

Ucd Teaching And Learning Resources

The outbreak of the pandemic around the world came with national measures to deal with the health emergency that caused and will continue to cause important disruption in education for students, teachers, and policymakers. Digital technologies can provide innovative solutions that can prevent the negative effects of lockdowns of countries and regions on education. It is important to analyze digital solutions and experiences for distance learning and to better understand the available resources and best practices to deal effectively with the challenges of digital learning for both learners and academic staff. It is important that countries promote digital excellence and explore the opportunities that information technologies can provide to education institutions, especially in the post-pandemic scenario, and the major transformations it will bring to citizens, societies, and economies. The Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning explores the new demands of labor markets in the digital economy, how educational institutions can respond to these new opportunities and threats, the development of new teaching and learning methods, and finally, the development of digital skills and competences. It also discusses the challenges and opportunities caused by the pandemic in the area of education and how information technologies can transform education and develop a new workforce with the required digital skills and competences and knowledge to fit the post-pandemic labor market. This book highlights topics including knowledge management systems, learning technologies, personalized learning, and more within the context of diverse student populations. It is a valuable reference tool for academics, researchers, lecturers, decision makers, policymakers, and practitioners interested in new theories, research findings, and case studies for understanding inclusive digital learning and the opportunities for digital technologies in education.

Exploring the question as to why more than half the world continues to have little or no access to medical imaging and radiology, this important second edition, fully revised and expanded, offers not only answers but practical solutions, providing new tools, ideas, and strategies for bringing vital radiology to low-resource areas. Based on RAD-AID's ten years of work (2008-2018) serving indigent communities around the world, the book's interdisciplinary approach offers the synthesis of business management, government policy formulation, clinical methods, and engineering in order to integrate economic development, technology innovation, clinical model planning, educational strategies, and public health measures. The gold-standard title in the field, Radiology in Global Health, 2nd Edition is intended for a broad audience, including physicians (especially radiologists and radiology residents), radiology technologists, radiology nurses, sonographers, hardware/software engineers, policy-makers, business leaders, researchers, and public health specialists at all levels who use or implement health care services for underserved populations. In addition, as health care providers use radiology in the process of clinical decision-making, this title is also designed for clinical physicians, nurses, nurse-practitioners, physician assistants, and paramedical personnel. Administrators and public health personnel will also be interested, as the planning of radiology services for health care systems at both the facility level and at the population level requires a clear understanding of the technological challenges and management opportunities.

"The book discusses existing and proposed methods for teaching theory, combined with hands-on practical exercises, and evaluates the current methodologies for assessing student and practitioner competencies"--

Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors--new and experienced--with interesting and important information about the effective practice of distance teaching and learning. Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.

Resources in Education

The Future of Management Education

Advanced Web Applications and Progressing E-Learning 2.0 Technologies in Higher Education

Emerging Issues II

Handbook of Research on Teacher Education

Utilizing Forensic Technologies for Unidentified Human Remains

Participatory Pedagogy: Emerging Research and Opportunities

This open access book explores the transformative experiences of participants in the University of Sydney's National Centre for Cultural Competence (NCCC) programs. The establishment of the NCCC was viewed as a critical point of departure for developing an institution-wide agenda of cultural competence. The NCCC's work since its inception reflects efforts to lay important foundations for cultural change at the University. With the ultimate aim of establishing cultural competence as an agent for transformational change and social justice education, the NCCC has steadily expanded its research and teaching work both within and beyond the University of Sydney. Further, it has developed foundational resources to support and encourage University staff to integrate cultural competence philosophy and pedagogy in their curricula, teaching and research. This includes the ability to engage meaningfully with the cultures, histories and contemporary issues in Aboriginal and Torres Strait Islander communities. The NCCC programs have been designed to encourage participants to learn about who they are and how they can positively impact the transformational change the University has begun. The book presents participants' reflections on their experiences at the organisational and personal level. Readers will gain insights into a range of topics including cultural competence, communities of practice, policy implementation, and transformative leadership at the interface between higher education and professional lives.

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

It is widely agreed throughout the world that education and access to education are human rights. In order to accommodate the educational needs of people globally, technology will be required that supports inclusion and promotes equity for both learning processes and governance in educational institutions. In order to achieve this, technological resources must be designed to be accessible and usable for all individuals by implementing user-centered design (UCD) and user experience design (UXD) processes. UXD and UCD Approaches for Accessible Education is an academic research publication that explores thoughts and experiences on accessible and equitable education from perspectives on human-computer interaction, user research, and design thinking. It seeks to improve the understanding on how technology should be designed to truly contribute to and support accessibility and equity in education. Featuring a wide range of topics such as online courses, inclusive education, and virtual reality, this publication is essential for academicians, curriculum designers, researchers, instructional designers, educational software developers, IT consultants, policymakers, administrators, and students.

