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Bertalan Meskó

The Hybrid Teacher Emma Pass,2021-07-14 A practical, educational technology resource for educators teaching remotely or in the classroom The most effective hybrid teachers are those that have a vast knowledge of instructional strategies, technologies, tools, and resources, and can masterfully build meaningful relationships with students in-person and through a screen. The Hybrid Teacher: Using Technology to Teach In-Person and Online will teach educators to leverage the technology they have access to both in their traditional brick-and-mortar classrooms and in remote learning environments, including established online and hybrid schools; emergency response models for pandemics, natural disasters; rural education; and connecting with students who can't make it to school. Many of us had to adapt to online teaching during the COVID-19 pandemic, but we still need resources for optimizing our instruction and becoming the best teachers we can be. This book is a practical guide for teachers who want to prepare for current and future remote instruction or leverage the best practices of remote instruction and EdTech tools to bring back to their brick-and-mortar classrooms. Inside, you'll learn about the impact of social and economic differences on classroom technology, and you'll find strategies and advice for maximizing success in each situation. Learn how best to leverage technology in traditional brick-and-mortar and remote classrooms, with case studies of the hybrid school model Gain tips and techniques to ensure that your teachers, students, and parents have the skills to succeed with technology Discover strategies for setting norms and expectations and transitioning between online and traditional learning Put into place proven methods for accountability and assessment of classroom successes Gain resources to the most effective educational technologies available today in multiple subject areas including English language arts, science, math, social studies, visual arts, dance, drama, music, and general education View sample lesson plans for how to implement tools into your classroom, build culture and community, and adapt for different learners Given the current push to remote teaching during the pandemic and the uncertainty over what the return to school and the traditional brick-and-mortar classroom will look like, The Hybrid Teacher will be an invaluable resource on the shelves of teachers and administrators alike.

Co-Teaching and Technology Marilyn Friend,Brian S. Friedlander,2016-07-01 With the expansion of co-teaching as a means to improve student outcomes, technology can be an invaluable resource. Co-teachers need to plan collaboratively, jointly implement lesson plans, and cooperatively assess student progress. This reference guide provides practical strategies

on how technology can facilitate co-planning, expedite sharing of student data, and streamline many other tasks that ultimately assist in accomplishing co-teaching's goal: improved student outcomes. Whatever your preferred computer platform, co-teachers can apply these strategies and applications to accommodate all learners' needs. Written by the nation's foremost authority on co-teaching, Marilyn Friend, and Brian Friedlander, an expert in the use of instructional and assistive technologies, this handy tool features an overview of co-teaching fundamentals, along with recommendations of over two dozen free and low-cost applications and programs for: Expediting co-planning; Improving communication; Streamlining data collection; Augmenting assessment; Simplifying data analysis; Creating guided notes; Facilitating differentiated instruction; Increasing student engagement; Enhancing note-taking skills; Implementing electronic scaffolding.

Teaching Gloria E. Anzaldúa Margaret Cantú-Sánchez, Candace de León-Zepeda, Norma Elia Cantú, 2020-09-29 Gloria Evangelina Anzaldúa—theorist, Chicana, feminist—famously called on scholars to do work that matters. This pronouncement was a rallying call, inspiring scholars across disciplines to become scholar-activists and to channel their intellectual energy and labor toward the betterment of society. Scholars and activists alike have encountered and expanded on these pathbreaking theories and concepts first introduced by Anzaldúa in *Borderlands/La frontera* and other texts. *Teaching Gloria E. Anzaldúa* is a pragmatic and inspiring offering of how to apply Anzaldúa's ideas to the classroom and in the community rather than simply discussing them as theory. The book gathers nineteen essays by scholars, activists, teachers, and professors who share how their first-hand use of Anzaldúa's theories in their classrooms and community environments. The collection is divided into three main parts, according to the ways the text has been used: "Curriculum Design," "Pedagogy and Praxis," and "Decolonizing Pedagogies." As a pedagogical text, *Teaching Gloria E. Anzaldúa* also offers practical advice in the form of lesson plans, activities, and other suggested resources for the classroom. This volume offers practical and inspiring ways to deploy Anzaldúa's transformative theories with real and meaningful action. Contributors Carolina E. Alonso Cordelia Barrera Christina Bleyer Altheria Caldera Norma E. Cantú Margaret Cantú-Sánchez Freyca Calderon-Berumen Stephanie Cariaga Dylan Marie Colvin Candace de León-Zepeda Miryam Espinosa-Dulanto Alma Itzé Flores Christine Garcia Patricia M. García Patricia Pedroza González María del Socorro Gutiérrez-Magallanes Leandra H. Hernández Nina Hoechtl Rían Lozano Socorro Morales Anthony Nuño Karla O'Donald Christina Puntasecca Dagoberto Eli Ramirez José L. Saldívar Tanya J. Gaxiola Serrano Verónica Solís Alexander V. Stehn Carlos A. Tarin Sarah De Los Santos Upton Carla Wilson Kelli Zaytoun

