

Chapter 2 Exploring Collaborative Learning Theoretical

Collaborative teaching and learning has been a focus of research recently, yet it can sometimes be a challenge for multicultural students in an educational setting. This second volume of a two-volume edition helps lecturers, educators, and teachers create collaborative teaching and learning experiences with multicultural adult learners in higher education. The authors of this volume provide: outlines of some of the positive relationships that can be developed among students and educators when the process of gaining knowledge is seen as a co-constructed process, approaches to relational intelligence and collaborative learning, research from neuropsychology and practical applications to teaching, and characterizations of emotional intelligence and sociocognitive skills needed in collaborative learning environments. Though focused on Asian students and their experiences, this volume includes information for all students and educators who are engaged in the collaborative search for knowledge. This is the 143rd volume of this Jossey-Bass higher education series. It is ideal reading for college professors, lecturers, students, professors, IT experts, instructional designers, curriculum developers, administrators, higher education faculty, researchers, and policymakers.

Migration is an old, perhaps perpetual, phenomenon. Currently, it is an urgent challenge involving huge numbers of people who leave their home in search of a better life. Differences in language, customs, and norms are often joined by specific manifestations of xenophobia born of particular differences between host countries and their current influx of migrants. In a pronounced way, then, migration reveals important societal questions[of solidarity, of identity, of transition and transformation, of human rights and obligations. The explorations in this collection highlight individual stories of migrants, showcase innovative research methods, and explore concepts and theories that might be usefully applied toward learning needs in a migration society. Including insights from scholars across 14 different countries, this book offers an international perspective on the role of adult education in addressing migration. Such international comparisons hold great potential for seeing new possibilities in any single country, whether in Europe, North America, or across the world.

Effective use of technology in areas that include admissions, record keeping, billing, compliance, athletic administration, and more hold untold potential to transform higher education by introducing significant efficiencies and dramatic cost reductions in serving students. How the institution organizes itself will to a large extent depend on how the IT systems are established and maintained. The design, development, management, utilization, and evaluation of these IT systems will be necessary for the university to operate successfully. IT Issues in Higher Education: Emerging Research and Opportunities is a pivotal reference source that provides vital research on the integration and management of information technology in higher education with a focus on issues of security, data management, student access to information, and staff competency. This publication explores present-day educational environments as well as educators' methods of applying technology to student success and highlights topics that include personal devices and institutional innovation. It is ideal reading for college professors, lecturers, students, professors, IT experts, instructional designers, curriculum developers, administrators, higher education faculty, researchers, and policymakers.

Interprofessionalism, an emerging model and philosophy of multi-disciplinary and multi-agency working, has in increasingly become an important means of cultivating joint endeavors across varied and diverse disciplinary and institutional settings. Interprofessional E-Learning and Collaborative Work: Practices and Technologies is therefore, an important source for understanding how interprofessionalism can be promoted and enhanced at various levels in learners' educational experiences, particularly with regard to e-learning and reusable learning objects, given the potential to cross boundaries of time, location and academic disciplines. This book provides relevant theoretical frameworks and the latest case driven research findings to improve understanding of interprofessional possibilities through e-learning at the level of universities, networks and organizations, teams and work groups, information systems and at the level of individuals as actors in the networked environments.

Inter-firm Collaboration, Learning and Networks

Multicultural Awareness and Technology in Higher Education: Global Perspectives

Research on Enhancing the Interactivity of Online Learning

Using the Cloud to Individualize Instruction

Collaborative Learning in Media Education

Interprofessional E-Learning and Collaborative Work: Practices and Technologies

A Cultural Historical Approach to Social Displacement and University-Community Engagement: Emerging Research and Opportunities

For the education system to remain responsive to the needs and demands of its multiple stakeholders it must embrace the innovation and research produced by contemporary technology. This book traverses a wide range of conceptual, disciplinary, methodological, national and sectoral boundaries to explore the challenge presented.