This edited book deals with plant genetic resources and their status, availability, and ecological niche in natural habitat. Usage and conservation practices followed by various tribal communities and their rationale are also discussed in the book. The book explores application of biological tools to conserve plant species and optimization protocols for conservation and elicitation of secondary metabolites and other value addition products. The book is organized into sub-themes covering: (i) Ecological status of plant genetic resources (ii) Traditional ethnobotanical knowledge and conservation practices (iii) Ex-situ conservation practices and bioprospecting Globally, plant genetic resources are deeply rooted in culture and economy. Since the early 1990s, the changing socio-economic situation has increasingly put pressure on plant genetic resources, in some cases leading to a severe loss of their diversity. For this reason, most vulnerable areas at risk of genetic erosion have been demarcated and protected by forest laws and regulations. Therefore, this book brings to light the opinions of leading experts in the area of ecology, conservation biodiversity, ethnobotany, and bioprospecting of plant genetic resources. The book is for use by graduate and advanced undergraduate students and researchers in plant physiology, molecular biology, biochemistry, and agriculture. Additionally, it is extremely useful as a general reference on conservation of flora and large-scale cultivation.

Supporting Student Learning

Handbook of Research on Ethical Challenges in Higher Education Leadership and Administration

A Teaching Perspective

Radiology in Global Health

Cultural Competence and the Higher Education Interface

History, Research, and Practice

Reflective Practice For Social Workers: A Handbook For Developing Professional Confidence

This book is written for teachers in all disciplines in post- secondary education. It offers insight into the abilities teachers want students to develop, for instance, thinking critically, solving problems and communication, and offers advice on how to assess them.

Teaching Online: A Practical Guide is a practical, concise guide for educators teaching online. This updated edition has been fully revamped and reflects important changes that have occurred since the second edition's publication. A leader in the online field, this best- selling resource maintains its reader friendly tone and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: new chapter on how faculty and instructional designers can work collaboratively expanded chapter on Open Educational Resources, copyright, and intellectual property more international relevance, with global examples and interviews with faculty in a wide variety of regions new interactive Companion Website that invites readers to post questions to the author, offers real-life case studies submitted by users, and includes an updated, online version of the resource section. Focusing on the "how" and "whys" of implementation rather than theory, this text is a must-have resource for anyone teaching online or for students enrolled in Distance Learning and Educational Technology Masters Programs.

In missing and unidentified investigations, an abyss of dissonance seems to exist between law enforcement and the community they serve that all too often creates grating wounds that may never heal. Utilizing Forensic Technologies for Unidentified Human Remains: Death Investigation Resources, Strategies, and Disconnects bridges this abyss.This is th

The Online Teaching Survival Guide offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a four-phase timeline that covers the lifespan of a course. The book includes information on a range of topics such as course management, social presence, community building, and assessment. Based on traditional pedagogical theory, The Online Teaching Survival Guide integrates the latest research in cognitive processing and learning outcomes. Faculty with little knowledge of educational theory and those well versed in pedagogy will find this resource essential for developing their online teaching skills. Praise for The Online Teaching Survival Guide "At a time when resources for training faculty to teach online are scarce, Judith Boettcher and Rita-Marie Conrad have presented a must-read for all instructors new to online teaching. By tying best practices to the natural rhythms of a course as it unfolds, instructors will know what to do when and what to expect. The book is a life raft in what can be perceived as turbulent and uncharted waters." --Rena M. Palloff and Keith Pratt, program directors and faculty, Teaching in the Virtual Classroom Program, Fielding Graduate University "Developed from years of experience supporting online faculty, Judith Boettcher and Rita-Marie Conrad's book provides practical tips and checklists that should especially help those new to online teaching hit the ground running." --Karen Swan, Stukel Distinguished Professor of Educational Leadership, University of Illinois Springfield "This book blends a fine synthesis of research findings with plenty of practical advice. This book should be especially valuable for faculty teaching their first or second course online. But any instructor, no matter how experienced, is likely to find valuable insights and techniques." --Stephen C. Ehrmann, director, Flashlight Program for the Study and Improvement of Educational Uses of Technology; vice president, The Teaching, Learning, and Technology Group

An Introduction to Teaching in UK Higher Education

Engaging Students as Partners in Learning and Teaching

Assessment, Testing, and Measurement Strategies in Global Higher Education

Flexible Learning

Pedagogical Innovations and Practices in the Middle East

A Guide for International and Transnational Teachers

Strategies, Implementation, and Applications

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.