Teaching to the Math Common Core State Standards F. D. Rivera, 2014-02-05 This is a methods book for elementary majors and preservice/beginning elementary teachers. It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant to be "the" official mathematics curriculum; it was purposefully developed primarily to

provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first, with issues in content-practice assessment, learning, teaching, and classroom management pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content-practice learning, teaching, and assessment. The CCSSM content standards, which pertain to mathematical knowledge, skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to institutionally valued mathematical actions, processes, and habits, have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the CCSSM, proficiency in content alone is not sufficient, and so does practice without content, which is limited. Content and practice are both equally important and, thus, must come together in teaching, learning, and assessment in order to support authentic mathematical understanding. This blended, multisourced text is a “getting smart” book. It helps elementary majors and preservice/beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond, including future careers.

Mobile Learning Devices Kipp D. Rogers, 2011-11-01 Do you share doubts with parents about the use of mobile learning devices (MLDs) in the classroom? Learn exactly what mobile learning is, how to introduce MLDs into your school, and how to ensure that teachers and students use them appropriately to enhance 21st century learning. Logistical implementation tips and examples of effective lesson plans are included.

How to Achieve Common Core with Tech Ask a Tech Teacher, 2013-08-05 88 pages, 8 projects, over 87 Common Core standards, for 9 grades (K-8). How to Achieve Common Core with Tech--the Language Strand is part of a five-volume series that focuses on using technology to meet Common Core standards in Language, Writing, Reading, Speaking/Listening, and Math.

Massive Open Online Courses and Higher Education Rebecca Bennett, Mike Kent, 2017-04-21 Since the first MOOC was launched at the University of Manitoba in 2008, this new form of the massification of higher education has been a rollercoaster ride for the university sector. The New York Times famously declared 2012 to be the year of the MOOC. However, by 2014, the number of academic leaders who believed the model was unsustainable doubled to more than 50%. While the MOOC hype has somewhat subsided, the attitudes and anxieties of this peak time can still be seen influencing universities and their administrations. This is the first volume that addresses Massive Open Online Courses from a post-

MOOC perspective. We move beyond the initial hype and revolutionary promises of the peak-MOOC period and take a sober look at what endures in an area that is still rapidly growing, albeit without the headlines. This book explores the future of the MOOC in higher education by examining what went right, what went wrong and where to next for the massification of higher education and online learning and teaching. The chapters in this collection address these questions from a wide variety of different backgrounds, methodologies and regional perspectives. They explore learner experiences, the move towards course for credit, innovative design, transformations and implications of the MOOC in turn. This book is valuable reading for students and academics interested in education, eLearning, globalisation and information services.

ICT in Education in Global Context Jinbao Zhang, Junfeng Yang, Maiga Chang, Tingwen Chang, 2016-02-19 Intended to promote the innovative use of technology in education and promote educational advances all over the world, this volume brings together 16 best-practice cases on technology-enhanced educational innovations. Experts from Turkey, Tunisia, Cyprus, Italy, Malaysia, China, India and Finland have contributed to these cases, highlighting the current state-of-the-art in the use of technology in education in their respective countries. Topics include best practices for designing smart classrooms, effective use of tablets and interactive whiteboards, virtual learning environments, digital learning spaces, game-based learning, synchronous cyber classrooms, micro-courses, among others. The book offers an essential resource on emerging technologies and the educational approaches currently being pursued in different countries to foster effective learning.

