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Rebecca Bennett, Mike Kent

Google Docs 4 Everyone Steven Holzner, Nancy Conner, 2009-02-09 Who needs expensive, old-fashioned office software? Now, you can do everything online, free, with Google Docs! Experts Steve and Nancy Holzner offer simple, step-by-step instructions and great insider tips for making the most of Google's powerful online word processing, spreadsheet, and presentation tools. You'll get started fast... learn how to create and format professional-quality documents of all kinds... collaborate with colleagues to build better proposals and presentations... use advanced tools like revision history, templates, and charts... discover Google Docs' latest features and shortcuts... and a whole lot more! No matter what kind of documents you create, this book can help you do the job better, faster, and more efficiently... and you'll never pay for office software again! You'll Learn How To • Get your free Google account and set up iGoogle for instant access to your documents • Upload and use the documents you've already created with Microsoft Office • Use Google Spreadsheet to create charts to display spreadsheet data • Master Google Docs' easy, powerful document-editing and formatting tools • Insert images into your documents and presentations • Share documents securely with your colleagues • Back up your documents offline and edit them when you don't have an Internet connection Steven Holzner, former contributing editor at PC Magazine, is author of 108 computer books that have sold more than 2.5 million copies. His most recent Pearson book is Facebook Marketing. Nancy Holzner writes and edits technology books from her home in central New York state. Her recent publications include books on Intuit QuickBase and Zoho. Nancy has also worked as a medievalist, a high school teacher, and a corporate trainer. CATEGORY: Productivity Suites COVERS: Google Docs USER LEVEL: Beginning-Intermediate

Best Practices for Teaching with Emerging Technologies Michelle Pacansky-Brock, 2013 *Best Practices for Teaching with Emerging Technologies* is a practical, easy-to-use guide that provides both 2- and 4-year college educators seeking to refresh or transform their instruction--

Teaching Online Susan Ko, Steve Rossen, 2017-02-24 *Teaching Online: A Practical Guide* is an accessible, introductory, and comprehensive guide for anyone who teaches online. The fourth edition of this bestselling resource has been fully revised, maintains its reader-friendly tone, and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. New to this edition: entire new chapter on MOOCs (massive open online courses); expanded information on teaching with mobile devices, using open educational resources, and learning analytics;

additional interviews with faculty, case studies, and examples; spotlight on new tools and categories of tools, especially multimedia. Focusing on the hows and whys of implementation rather than theory, the fourth edition of Teaching Online is a must-have resource for anyone teaching online or thinking about teaching online.

The Lifelong Learner Peter Hollins,2023-01-04 Most of the learning in our lives happens outside of the classroom. This book prepares you for a lifetime of learning. In the classroom, a syllabus is provided and a structure is given. We know what the outcome should be. But in developing yourself and leveling up in any aspect, we are both the teacher and the student. Learn how. Science-backed tips for directing your own learning journey, no matter the pursuit. The Lifelong Learner is about accomplishing your goals. The skill of learning is so valuable in life because without it, you are stuck in place, exactly where you are right now. No growth, no development, and nothing accomplished. This book is how to become a self-sufficient learner that is capable of creating their own syllabus, directing their learning journey, retaining information, and applying it to real-life situations -- all without the pressure of a teacher or tests. Master the key skill that you can use at any age, in any field. Peter Hollins has studied psychology and peak human performance for over a dozen years and is a bestselling author. He has worked with a multitude of individuals to unlock their potential and path towards success. His writing draws on his academic, coaching, and research experience. Outpace others, beat the competition, and get where you want to go in record time. - The best way to set learning goals and STICK to them - How specific questions can accelerate your learning by 10x - How to cram more reading and information absorption into your busy days - Understanding personal knowledge management and how it helps your brain make connections - Making your own learning syllabus complete with resources - Keeping yourself motivated with clever gamification techniques