Covering everything you need to know about teaching within the UK higher education system, this book is the ideal introduction for anyone looking to start their teaching career. A must-read guide for international staff new to teaching in UK higher education, this key text focuses on what is particular and often baffling to those who are new to higher education teaching in the UK. With practical tips and advice rooted in relevant theory, it is an invaluable resource to guide you through the initial teaching experience. Breaking down all of the aspects involved in teaching, learning and assessing in UK higher education, this book covers: The key features of UK higher education – particularly how it might differ from other systems How courses and the curriculum are designed How to support learning within your teaching practice Advice on marking and giving worthwhile feedback How to develop your own professional practice A full glossary of key terms An Introduction to Teaching in UK Higher Education is a one-stop resource for those looking to begin a career in UK higher education. Particularly useful for new international staff, it will also be of interest to those looking to improve their teaching practice.

This book reflects the changes in technology and educational trends (cross-disciplinary learning, entrepreneurship, first-year learning programs, critical writing requirements, course assessment, among others) that have pushed theatre educators to innovate, question, and experiment with new teaching strategies. The text focuses upon a firm practice-based approach that also reflects research in the field, offering innovative and proven methods that theatre educators may use to actively engage students and encourage student success. The sixteen essays in this volume are divided into five sections: Teaching with Digital Technology, Teaching in Response to Educational Trends, Teaching New Directions in Performance, Teaching Beyond the Traditional, and Teaching Collaboratively or Across Disciplines. Study of this book will provoke readers to question both teaching methods and curricula as they consider the ever-shifting arts landscape and the potential careers for theatre graduates.

Teachers assist students in order to gain data and to determine whether the instructional objectives have been met. Usually, the assessment process takes place as part of ongoing learning and teaching, periodically and at key transitions. The term "assessment" refers to the wide variety of methods, procedures, and tools used to determine what students know, learn, and how they apply knowledge in concrete situations. Assessment, Testing, and Measurement Strategies in Global Higher Education is a comprehensive synthesis of correlations between assessment, testing, and measurement in the context of global education. It analyzes the impact of educational technology on learning analytics, challenges of rapidly changing learning environments, and computer-based assessment. Featuring an assortment of topics such as educational technologies, risk management, and metacognition, this book is optimal for academicians, higher education faculty, deans, performance evaluators, practitioners, curriculum designers, researchers, administrators, and students.

Proceedings of IAC-TLEI 2016 in Budapest

Assessment and Feedback in Higher Education: A Guide for Teachers

Plant Genetic Resources, Inventory, Collection and Conservation

Transforming Lives and Systems

New Approaches to Problem-based Learning

How Learning Works

A Tool-kit for Lecturers and Practitioner Trainers

International Academic Conference on Teaching, Learning and E-learning in Budapest, Hungary 2016 (IAC-TLEI 2016), Friday - Saturday, July 8 - 9, 2016

Problem-based learning (PBL) is a pedagogical approach that has the capacity to create vibrant and active learning environments in higher education. However, both experienced PBL practitioners and those new to PBL often find themselves looking for guidance on how to engage and energise a PBL curriculum. New Approaches to Problem-based Learning: Revitalising your Practice in Higher Education provides that guidance from a range of different, complementary perspectives. Leading practitioners in the field as well as new voices in PBL teaching and learning have collaborated to produce this text. Each chapter provides practical and experienced accounts of issues and ideas for PBL, as well as a strong theoretical and evidence base. Whether you are an experienced PBL practitioner, or new to the processes and principles of PBL, this book will help you to find ways of revitalising and enriching your practice and of enhancing the learning experience in a range of higher education contexts.

Jake Madden, an education leader and researcher of note, has pioneered the concept of Teacher as Researchers in various educational settings across the globe. In this book Madden provides a set of teacher researcher based case studies which demonstrate, not only the development of new classroom knowledge, but a viable means through which such new knowledge is actioned for student learning impacts

This book provides a comprehensive, state-of-the art overview of medical teaching methodologies with a particular focus on rheumatology. It discusses why teaching medicine requires a review, explains barriers to learning, outlines fresh teaching methods, and includes student-centered learning activities. It introduces novice medical teachers as well as more experienced educators to the exciting new models of medical education, innovative teaching approaches, and challenges they may face whether working in undergraduate, post-graduate, or continuous medical education. Since “Great teachers are made, not born”, this book presents the interactive pattern of the art and science of teaching and serves as a guide to becoming a highly effective medical educator. Rheumatology Teaching: The Art and Science of Medical Education is an essential text for physicians and related professionals who have special interest in medical education and particularly musculoskeletal teaching as well as instructors in nursing, physiotherapy, and physician assistant programs.