Learning Theory and Online Technologies offers a powerful overview of the current state of online learning, the foundations of its historical roots and growth, and a framework for distinguishing between the major approaches to online learning. It addresses pedagogy (how to design an effective online environment for learning), evaluation (how to know that students are learning), and history (how past research can guide successful online teaching and learning outcomes). An ideal textbook for undergraduate Education and Communication programs as well as Educational Technology Masters, Ph.D., and Certificate programs, Learning Theory and Online Technologies provides a synthesis of the key advances in online education learning theory and the key frameworks of research, and clearly links theory and research to successful learning practice. This revised second edition updates data on digital media adoption globally, adds a new chapter on connectivism as a learning theory, and updates the chapter on online collaborative learning, renaming the theory as collaborativism and considering the challenges that arise with the growth of artificial intelligence.

"Using a case study analysis, this book provides a unifying perspective for discussing the viability of collaborative virtual spaces as training programs for insurance brokers, forums to support at-risk university students, simulations of historical places, means to aid autistic children learn social skills, repositories for digital libraries, collaborative spaces designing new university programs and emergency response training"--Provided by publisher.

The Art of Collaboration: Lessons From Families of Children with Disabilities, co-authored by two professors of education and a parent of a child with disabilities, draws on the literature as well as original research to explore the meaning of collaboration and the benefits and barriers to developing positive school and family partnerships. The voices and stories of families of children with a variety of disabilities and experiences are at the heart of the book, providing insights into how we might re-conceptualize collaboration as an ongoing process and an "art" built on a shared commitment to improving the lives of children and families. The book begins with an overview of the research on collaboration and explores key themes, including the process of identifying a disability, the meaning of parent knowledge and expertise in the digital age, the potential to join parent and professional knowledge for the benefit of the child and family, and approaches leading to meaningful collaboration and communication. These include a variety of family-centered tools and practices, strategies for promoting parent advocacy and leadership, and a focus on hope and resiliency. Each chapter concludes with questions for reflection and suggested activities, making it an ideal resource for both parents and professionals. Throughout, the authors critique the collaborative process, while focusing on its promises and possibilities for families, educators, and other professionals.

Collaborating With Students in Instruction and Decision Making

CSCL@Work

Emerging Research and Opportunities

Resources in Education

Coaching to Support Student Learners in Healthcare

An Integrated Approach

Transforming Learning

This book is an edited volume of case studies exploring the uptake and use of computer supported collaborative learning in work settings. This book fills a significant gap in the literature. A number of existing works provide empirical research on collaborative work practices (Lave & Wenger, 1987; Davenport, 2005), the sharing of information at work (Brown & Duguid, 2000), and the development of communities of practice in workplace settings (Wenger, 1998). Others examine the munificent variation of information and communication technology use in the work place, including studies of informal social networks, formal information distribution and other socio-technical combinations found in work settings (Gibson & Cohen, 2003). Another significant thread of prior work is focused on computer supported collaborative learning, much of it investigating the application of computer support for learning in the context of traditional educational institutions, like public schools, private schools, colleges and tutoring organizations. Exciting new theories of how knowledge is constructed by groups (Stahl, 2006), how teachers contribute to collaborative learning (reference to another book in the series) and the application of socio-technical scripts for learning is explicated in book length works on CSCL. Book length empirical work on CSCL is widespread.

and CSCL book length works are beginning to emerge with greater frequency. We distinguish CSCL at Work from prior books written under the aegis of training and development, or human resources more broadly. The book aims to fill a void between existing works in CSCL and CSCL, and will open with a chapter characterizing the emerging application of collaborative learning theories and practices to workplace learning. CSCL and CSCL research each make

distinct and important contributions to the construction of collaborative workplace learning.

In higher music education, learning in social settings (orchestras, choirs, bands, chamber music and so on) is prevalent, yet understanding of such learning rests heavily on the transmission of knowledge and skill from master to apprentice. This narrow view of learning trajectories pervades in both one-to-one and one-to-many contexts. This is surprising given the growing body of knowledge about the power of collaborative learning in general.