Social Media in Clinical Practice Bertalan Meskó, 2013-07-22 The number of patients using social media and the number of applications and solutions used by medical professionals online have been sky-rocketing in the past few years, therefore the rationale behind creating a well-designed, clear and tight handbook of practical examples and case studies with simple pieces of suggestions about different social media platforms is evident. While the number of e-patients is rising, the number of web-savvy doctors who can meet the expectations of these new generations of patients is not, this huge gap can only be closed by providing medical professionals with easily implementable, useful and primarily practical pieces of advice and suggestions about how they should use these tools or at least what they should know about these, so then when an e-patient has an internet-related question, they will know how to respond properly. As all medical professionals regardless of their medical specialties will meet e-patients, this issue with growing importance will affect every medical professional which means there is a huge need for such an easily understandable handbook.

Literacies in Language Education Kate Paesani, Mandy Menke, 2023 Some pedagogists have struggled with what they see as a lack of literacy among learners immersed in the communicative approach to learning and how to bridge this gap as learners reach the upper levels. *Literacies in Language Education* introduces and provides practical guidance on how to teach world languages using a multiliteracies approach, which focuses on critical engagement with texts and intercultural development to further language learning. Melding the sometimes conflicting interests in language departments of literature and

linguistics, the authors embrace an expanded understanding of literacies to capture the dynamism of language and its contexts of use; the importance of preparing students to interact with the range of text types they will encounter in their academic, workplace, and personal lives; and the multicultural and multilingual landscape of secondary and postsecondary language classrooms. The book provides clear and practical guidance about what the approach is, its benefits, and how to create curricula for it; how to use the approach in teaching; and how to train teachers to use the approach--each a key access point to pedagogical change. This book provides teachers and program admins immediate steps to take toward designing and implementing this approach in their classes and curricula. The authors are well-known in this area for their teacher training at CARLA, a well-respected center at the U of MN. CARLA hosts multiple workshops on the topic annually and is invited to do so around the country; they will adopt this book in those workshops.--

Educating Literacy Teachers Online Lane W. Clarke, Susan Watts-Taffe, 2014-12-04 This book is a comprehensive guide for literacy teacher educators and professional development trainers who teach and work in online settings. The authors provide tools, techniques, and resources for developing courses, workshops, and other online learning experiences, including blended/hybrid delivery formats that combine face-to-face meetings with online practices. Moving away from traditional discussions in which technology and delivery systems dominate the conversation, this book focuses on the literacy instructor with techniques for building effective learning communities. The authors outline the unique pedagogical challenges posed by online courses and offer guidance for making decisions about what tools to use for specific instructional purposes. More than simply a “how-to” book, this resource will encourage novice and experienced instructors to extend their thinking and enable online literacy teacher education to grow in productive ways. Book Features: Support for those teaching in many different roles, including program coordinators, professors, and adjuncts. A focus on pedagogical innovation as the key to success, with concrete examples of instructional and assessment practices. Connections to the IRA Standards for Reading Professionals and other national standards for teacher education. A companion website where online literacy teacher educators can communicate and share resources. “Be prepared to experience a compelling journey. . . . This might very well be the book that inspires you, like me, to find a trusted colleague, take a few risks, and begin your own journey toward moving a literacy course or whole program online.” —From the Foreword by Julie Coiro, University of Rhode Island Lane W. Clarke is assistant professor and literacy concentration leader in the Education Department of the University of New England. Susan Watts-Taffe is associate professor and coordinator of the Reading Endorsement program at the University of Cincinnati.

Essentials of Middle and Secondary Social Studies William B. Russell III, Stewart Waters, 2018-08-06 Building on the success of the first edition, *Essentials of Middle and Secondary Social Studies 2nd Edition* focuses on the key issues central to the teaching of middle and high school social studies, including lesson planning and instructional strategies. Written in an

engaging, conversational style, the text encourages teachers in their development as professionals and enables them to effectively use creative and active learning strategies in the everyday classroom. NEW TO THIS EDITION This second edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching middle and secondary social studies. New features include: An updated chapter on lesson plans, in keeping with the book's emphasis on planning and teaching. This chapter is designed to provide middle and secondary teachers with new classroom-tested lesson plans and includes two classroom-tested lessons for each grade level (6-12). An expanded chapter on planning. This chapter provides additional discussion about long-range planning and includes examples of lesson plans with details to help students be better prepared. An updated chapter on technology designed to better prepare middle and secondary teachers to effectively incorporate technology into social studies instruction. Attention is given to digital history, media literacy, teaching with film and music, popular apps and numerous other types of impactful technology. FYI callouts throughout each chapter. These callouts provide helpful information and further explanation. An expanded discussion of the Common Core Standards and C3 Framework and how they impact teachers. An updated chapter titled Experiencing Social Studies. This chapter focuses on topics such as teaching with drama, role play, field trips, and service learning. A Helpful Resources section that details various websites and online resources for further discovery.