Death Investigation Resources, Strategies, and Disconnects

Educate, Train & Transform: Toolkit On Medical And Health Professions Education

Emerging Research and Opportunities

Case Studies, Experience and Practice from Higher Education

Revitalising Your Practice in Higher Education

Volume 14 #3

Assessment, Evaluation, and Accountability in Adult Education

What are the key questions highlighted in religious and spiritual education today? Many global processes such as migration, pluralism and the redefinition of citizenship challenge the traditional notions of borders concerning cultures, states and nationalities, ethnicities and even religions. Consequently, in societies today, the distinction in religions or identities between global and local or inside and outside no longer functions well. As the many borders in our world are becoming again more transparent and cultures blended, there is an increasing and constant need to re-examine the conceptions and theories concerning religion, dialogue and education. This volume brings together 14 new international studies based on selected presentations from the 14th Nordic Conference on Religious Education. The topics of the articles include studies on religion, dialogue and education in different contexts ranging from policy studies and higher education to home education, and research on education about religions to confessional education. The volume serves the interests of researchers, policymakers, practitioners and students of religious and spiritual education.

This publication contains the papers presented at the 5th Annual Conference of National Academy for Integration of Research, Teaching and Learning (NAIRTL) and the 9th Galway Symposium. Presenters from across Ireland and overseas share their perspectives. The theme of engagement touches on the very heart of what a "higher" education should be about. It is about engaging the mind, struggling to understand new concepts and perspectives, experimenting with new ideas and developing skills, about critically engaging with the world and societal structures, about laying the foundations upon which to build a better future, about nurturing individual creativity and collective responsibility and hopefully also about having some fun along the way.

This book demystifies the reflective process and provides a straight forward knowledge base to enhance professional development.

This comprehensive book presents emergent findings and promising results in teacher education, curriculum, assessment, teaching and learning approaches, pedagogical innovations and practices, and professional development in educating the next generation of students. The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place. The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region, including Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen. It also provides an extensive and rich reference for future comparisons across the countries. The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms. This volume is a valuable resource and essential companion for teacher educators, faculty members, staff developers, trainee teachers, undergraduate and postgraduate students, researchers, school leaders, policy-makers, and professional learning communities to refresh their knowledge and improve their understanding. This book is a must-read for anyone interested in evolving issues in teacher education in the Middle East region.

A Guide to Teaching in the Active Learning Classroom

Improving the Teaching Process

Forensic Science Education and Training

Proceedings of the National Academy's 4th Annual Conference

Universal Design in Higher Education

Responsible Management Education and the Challenge of Poverty

Assessing Learning in Universities

This handbook contextualises medical and health professions education concepts using contemporary best evidence available with the relevant theoretical underpinnings.Each section is developed by internationally renowned experts in their respective fields. All chapters are succinct and concise, providing answers to everyday issues and challenges using practical solutions. Through its unique structure, learning by raising and providing solutions to the questions 'What', 'Why' and 'How'. It emphasises lifelong learning and future directions in medical and health professions education — highlighting trends, issues, priorities and strategies (TIPS).

"Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact." --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism for opportunity, control students, and endorse a “fixed mindset” about students’ academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher e-hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe A writes, “Grading practices are a mirror not just for students, but for us as their teachers.” Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?” Then, let’s make the choice to do things differently eared reference.

With the relevant use of internet technologies such as Web 2.0 tools, e-learning can be a way to teach students anywhere at any time. Quality internet connection and a mobile device, such as a smartphone or tablet, offer students the capacities to grow along with knowledge, lectures, and helpful advice for learning in good conditions. Advanced Web Applications and Progressing E-Learning 2.0 is an essential reference source providing relevant theoretical frameworks and the latest empirical research findings in e-learning and mobile learning in modern higher education and its applications in other professional fields such as medical education. Featuring research on topics such as m-learning, knowledge management technologies, computer graphics, image processing, and web-based content, this book is designed for professionals and researchers seeking coverage on education, adult education, sociology, computer science, and information technology.

