 2010-04-20 Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman’s Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for the Third Edition of Teaching at Its Best Everyone—veterans as well as novices—will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation.”—Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie’s Teaching Tips This new edition of Dr. Nilson’s book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans!”—L. Dee Fink, author, Creating Significant Learning Experiences This third edition of Teaching at Its Best is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions.”—Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie’s Teaching Tips Leadership for Evidence-Based Innovation in Nursing
Diane L. Baron, Barbara Mills.**Cooperative Learning in Higher Education.** 2012-03-12 Research has identified cooperative learning as one of the ten high impact practices that improve student learning. If you have ever been interested in cooperative learning, but wondered how it would work in your discipline, this book provides the necessary theory, and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college, and graduate courses in history and the sciences, and how it works in small and large classes, as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels. The chapters showcase cooperative learning in action, at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon, and cross-reference, each others' chapters, describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

Jodi Levine Laufgraben and Nancy S. Shapiro address a wide range of topics such as campus culture for sustaining learning communities, learning communities and the curriculum, pedagogies, and faculty development. **Handbook of Research on Advancing Critical Thinking in Higher Education.** Wisdom, Sherrie 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students, upon entering college, lack the critical thinking skills necessary to succeed. While much has been written regarding the 'lack' of critical thinking, less has been written on the success of methods implemented to develop this fundamental skill. The Handbook of Research on Advancing Critical Thinking in Higher Education explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies. Due to the difficulties associated with teaching critical thinking skills to learners of any age, this publication is a crucial addition to the scholarly reference works available to pre-service and early career teachers, seasoned educational professionals, professors across disciplines, curriculum specialists, and educational administrators.

Annette Swanson 2008-04-01 This book features sixteen chapters written by distinguished scholars who collectively point to a roadmap for advancing business ethics education. **Advancing Business Ethics Education.** Diane L. Swanson 2008-04-01 This book features sixteen chapters written by distinguished scholars who collectively point to a roadmap for advancing business ethics education at a critical juncture in the history of corporate America. The editors frame the book with an introductory chapter that details a gold standard for delivering ethics in the business school curriculum that signals to students that ethics matters, provides an adequate counterbalance to the amoral subtext that dominates much of business education, remedies assessment problems associated with current accrediting standards, and
Preparing students for newly minted and fast-growing careers in ethics compliance, risk management, and corporate social responsibility. The chapters that follow lay out some challenges and opportunities that administrators and educators need to address in order to improve business ethics education and business school reputations in a post-Enron climate. Both traditional and experimental perspectives on delivering ethics in the curriculum are covered in conjunction with research that substantiates the potential for improving student ethics competencies after exposure to ethics coursework. Methods for incorporating ethics in various subjects, including accounting, corporate governance, environmentalism, global business, managerial decision making, and human resource management are also given as part of the roadmap for advancing business ethics education.

**Teaching Children to Care** Ruth Charney 2002-03-01

“Ruth Charney gives teachers help on things that really matter. She wants children to learn how to care for themselves, their fellow students, their environment, and their work. Her book is loaded with practical wisdom. Using Charney’s positive approach to classroom management will make the whole school day go better.” - Nel Noddings, Professor Emeritus, Stanford University, and author of Caring This definitive work about classroom management will show teachers how to turn their vision of respectful, friendly, academically rigorous classrooms into reality. The new edition includes: More information on teaching middle-school students Additional strategies for helping children with challenging behavior Updated stories and examples from real classrooms. “Teaching Children to Care offers educators a practical guide to one of the most effective social and emotional learning programs I know of. The Responsive Classroom approach creates an ideal environment for learning—a pioneering program every teacher should know about.” - Daniel Goleman, Author of Emotional Intelligence “I spent one whole summer reading Teaching Children to Care. It was like a rebirth for me. This book helped direct my one whole summer reading Teaching Children to Care. Goleman, Author of Emotional Intelligence “I spent one whole summer reading Teaching Children to Care.

**Awaken 101**

Through challenging provocations, uplifting narratives, and profound insights, this book emboldens readers to experience their lives, not as spectators, but as reflective, courageous and purposeful participants. We can turn toward the problems, look them in the eye, and begin the work of setting things right—we can begin the process of awakening. Aimed at those open to unlearning and seeing with new eyes, this book combines the experience of a seasoned university professor and a discerning millennial to offer a bold alternative to our culture’s standard, one-size-fits-all, uninspiring prescription for “success.” Organized as a five-part journey, it explores, both cognitively and experientially, what it might mean to become fully alive and to assume the rightful authorship of your life. By breaking out of the dominant narrative of how life should be lived, and by becoming more aware of the world around us, we can gain the tools essential for becoming open-minded, embodied, introspective and soulful human beings.

**Shut Your Mouth George Catlin 1869**

Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S. 2009-05-31 “This research publication accommodates in-depth studies that elucidate both the prospects and problems of learning assessment in higher education” — Provided by publisher.

