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This new edition of Teaching Languages Online supports the professional development of language educators as they teach all or part of their courses online. Containing extensive additions, this revised edition includes new models, illustrations and heuristics to further support research-based conceptualization, creativity and practice. In non-technical prose with emphasis on excellence in pedagogical practice, the text takes both the new and experienced language instructor through the nuts and bolts of online teaching practices, using a wide range of examples to illustrate these practices. As well as providing new resources and models, this new edition also considers the impact of broader technological and pedagogical changes, including mobility (learning on the move) and learning in 3D environments.

Effective Online Teaching is an essential resource that offers a clear understanding of how cognition and learning theory applies to online learning. This much-needed resource provides specific strategies for incorporating this knowledge into effective learner-centered teaching that gets results. The book includes strategies on motivation, tailored instruction, interaction, collaboration, monitoring and communication, time and information management, student concerns, and legal and ethical issues. Designed as a text for online instructors, the chapters can be used for self-directed learning or in a formal training setting in concert with the companion Training Manual and CD. "Tina Stavredes has done something sorely needed in the online teaching world —she has successfully combined solid theory and research with the practical application of instructor training. Both the book and the training manual are a 'must' for any online education organization. Bravo!"—Dr. Darcy W. Hardy, assistant vice provost for Technology Education Initiatives, University of Texas at San Antonio, and chair emerita, United States Distance Learning Association "Drawing from years of experience and solidly grounded in an understanding of the adult learner and learning, Stavredes offers dozens of helpful instructor strategies, activities, and resources to support adult learners' success in an online environment. Effective Online Teaching and its accompanying training manual is a 'must-have' set for online instructors in higher education, corporate, and government settings."—Sharan B. Merriam, professor emeritus of adult education, University of Georgia, and coauthor, Learning in Adulthood "An eminently practical book that provides clear and unpretentious explanations of the learning theories that are essential knowledge for every online teacher, together with equally uncluttered and easy-to-follow guidance about how to apply this knowledge to achieve excellent teaching."—Michael Grahame Moore, Distinguished Professor of Education, The Pennsylvania State University, and editor, The American Journal of Distance Education

The Upside-Down Magic kids are back in another topsy-turvy adventure in the next installment of this New York Times bestselling series! It's Big Night in Dunwiddle . . . and that means the whole school has a sleepover like no other. For one night every year, magic students run through the halls, hunting for the objects that will win them a super special prize. Nory is super excited for the scavenger hunt. Not only because she likes winning, but also because if her team wins, she thinks there's a chance her best friend Elliott won't move away to attend super snobby Sage Academy. Sebastian is a little less excited once the hunt is on. Yes, he has magical powers that help his team -- like being able to see invisible things or anything that makes a sound. The problem is that the really loud sounds are hurting him . . . and nobody seems to care. The kids in

Upside-Down Magic know their five F's (Flares, Flyers, Fuzzies, Flickers, and Fluxers) -- but to win this night, a sixth F is the most important . . . Friendship.

Winner of the Virginia and Warren Stone Prize awarded annually by Harvard University Press for an outstanding book on education and society What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out—but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

Teaching is a lifelong challenge, but the first few years in the classroom are typically a teacher's hardest. This expanded collection of writings and reflections offers practical guidance on how to navigate the school system, form rewarding relationships with colleagues, and connect in meaningful ways with students and families from all cultures and backgrounds.

Textbooks are symbols of centuries-old education. They're often outdated as soon as they hit students' desks. Acting "by the textbook" implies compliance and a lack of creativity. It's time to ditch those textbooks--and those textbook assumptions about learning In *Ditch That Textbook*, teacher and blogger Matt Miller encourages educators to throw out meaningless, pedestrian teaching and learning practices. He empowers them to evolve and improve on old, standard, teaching methods. *Ditch That Textbook* is a support system, toolbox, and manifesto to help educators free their teaching and revolutionize their classrooms.

Criticizes the way history is presented in current textbooks, and suggests a more accurate approach to teaching American history.

An update to a provocative manifesto intended to serve as a platform for debate and as a resource and inspiration for those teaching in online environments. In 2011, a group of scholars associated with the Centre for Research in Digital Education at the University of Edinburgh released “ A Manifesto for Teaching Online, ” a series of provocative statements intended to articulate their pedagogical philosophy. In the original manifesto and a 2016 update, the authors counter both the “ impoverished ” vision of education being advanced by corporate and governmental edtech and higher education's traditional view of online students and teachers as second-class citizens. The two versions of the manifesto were much discussed, shared, and debated. In this book, the authors have expanded the text of the 2016 manifesto, revealing the sources and larger arguments behind the abbreviated provocations. The book groups the twenty-one statements ( “ Openness is neither neutral nor natural: it creates and depends on closures ” ; “ Don't succumb to campus envy: we are the campus ” ) into five thematic sections examining place and identity, politics and instrumentality, the primacy of text and the ethics of remixing, the way algorithms and analytics “ recode ” educational intent, and how surveillance culture can be resisted. Much like the original manifestos, this book is intended as a platform for debate, as a resource and inspiration for those teaching in online environments, and as a challenge to the techno-instrumentalism of current edtech approaches.

The goal of teaching online is fundamentally the same as teaching face-to-face: facilitating the learning of all students to the greatest extent possible. This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the

distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning. By following those principles from the outset when planning a course, all students will benefit, and most particularly those whom the research shows have the greatest achievement gaps when taking online courses -- males, first generation and low income students, those from underrepresented minority groups, the academically underprepared, students with disabilities, and those with limited online access or lacking readiness for online learning. Beyond good planning and design, Kelly and Zakrajsek offer ideas for creating inclusive course environments and activities, such as using culturally appropriate content and making it accessible in multiple formats. They also share methods to foster faculty-learner interaction and increase personal connections with students, and among students, through group activities or learning communities, which are so critical to motivation and success. Faculty new to online teaching as well as more experienced readers will find a wealth of practical guidance on developing and honing both fully online and blended courses and, as importantly, a wealth of proven ideas to help the new generation of students with diverse needs to succeed.

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