Practical Steps to Digital Research Deborah B. Stanley, 2018-07-11 This hands-on approach to teaching digital research skills breaks down each research skill into simple, targeted steps that enable students to research more deeply and to accomplish real-world tasks. Today's rapidly diversifying digital world provides easy access to information, making it increasingly important that students know how to conduct research online. In this book, you'll learn how to transition your instruction of the research process from a print context to a digital one, and to expand your own knowledge of how to best assist students at all stages of their research. Using six well-defined steps that she developed in her 26 years of experience as a school librarian, Deb Stanley provides practical strategies for each of the six steps of the research process accompanied by easily used and replicated lessons and handouts that are applicable and adaptable to all grade levels K-12. Step-by-step instruction, links to Common Core state standards, and ideas to help students succeed at each stage of the research process makes this title a must-have for any school librarian.

Essentials of Online Course Design Marjorie Vai, Kristen Sosulski, 2015-10-14 In spite of the proliferation of online learning, creating online courses can still evoke a good deal of frustration, negativity, and wariness in those who need to create them. The second edition of *Essentials of Online Course Design* takes a fresh, thoughtfully designed, step-by-step approach to online course development. At its core is a set of standards that are based on best practices in the field of online learning and teaching. Pedagogical, organizational, and visual design principles are presented and modeled throughout the book, and users will quickly learn from the guide's hands-on approach. The course design process begins with the elements

of a classroom syllabus which, after a series of guided steps, easily evolve into an online course outline. The guide's key features include: a practical approach informed by theory clean interior design that offers straightforward guidance from page one clear and jargon-free language examples, screenshots, and illustrations to clarify and support the text a checklist of online course design standards that readers can use to self-evaluate. a Companion Website with examples, adaptable templates, interactive learning features, and online resources: <http://essentialsofonlinecoursedesign.com> Essentials of Online Course Design serves as a best practice model for designing online courses. After reading this book, readers will find that preparing for online teaching is a satisfying and engaging experience. The core issue is simply good design: pedagogical, organizational, and visual. For more of Marjorie Vai in her own words, listen to this 2011 interview from the On Teaching Online podcast: <http://onteachingonline.com/oto-16-essentials-of-online-course-design-with-marjorie-vai/>

Hollywood or History? Scott L. Roberts, Charles J. Elfer, 2024-10-01 In response to the limitations associated with teaching through film, we sought to develop practical lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms. One of the more interesting sources of visual media many authors in the previous volumes elected to use as the focus of their lesson plans were cartoons. These lesson plans have been some of the more popular in the series and are often easier to adapt for a variety of grade levels. In conducting research for this volume, we learned that cartoons are an often-used media sources in the classroom. They have similar strengths and weaknesses in not only the teaching of history, but other social studies disciplines as well. While in many cases their intended audience is younger children, people of all ages enjoy cartoons. This makes them useful for teaching students at all grade levels, as well as adults, as there will be immediate buy-in if used as a source of analysis for inquiry-based lessons. As with live action film, we believe cartoons can also serve as a powerful tool in the social studies classroom and if appropriately utilized can foster critical thinking and civic mindedness. The College, Career, and Civic Life (C3) framework, adopted by the National Council for the Social Studies in 2013, represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking, reading and writing. The C3 is comprehensive and ambitious. Moreover, we believe that as teachers endeavor to digest and implement the platform in schools and classrooms across the country, the desire for access to structured strategies that lead to more active and rigorous investigation in the social studies classroom will grow increasingly acute. Our hope is that the present volume might play a small role in the larger Hollywood or History? project of supporting practitioners, specifically teachers of preK-12 social studies disciplines, by offering a collection of 19 classroom-ready lesson designed to foster social studies inquiry through the careful use of selected cartoons.

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