Underpinned by theoretical developments in educational psychology, the social dimensions of learning, situational learning and concepts of communities of learners, Collaborative Learning in Higher Music Education seeks to respond to the challenge of becoming more conscious of the creative and multiple dimensions of social interaction in learning music, in contexts ranging from interdisciplinary projects to one-to-one tuition, and not least in the contemporary context of rapid change in the cultural industries and higher education as a whole. It brings together theoretical papers and case studies of practice. Themes covered include collaborative creativity, communities of practice, peer-learning, co-teaching as co-learning, assessment and curriculum structures. Chapters illuminate reasons for enabling collaborative learning, and provide exemplars of innovative practice and designs for collaborative learning environments in higher music education. A central purpose of the book is to scaffold change, to help in meeting the rapid changes in society and to find constructive stepping stones or signposts for teachers and students.

Connect Common Core, inquiry, and technology! While technology ushers in exciting and innovative educational opportunities, finding best practices for complete integration remains a challenge. In this practical resource, educators will discover a roadmap for implementing digital age best practices. With discussions on how to promote networked collaboration, bolster purposeful inquiry, and anchor student decision-making and learning with digital-age

tools, these research-based strategies deliver: A user-friendly road map for digital transition into new Common Core Standards Lesson plans, benchmarks, and instructional units to bridge the link between 21st century skills, Common Core Standards, and student achievement Practical tips for classroom, building, and district implementation Tools and guidance for successful PLCs

Introduction: Collaborative Learning in Higher Education Media Education Programmes Marcus Learning vii Section 1 Thinking Collaboratively Chapter 1: Framing Collaboration in Media Education Marcus Learning 3 Chapter 2: Programming Collaborative Learning Box Lewis 21 Chapter 3: Exploring the Use of Collaborative Learning in an Experimentally Designed Student Undergraduate Programme: A Case Study Melanie Gray 39 Section 2 Social Media Technologies and Collaboration Chapter 4: Empowering the Learner, Liberating the Teacher? Collaborative Lectures Using New Technologies Dan Jackson and Richard Berger 59 Chapter 5: Student Wik Pages: Online Collaboration in a Networked Learning Environment Einar Thorsen 75 Chapter 6: Structures for Digital Collaboration and Interaction Lisa Stansbie 89 Section 3 Collaboration In and Out of the Classroom Chapter 7: Stories & Streams: A Problem-Based Design for Student-Led Collaboration and Peer-to Peer Teaching Across Media Practice Modules Paul Bradshaw, Jonathan Hickman and Jennifer Jones 103 Chapter 8: Programming Collaborative Learning Jem Mackay and Karl Phillips 117

Empowering Excellence

Developing Technology Mediation in Learning Environments

Curiosity, Creativity, and Courage in the Era of "No Excuses" and Relay Race Reform

Collaborative Learning Techniques

Cooperative Learning in Physical Education

Supporting Offender Rehabilitation

Interprofessional Collaboration in Social Work Practice

Lesson planning is a requirement of every teacher. Whether you are planning your day-to-day lessons or a formal observation, planning is a skill that can be refined and improved to ensure your workload is manageable and your lessons exceptional. Aimed at committed and reflective teachers who want to develop their practice, this book introduces Tweaks for Teachers: small changes that make a big difference! It encourages you to review your current lesson planning practice and develop lessons that enable students to make outstanding learning gains. The book offers a range of practical learning and teaching in the classroom. Organised around real lesson snippets and full lesson plans covering every secondary subject, the book focuses on the key areas you need to plan for every lesson: assessment for learning, questioning, stretch and challenge and commitment to learning, as well as covering the importance of developing a good marking practice. Real examples of successful lessons are provided as well as a commentary of missed opportunities and practical 'tweaks' that could be made to improve students' learning. Not only useful to those teachers wanting to develop their practice, but it is also a really useful training tool for those with responsibility for training new teachers or devolving a school's CPD provision. Lesson Planning Tweaks for Teachers takes a highly original approach to improving your lesson planning. Mel and Debbie's down to earth and accessible style will help every secondary teacher, whatever your level of experience, to make the planning process more meaningful and manageable, and one that leads to outstanding progress over time. Follow them or Most Technologies have been harnessed to enable educators to conduct their business remotely. However, the social context of technology as a mediating factor needs to be examined to address the perceptions of barriers to learning due to the lack of social interaction between a teacher and a learner in such a setting. Developing Technology Mediation in Learning Environments is an essential reference source that widens the scene of STEM education with an all-encompassing approach to technology-mediated learning, establishing a context for technology education, digital storytelling, and mobile learning, this book is ideally designed for teachers, IT consultants, educational software developers, researchers, administrators, and professionals seeking coverage on developing digital skills and professional knowledge using technology.