**What Is a “Good” Teacher?** David Booth 2017-11-01 Drawn from the classrooms of real teachers, the latest research, and over 70 years of combined teaching experience, this book offers valuable insights on being the best teacher you can be for your students. Beginning with developing your teacher identity and getting to know your students, What Is a “Good” Teacher? goes on to show you how to implement effective strategies and techniques in your classrooms, and gain a better understanding of how effective schools work. 35 compelling characteristics of “good” teachers offer inspiration and guidance, along with tangible ways of continuing to grow and develop into your own best teacher.

**The Outsiders** S. E. Hinton 2019 The struggle of three brothers to stay together after their parent’s death and their quest for identity among the conflicting values of their adolescent society.

**Teaching with Your Mouth Shut** Donald L. Finkel 2000 Teaching with Your Mouth Shut is not intended as a manual for teachers; it aims to provoke reflection on the many ways teaching can be organized. Improv for Democracy Don Waisanen 2020-10-01 Explores how improv-based teaching and training methods can bridge differences and promote the communication, leadership, and civil skills our world urgently needs. While much has been written about what democracies should look like, much less has been said about how to actually train citizens in democratic perspectives and skills. Amid the social and political crises of our time, many programs seeking to bridge differences between citizens draw from the surprising field of improvisational theater. Improv trains people to engage with one another in ways that promote empathy and understanding. Don Waisanen demonstrates how improv-based teaching and training methods can forward the communication, leadership, and civic skills our world urgently needs. Waisanen includes specific exercises and thought
Experiments that can be used by educators; advocates for civic engagement and civil discourse; practitioners and scholars in communication, leadership, and conflict management; training and development specialists; administrators looking to build new curricula or programming; and professionals seeking to embed productive, sustainable, and socially responsible forms of interaction in and across organizations. Ultimately this book offers a new approach for helping people become more creative, heightened awareness, think faster, build confidence, operate flexibly, improve expression and governance skills, and above all, think and act more democratically. Don Waisanen is Professor of Communication at the Marxe School of Public and International Affairs at Baruch College, City University of New York. He is the author of Political Conversion: Personal Transformation as Strategic Public Communication.

Transforming Classroom Culture A. Dallalfar 2011-09-26 Transforming Classroom Culture is an anthology of original work authored by diverse faculty who work in a variety of New England college and university settings - private and public, racially homogeneous and diverse. The authors focus on institutional contexts that promote innovation in teaching practice, faculty identity as a resource for effective pedagogy, and dilemmas and outcomes of student-faculty engagement in the classroom.

Español en Estados Unidos y otros contextos de contacto Manel Lacorte 2009 En respuesta al creciente interés por los estudios ecólogicos de los fenómenos lingüísticos, este volumen presta especial atención a la influencia de los contextos culturales, históricos y políticos.

Optimizing K-12 Education through Online and Blended Learning Ostashewski, Nathaniel 2016-07-13 The integration of information and communication technologies in education is unavoidable, as an increasing percentage of educators embrace modern technology, others are faced with the decision to reevaluate their own pedagogical practices or become obsolete. To meet the needs of students, one must first define what stipulates a successful K-12 student, the best practices of online classrooms, the warning signs for low-performing students, and how to engage web-based students. Optimizing K-12 Education through Online and Blended Learning addresses the models, support, cases, and delivery of K-12 online education. Seeking to further the conversation about the most effective ways to integrate ICT into the classroom, this publication presents theoretical frameworks to support educators and administrators. This book is an essential collection of research for teachers, administrators, students of education, IT professionals, developers, and policy makers.

Hitting Pause Gail Taylor Rice 2017-12-31 Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures, or indeed of any form of instruction, whether a presentation or in an experiential setting. This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention, reinforce key points, and review learning. It also provides 65 adaptable pause ideas to use at the opening of class, mid-way through, or as closers. Starting with brain science research on attention span and cognitive load, Rice bases her book on two fundamental principles: shorter segments of instruction are better than longer ones, and learners who actively participate in instruction learn better than those who don’t. Pausing helps teachers apply these principles and create student engagement without requiring major changes in their lesson plans. With careful planning, they can integrate pauses into learning sessions with ease and significantly reinforce student learning. They will also gain feedback on students’ comprehension. Rice sets out the characteristics of good pauses, gives advice on how to plan them and how to introduce them to maximum effect. She provides compelling examples and concludes with a repertory of pauses readers can easily modify and apply to any discipline. This book contains a compendium of strategies that any teacher can fruitfully use to reinforce learning, as well as a stepping stone to those seeking to transition to more active learning methods. It: • Makes the case for using pauses • Identifies the primary functions of pauses: focusing, refocusing, enhancing retention, or closing off the learning experience • Provides research evidence from cognitive science and educational psychology • Provides practical guidance for creating quick active learning breaks • Distinguishes between starting, middle, and closing pauses • Includes descriptions, with suggested applications, of 65 pauses.