This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs. The book is for adult educators who have been asked to serve on assessment committees, produce detailed reports for funders and accreditors, create a culture of assessment in their organization, and/or develop reports for accountability purposes. Section one presents an introductory overview of assessment and evaluation in adult education. Section two gives guidance on practices for specific areas of adult education practice, such as army military education, human resource development, and continuing professional education. Section three provides assessment practices and chapters dedicated to distance learning, health professions education, and graduate education.

Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning

The Online Teaching Survival Guide

From Principles to Practice

A Practical Guide

Engaging Minds. Proceedings of the National Academy for Integration OfResearch, Teaching and Learning Annual Conference (5Th, Galway, Ireland, June 9-10, 2011).

UXD and UCD Approaches for Accessible Education

Distance Learning

This book presents a wide selection of issues currently of interest and concern in higher education institutions in Ireland. The chapters are snapshots of the intersection between theory, practice and research in particular settings; they are not meant to be comprehensive. Nevertheless, they present practice approaches, new theoretical considerations and informal conversations, and include signposts to important literature in the area. The authors contextualise current concerns, and discuss how they have responded strategically to national and international trends in higher education. They also highlight how new roles and identities for staff and students in higher education have emerged in response to changes in institutional, social and technological contexts, among others. This book contains the following: (1) Higher Education in Ireland: Introduction (Bettie Higgs and Marian McCarthy); (2) Writing Identity through the Educational Developers in Ireland Network (EDIN) (Ciara O’Farrell); (3) Mature Cynics and Fledgling Eclectics: Elaborating Instructional Design for the Net Generation (David Jennings and Diane Cashman); (4) Promoting Integrative Learning in First-year Science (Bettie Higgs); (5) The Journey to High Level Performance: Using Knowledge on the Novice-Expert Trajectory to Enhance Higher Education Teaching (Sarah Moore, Geraldine O’Neill and Terry Barrett); (6) Integrating Concepts of Integrative Learning (Bettie Higgs and Brendan Hall); (7) Strategies for Implementing Group Work in Large Classes: Lessons from Enquiry-Based Learning (Geraldine O’Neill and Ivan Moore); (8) Supporting Graduate Teaching Assistants at Trinity College Dublin (Jacqueline Potter and Orla Hanratty); (9) Teaching for Understanding for Lecturers: Towards a Scholarship of Teaching and Learning (Marian McCarthy); (10) Encouraging Student Creativity in Higher Education (Terry Barrett and Roisin Donnelly); (11) Reflections on Conversations as a Catalyst for Change 2003-2007 (Marion Palmer and Conor Heagney); (12) The Changing Role of the Academic Library in Learning and Teaching (Helen Fallon and Ellen Breen); and (13) The Role of a Virtual Learning Environment (VLE) in the Teaching of an Accredited Module in Information Literacy Skills (Claire McAvinia, Helen Fallon and Mairead McQuaid). Librarians’ Reflections are appended. Each section contains tables, figures, and references.

Higher education institutions are, more so than other organizations, deeply complex, and they present a unique challenge to their leaders and administrators. The unique complexities of higher education call for governance founded on thoughtful consideration of leadership practices, theory, and styles that reflect the values of the institution and its mission. Embedded in a rapidly changing society, the future of higher education leadership and administration is necessarily dynamic and demands a strong ethical core to guide research, knowledge production, and organizational behavior. TheHandbook of Research on Ethical Challenges in Higher Education Leadership and Administration is a cutting-edge research publication that examines leadership ethics that higher education institutions must employ to be proactive, visionary, and ethically sound. The publication covers the importance of leadership ethics in higher education as well as the foundation for developing frameworks in which to ground the presence of leadership ethics in higher education. Featuring a wide range of topics such as distance education, free speech, and leadership, this book is ideal for librarians, academicians, administrators, researchers, education professionals, policymakers, and students.

Universal Design in Higher Education looks at the design of physical and technological environments at institutions of higher education; at issues pertaining to curriculum and instruction; and at the full array of student services. Universal Design in Higher Education is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. It is founded upon, and contributes to, theories of universal design in education that have been gaining increasingly wide attention in recent years. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality. It addresses a comprehensive range of topics on universal design for higher education institutions, thus making a crucial contribution to the growing body of literature on special education and universal design. This book will be of unique value to university and college administrators, and to special education researchers, practitioners, and activists.