A guide to thirty-five creative assignments for pairs and groups Collaborative Learning Techniques is the bestseller that college and university faculty around the world have used to help them make the most of small group learning. A mountain of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. In this book five collaborative learning activities for use in both traditional and online classrooms. This second edition reflects the changed world of higher education. New technologies have opened up endless possibilities for college teaching, but it's not always easy to use these technologies effectively. Updated to address the challenges of today's new teaching environments, including online, "flipped," and large lectures, Collaborative Learning Techniques is a wonderful reference for educators who want to make the most of any course environment. This revised and expanded guide to proven, practical, technologically-sophisticated curricula A section on effective online implementation for each of the thirty-five techniques Significantly expanded pedagogical rationale and updates on the latest research showing how and why collaborative learning works Examples for implementing collaborative learning techniques in a variety of learning environments, including large lecture classes and "flipped" classes Expanded guidance on how to solve common problems associated with group work The authors guide instructors through all you do it, and why it is important for student learning. The detailed procedures in Collaborative Learning Techniques will help teachers make sure group activities go smoothly, no matter the size or delivery method of their classes. With practical advice on how to form student groups, assign roles, build team spirit, address unexpected problems, and evaluate and grade student participation, this new edition of the international classic makes incorporating effective group work easy.

This Open Access edited collection seeks to improve collaboration between criminal justice and welfare services in order to help prepare offenders for life after serving a prison sentence. It examines the potential tensions between criminal justice agencies and other organisations which are involved in the rehabilitation and reintegration of offenders, most notably those engaged in mental health care or third sector organisations. It then suggests a variety of different methods and approaches to help to overcome such tensions and promote inter-agency collaboration on the practice in European and Scandinavian countries. For academics and practitioners working in prisons and the penal system, this collection will be invaluable.

Spirituality, Education & Society

IT Issues in Higher Education: Emerging Research and Opportunities

New Directions for Teaching and Learning, Number 143

Creative and Collaborative Learning through Immersion

Enhancing Teaching and Learning

A Collaborative Approach

Collaborative Learning in Practice

Diversity among university students plays a significant role in raising awareness of numerous issues surrounding cultural heritage, language differences, cross-cultural collaboration, and international education. The integration of technological tools can assist students in cooperating nationally and internationally both in their current educational and future professional settings. Multicultural Awareness and Technology in Higher Education: Global Perspectives encompasses the latest research on the impact and integration of technology into international education and culturally diverse learning environments.

Providing the latest teaching and learning methods, technologies, and approaches at the university level, this publication is a useful reference for academics, educational administrators in public and private institutions, and information society researchers.

Ginsberg argues that in the effort to reduce the achievement gap and mitigate the pejorative label of 'at-risk,' we are in danger of eliminating risk from education entirely. This is especially the case in urban schools with large numbers of poor and minority students. Ginsberg explores alternative approaches to student achievement at four dynamic Philadelphia public schools.

This practical guide is essential for anyone new to or intimidated by online instruction. Drawing on the expertise of teachers of the humanities who have deep experiences in the online environment, this work explores a variety of areas within the online teaching experience. It discusses the differences between online and face-to-face learning environments and assesses and evaluates best practices in developing and teaching online courses. This volume is not really about the technology, but instead focuses on the ways in which available technologies can be used to enhance teaching in both synchronous and asynchronous forums, and as such it will still be worth the read many years from now—even in the face of rapid technological change. Contributions from faculty members teaching in art education, communication, English, history, social studies education, and interdisciplinary studies departments, as well as directors of writing centers and online education and distance learning programs are included. Essays in this volume will assist instructors, faculty members, and administrators new to the online experience, but who want to learn more about making the transition to online teaching, in navigating this transition gracefully.

Guiding student numbers, increased student expectations, new approaches to learning, and fast-paced technological advances all contribute to the need for universities to take a more strategic approach to their buildings, including formal and informal learning spaces. Exploring Informal Learning Space in the University addresses the issue of informal learning space from the perspectives of a comprehensive range of stakeholders, including students, academics, facilities managers, university managers, IT managers, architects, interior designers, and librarians. With contributions from a range of experts, practitioners and academics around the world, this book uses a combination of case studies and theoretical discussion to explore the rationale and theory of informal learning space alongside the practicalities of its planning, development and utilization. The volume is at once ambitious and pragmatic, combining innovative thinking with a firm awareness of practicalities, including the varied constraints faced by universities and the need to work in tandem with broader strategies. Advocating broad collaboration at both planning and delivery stage, the result is essential reading for anyone involved in the delivery of learning space provision – from architects and designers, to university managers and strategists. It will also be of particular interest to academics, researchers and postgraduate students engaged in the study of library & information science or higher education policy and strategy.

Teaching the Humanities Online: A Practical Guide to the Virtual Classroom

Embracing Risk in Urban Education

Improving Interagency Collaboration, Innovation and Learning in Criminal Justice Systems

Cases on Collaboration in Virtual Learning Environments: Processes and Interactions

Peer Coaching to Enrich Professional Practice, School Culture, and Student Learning

Facilitative Collaborative Knowledge Co-Construction

A Critical Guide

This study promotes a model of education which is collaborative and non-hierarchical. While traditional approaches to learning and teaching stress cognitive aspects of development and learning, this text advocates an approach which synthesizes the cognitive, affective and social dimensions of learning. Revealing personal and social learning as being involved with the whole school experience, the authors support the nature of learning within this radical model, and highlight key social values such as equality, respect and justice.

Use the Cloud to Individualize Your Instruction and Watch Your Students Thrive! Cloud-based technology offers massive benefits to the classroom. But technology tools require conscientious implementation by educators. This book is the all-in-one resource you need to be sure your students reap the fullest rewards of how cloud-based tools can facilitate learning. In Deeper Learning Through Technology, teacher and top ed-blogger Ken Hulla explains: How to implement new tech tools to create a self-paced, learner-centered classroom Strategies for leveraging cloud technology to ensure that students have access to an individualized, personalized education Real-life case studies and activities that will make your students' learning more enjoyable and achievable

The Cognitive Enrichment Advantage Teacher Handbook provides a theoretical framework teachers can use to help their students learn how to learn. It builds upon an open and safe classroom atmosphere where students are encouraged to focus on the process of learning at least as much as the product. The Handbook explains how teacher/mediators employ guided discovery to help students socially construct a shared vocabulary as they focus on developing personal learning strategies. The approach is based upon theory and research showing how cognitive enrichment can help develop flexibility in thinking. This flexibility, together with an understanding how feelings and motivation influence learning, can help every student become a more effective, life-long, independent and interdependent learner. The approach has been used most often with marginalized students from preschool through adults in more than six countries.

How can social workers be more effective in collaborative work? What are the skills, knowledge and values required for collaborative practice? How does collaborative social work impact on the experience of service-users and carers? These questions are faced by social workers every day and interprofessional collaboration is high on the policy agenda for trainees and practitioners. Written primarily for social work students and practitioners, although having relevance across the wider range of stakeholders, this book explores the issues, benefits and challenges that interprofessional collaborative practice can raise. Chapter-by-chapter the book will encourage the reader to critically examine the political, legal, social and economic context of interprofessional practice. It also explores how social workers can work effectively and collaboratively with other professions whilst retaining their own values and identity. Key features include: - activities to illustrate the ways in which collaborative working can impact upon the experiences of service users, carers and practitioners; - discussions looking at the different people and organisations with whom social workers might work in practice; - examples of research and knowledge for practice; - a glossary to act as a useful quick reference point for the reader; - a companion website. Engaging and well-written, each chapter also includes case studies, reflective questions and links to further reading and sources of information. Interprofessional Collaboration in Social Work Practice will be essential reading for social work qualifying students and for practitioners.