To remain relevant, management education must reflect the realities that influence its subject matter, management, while at the same time addressing societal needs and expectations. Faced by powerful drivers of change, many of which are amplified by the immense turbulence caused by the COVID-19 pandemic in early 2020, an assessment of where management education stands and where it is going is timely.

This book brings together management education scholars, practitioners, and stakeholders to identify trends and to critically analyse key challenges from their respective perspectives. They consider the requirements for providing relevant management education in the future and explore changes and opportunities around themes such as responsibility, sustainability, innovation, competitive strategy, and technological change. The different perspectives of the authors contribute distinct insights and form a fascinating kaleidoscope of reflections on the present and predictions and prescriptions for the future of management education. The result is a comprehensive volume that will be essential reading for scholars and administrators committed to the growth and development of management education. It also will be of keen interest to management educators as well as management learners who will shape and be shaped by the management education of the future.

Instructional Process and Concepts in Theory and Practice

New Directions in Teaching Theatre Arts

Teaching Online

New international studies on religions and dialogue in education

School Reform: Case Studies in Teaching Improvement

Rheumatology Teaching

A Guide for Faculty

This volume focuses on the support programmes that all higher education establishments have in place to aid and develop student learning. The work is designed to equip HE professionals with an accessible guide to some of the best practices in this field from around the world.

The metrics presently being used to gauge student success have become outdated and irrelevant. Enrollment, persistence, and degree attainment are secondary measures, missing entirely the question of whether students are truly achieving an effective life skillset while attempting to complete degree or graduation fulfillment. Student success, and the success of the education system, will be based on collaborative and cooperative efforts by all stakeholders as well as those with vested interests in the future economic development of local communities as well as national development. Participatory Pedagogy: Emerging Research and Opportunities is an academic research publication that explores educational change and methodologies for the promotion of lifelong learning. Highlighting a wide range of topics such as educational achievement, learning experience, and public education, this book is ideal for teachers, administrators, curriculum developers, education professionals, practitioners, researchers, and students.

Teachers spend much of their time on assessment, yet many higher education teachers have received minimal guidance on assessment design and marking. This means assessment can often be a source of stress and frustration. Assessment and Feedback in Higher Education aims to solve these problems. Offering a concise overview of assessment theory and practice, this guide provides teachers with the help they need.

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." "Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." "Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." "Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." "From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

Simple and Practical Pedagogical Tips

Seven Research-Based Principles for Smart Teaching

Grading for Equity

What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

The Changing Roles and Identities of Teachers and Learners in Higher Education

The Art and Science of Medical Education

"End poverty in all its forms everywhere" – UN Sustainable Development Goal 1there has never been a more urgent need to tackle the issue of global poverty, and the need for businesses, business schools and management programmes to address the issue is crucial as they educate and employ the leaders of tomorrow.But with so many competing priorities on courses and considerable ground to cover, it can be challenge to devote enough time and attention to poverty issues.Responsible Management Education and the Challenge of Poverty provides an invaluable guide for management educators who want to inspire a new generation of leaders to tackle global poverty challenges. This expert collection shows educators how to teach poverty in management programmes, with examples, encouragement and guidance from course leaders and management academics.The five sections of the book focus on frameworks for understanding, course design and topic integration within courses, extra-curricular approaches or community-based approaches, contemporary issues and future directions.The book is a companion volume to Socially Responsive Organizations and the Challenge of Poverty, which shows a clear rationale for the inclusion of poverty in management education.Showcasing innovative teaching, module development and program design methods that integrate the issue of poverty into global business management courses and curricula, this handbook shows educators how to design effective programmes and modules that get to the heart of poverty issues as they relate to management education. It is essential reading for faculty members, trainers and administrators who are interested in new ways to engage students with the complex relationship between poverty and business practice.

This book offers an accessible, practical and engaging guide that provides sample instructional activities supported by theoretical background information, with a focus on the nature of the instructional process in relation to several variables. It approaches instructional models, strategies, methods, techniques, tactics and planning from a new perspective and shares effective tips to help readers better understand the instructional process and its theoretical elements. The book addresses the following questions: What is the nature of the instructional process? What are the classifications of contemporary models and strategies developed within the instructional process? Which groups yield the most effective methods and techniques, and how can they best be practically implemented? What are the instructional tactics teachers need to take into consideration, in which groups are they collected, and which tips can help us employ each tactic? Additionally, readers can adapt the book's ready-to-use sample activities to their own educational settings. Overall, this book offers an enlightening discussion on contemporary practices related to the teaching process, a broad and holistic theoretical framework, and an ideal reference source for all students and scholars who are interested in the educational sciences.