Processes and Interactions

A Handbook for College Faculty

Collaborative School Leadership

Lesson Planning Tweaks for Teachers

Deeper Learning Through Technology

Creating and Leading Cultures of Inquiry

Exploring Informal Learning Space in the University

This book explores student-staff partnerships through a breadth of co-authored research projects. There is a significant gap in current literature regarding student-staff partnerships, both in the sharing of examples as well as in the examination of partnership working and its impact. Organised into four thematic sections, the editors and contributors highlight the diversity of routes students and staff can take to work in partnership, as well as how research, learning and teaching can be co-created. Written by both university staff and student researchers, the chapters consider the benefits of student-staff partnerships as an antidote to consumerist visions of higher education, and a way of celebrating the potential of students and their voices. This book will be of interest and value to scholars of student-staff partnerships.

Take advantage of a resource that's right in your classroom—your students! This book offers practical strategies for empowering students as co-teachers, decision makers, and advocates in the classroom. Ideal for K-12 general and special education teachers, this guide describes how to: Involve students in instruction through collaborative learning groups, co-teaching, and peer tutoring that foster self-discipline and responsible behavior Make students a part of decision making by utilizing personal learning plans, peer mediation, and more Use assessment tools, lesson plans, case studies, and checklists to put collaboration with students into practice

This book takes the idea of distributing leadership in schools to a new level of understanding and practice. The authors address the complexities of leadership by putting forward two essential propositions. The first is the need to understand leadership as the outcome both of people's intentions and the complex flow of interactions in the daily life of schools. The second is the need to integrate values of social justice and democracy into our understanding of leadership. Building on this insight, the authors show how leadership can be truly collaborative. The book also combines practice, theory and research and draws on the authors' international experience. This book is an invaluable resource for reflection and change for everyone who contributes to and studies leadership – senior leaders, teachers, support staff, students and researchers.

Cooperative Learning is a dynamic instructional model that can teach diverse content to students at different grade levels, with students working together in small, structured, heterogeneous groups to master subject content. It has a strong research tradition, is used frequently as a professional development tool in general education and is now emerging in physical education. This book defines Cooperative Learning in physical education and examines how to implement Cooperative Learning in a variety of educational settings. It explores Cooperative Learning in physical education from three main perspectives. The first, context of learning, provides descriptions of Cooperative Learning in different levels of education (elementary school, secondary school, and university physical education). The second, Cooperative Learning in the curriculum, offers case studies from teachers and researchers of their experiences of implementing Cooperative Learning within their own national or methods for learning and teaching. The third perspective, the aspects of Cooperative Learning, examines how the different elements of the model have been foregrounded in efforts to enhance learning in physical education. As the only text to provide international perspectives, from eight different countries, of Cooperative Learning in physical education, this book is important reading for any student, researcher or teacher with an interest in physical education, sport education, sport pedagogy, curriculum development or methods for learning and teaching.

The Art of Collaboration

Collaborative Learning in Higher Music Education

Enhancing Student-Centred Teaching in Higher Education

Educational Innovations and Contemporary Technologies

Computer-Supported Collaborative Learning at the Workplace

The Landscape of Student-Staff Research Partnerships

Global Perspectives

This book includes instructional design and practice of how immersive technology is integrated in discipline-based and interdisciplinary curriculum design. It focuses on pedagogical models and learning outcomes of immersive learning experiences and demonstrates how immersive learning can be applied in industries. This book brings scholars, researchers and educators together around an international and interdisciplinary consolidation and reflection on learning through immersion. The originality lies in how advanced technology and contemporary pedagogical models can integrate to enhance student engagement and learning effectiveness in higher education.

Explore three defining challenges that school teams face when gathering, interpreting, and utilizing school data. Complete with survey questions for efficient data collection, group work structures, strategies, and tools—along with essential definitions and descriptions of data types—this compelling guide will help you confront data obstacles and turn struggling committees into powerful communities of learners.

How can educators work together more effectively to improve professional practice in a way that enhances student performance? The answer, says author Pam Robbins, involves combining collaborative activities and peer coaching—teachers supporting teachers. This book describes how any school can implement these proven practices and experience positive changes in teaching, school culture, and learning. Robbins explains how to develop collaborative, learning-focused culture and build trust among colleagues; offers strategies for participating in difficult conversations that yield useful feedback; clarifies how to develop, sustain, and evaluate peer coaching efforts; and showcases exemplary peer coaching practices used in real schools. She also includes coaching tools, scenarios, process guidelines, and reflection questions that make it easier to transfer these ideas into a school setting. Peer coaching offers a job-embedded learning strategy; it's a valuable structure for supporting schoolwide and districtwide priorities such as analyzing data, improving instruction, and implementing standards. In short, it creates an effective way to support the growth of every teacher and enrich learning processes in any school. Pam Robbins is a former teacher, coach, director of professional development, and school leader. She consults with high-performing and low-performing districts and designs and conducts workshops on leadership, school culture, organizational change, mentoring, and peer coaching.

Our goal with this book, Research on Enhancing the Interactivity of Online Learning, is to present a juried, scholarly, and accessible review of research, theory, and/or policy on specific issues of interactive online learning for K-16 educators, administrators, and students of online learning. Online learning has become the norm rather than the exception for many of today's students. Instructors are more willing to explore online learning options, students are enrolling in record numbers and colleges, as well as many K-12 institutions, are offering more online courses. As educators, we have more tools than ever to ensure online course success, but just as with a traditional class, we must continue to place emphasis on good pedagogy. To achieve good pedagogy, online teaching takes additional time and a restructuring of course content by the instructor. Student issues include coping strategies, ease of navigation, skills required to complete the course, availability of online resources, feedback from the instructor, and collaborative, interactive learning opportunities. Principles of interactive online learning are new to many, and this book provides a forum for interactive online learning research while also including ideas that enhance both the practical and theoretical aspects of interactive online learning. The editors have included chapters that can further knowledge and understanding of emerging trends and foster debate regarding issues that surround interactive online learning.

Guidelines for Teaching and Learning

Interdisciplinary and International Perspectives

Lessons from Families of Children with Disabilities

Teaching in a Digital Age

Learning Spaces

The Untapped Resource

Spirituality, education and society: An integrated approach argues the value of spirituality in education as a way to address the lived experiences and personal knowledge of students, with the goal of creating a more holistic, transformative educational process. This edited volume has a wide array of viewpoints which all point to the importance of spirituality in the authors' personal lives, their communities and society at large. Spirituality is conceptualised as a base from which to challenge dominant forms of knowing and engage with an important aspect of the student that has been missing from current evaluations – their spiritual selves. Within the diversity of this volume it becomes evident that spirituality cannot be confined to a singular definition and that educators must be willing to create spaces to foster spiritual growth and exploration if we are to break away from the commoditized, disempowering system that is so dominant today. This edited collection is a valuable resource for students, practitioners, educators and administrators. Its multidisciplinary approach engages ideas around critical pedagogy, sociology of education, and inclusive schooling. There is an increasing need for exploring novel paradigms of studying education in the context of the dynamics that straddle social, economic and technological processes that have come to characterize the world in recent years. This book is a timely contribution in this respect as its focus transcends hitherto applied approaches that depend largely on western orientation. The book breaks new ground

significant relevance in societies that are marginalized by the dominant western understanding. The authors draw from the rich heritage of spirituality that is akin to the non-western social paradigms to develop a rigorous but creative concept of schooling. I am sure practitioners, researchers and students of education will find it a valuable source of practical and theoretical information that would widen their horizon of understanding of sociology of education. - Tom Mongare Ndege, PhD, Moi University, Kenya The essence of spirituality is a paramount part of our everyday lives and is connected to teaching, learning, living and healing. This is a timely and most relevant work that is sure to spur critical dialogue and discussion. This collection shows that while the spirit may be wounded it can never be broken. - Erica Neeganagwedgin, PhD, University of Toronto

Leadership, collaborative learning, and student achievement – discover what works! This resource-rich book provides a straightforward, strategic path to achieving sustainable communities of collaborative learners. Research-proven inquiry techniques, vignettes, case studies and action-oriented protocols help you build strong learning relationships for high-impact student achievement. System leaders, principals and teachers learn to: Integrate diverse views and perspectives Build trust and hear every voice Leverage key cognitive, interpersonal, and intrapersonal skills Use “Assessments-in-Action” to improve, monitor and sustain progress Build a collaborative culture through learning together Use this go-to guide to transform your school from a place of ‘good intentions’ to a center of intentional practice today!

Cited in the 2015 Willis review on nurse education as an exemplary system-wide approach for supporting learning in practice, Collaborative Learning in Practice (CLIP) is an innovative coaching model that empowers students to take the lead in their practice through creating positive learning cultures. Collaborative Learning in Practice provides a detailed description of the CLIP model and explains how coaching can be integrated into a range of learning conversations. Written by an experienced team of practitioners, the CLIPmodel, highlights potential pitfalls and successes, and offers practical guidance on implementation. A wealth of real-world case studies demonstrates how the CLIPmodel works in a range of professional and practice settings, considering healthcare education, research and leadership. This authoritative book: Provides an overview of the innovative CLIP model of practice-based learning, linked to the NMC standards for student supervision and assessment Offers numerous real-life examples of how to implement and reverse mentoring to update and share knowledge collaboratively Discusses how coaching approaches such as GROW and OSCAR can enhance learning experiences Includes access to online learning tools including self-assessment tests, additional practical scenarios and case studies, and links to further reading Developing practitioner knowledge and skill through an accessible, reader-friendly approach, Collaborative Learning in Practice is an essential resource for nursing and allied healthcare educators, nursing and health supervisors, and assessors in clinical environments.

Inter-firm relations are not new. But fast developments in technology and globalization have led to increased opportunities for international alliances, and an upsurge in the interest in inter-organizational relations. With the time ripe for a unified theory of collaboration, Inter-firm Collaboration, Learning and Networks surveys the current field, connects differing perspectives and answers questions about who should collaborate, why, and how. Emphasizing learning and innovation, this book offers an integrated account of inter-firm relations and networks. It takes a uniquely interdisciplinary approach, bringing together perspectives from economics, sociology and management to offer a new kind of book on this subject. Supporting theory, the book includes illustrative case examples taken from a variety of firm, network and industry types. Coherent and wide-reaching, Inter-firm Collaboration, Learning and Networks provides students and academics in economics, business, sociology, social psychology and economic geography with the most relevant subject.

Got Data? Now What?

Improving Achievement With Digital Age Best Practices

A Practical Guide to the Virtual Classroom

A research based approach

Adult Learning in a Migration Society

The Cognitive Enrichment Advantage Teacher Handbook

Learning Theory and Online Technologies

Collaborative Learning in Media EducationInforming Science

In a time of worldwide turmoil and pervasive social displacement, universities and communities have come together to meet these urgent challenges in order to support the academic and social development of displaced young people from diverse cultural and linguistic backgrounds. It is crucial to understand and review how institutions, as well as individuals and collaborative groups, have worked together to expand institutional culture and practice in a process of cross-institutional expansive learning. A Cultural Historical Approach to Social Displacement and University-Community Engagement: Emerging Research and Opportunities focuses on university-community collaborative engagement as a strategic response to widespread social displacement and its implications for the educational and social development of underserved young people from displaced communities. Using a cultural historical perspective, the book offers a comparative study of collaborative engagement in multiple programs involving university and community partners in long-term efforts to address the social displacement and educational development of local young people. Specifically, it examines University-Community Links (UC Links), an international network of partnerships between universities and communities that has been addressing the educational implications of social displacement for over 20 years. This book is ideal for school faculty, students, university administrators, local community leaders, community-based organization leaders, local political leaders, teachers, and school partners, as well as researchers, practitioners, and stakeholders interested in discourse on university-community engagement in higher education, K-12, and local and state decision-making arenas.

Leading Collaborative Learning

Practices and Technologies

Small Changes That Make A Big Difference