Bloomsbury CPD Library: Independent Learning John L. Taylor,Bloomsbury CPD Library,2018-02-08 Independent learning is an ideal which many teachers aspire to but find difficult to achieve. This book provides ten training plans that enable you to easily deliver hours of CPD sessions in your school. All presentations and hand-outs are provided in the book and online, making Bloomsbury CPD Library: Independent Learning all you need to help your students think independently, for a richer learning experience, and to impress inspectors. It is common for school inspectors to comment on the need for students to learn more independently, and from higher education admissions officers and employers there is a constant call for students to be better equipped to be able to learn and think for themselves. Students themselves enjoy and benefit from lessons in which they are given the opportunity to begin to take charge of the learning process, particularly when there is space for them to explore and inquire into topics that grab their attention. At the same time, there is enormous pressure on schools to 'teach to the test', leading many teachers to feel that they have to play safe and cannot risk giving their students genuine responsibility for their own learning, lest results suffer. Critics also argue that students need to be taught directly, as the capacity for meaningful inquiry is not one that most students possess, and even when it is present, the open-ended nature

of the inquiry process can make learning inefficient. In this book, John L. Taylor shows how the rhetoric about independent learning can be turned into a practical reality. The book explores the foundations of effective learning and demonstrates how it is possible to implement an approach to learning which encourages students to learn to think for themselves. It shows how by teaching students to think better, teachers can ensure that they both succeed in jumping assessment hurdles and also enjoy a richer, more meaningful educational experience.

Handbook of Research on Active Learning and Student Engagement in Higher Education Keengwe, Jared, 2022-06-10 Active learning occurs when a learning task can be related in a non-arbitrary manner to what the learner already knows and when there is a personal recognition of the links between concepts. The most important element of active learning is not so much in how information is presented, but how new information is integrated into an existing knowledge base. In order to successfully implement active learning into higher education, its effect on student engagement must be studied and considered. The Handbook of Research on Active Learning and Student Engagement in Higher Education focuses on assessing the effectiveness of active learning and constructivist teaching to promote student engagement and provides a wide range of strategies and frameworks to help educators and other practitioners examine the benefits, challenges, and opportunities for using active learning approaches to maximize student learning. Covering topics such as online learning environments and engagement approaches, this major reference work is ideal for academicians, practitioners, researchers, librarians, industry professionals, educators, and students.

Data Information Literacy Jake Carlson, Lisa R. Johnston, 2015-01-15 Given the increasing attention to managing, publishing, and preserving research datasets as scholarly assets, what competencies in working with research data will graduate students in STEM disciplines need to be successful in their fields? And what role can librarians play in helping students attain these competencies? In addressing these questions, this book articulates a new area of opportunity for librarians and other information professionals, developing educational programs that introduce graduate students to the knowledge and skills needed to work with research data. The term data information literacy has been adopted with the deliberate intent of tying two emerging roles for librarians together. By viewing information literacy and data services as complementary rather than separate activities, the contributors seek to leverage the progress made and the lessons learned in each service area. The intent of the publication is to help librarians cultivate strategies and approaches for developing data information literacy programs of their own using the work done in the multiyear, IMLS-supported Data Information Literacy (DIL) project as real-world case studies. The initial chapters introduce the concepts and ideas behind data information literacy, such as the twelve data competencies. The middle chapters describe five case studies in data information literacy conducted at different institutions (Cornell, Purdue, Minnesota, Oregon), each focused on a different disciplinary area in science and engineering. They detail the approaches taken, how the programs were implemented, and

the assessment metrics used to evaluate their impact. The later chapters include the DIL Toolkit, a distillation of the lessons learned, which is presented as a handbook for librarians interested in developing their own DIL programs. The book concludes with recommendations for future directions and growth of data information literacy. More information about the DIL project can be found on the project's website: datainfolit.org.

Online Instruction Emily Mroczek, 2022-05-09 Online Instruction: A Practical Guide for Librarians provides an overview of online instruction, teaching, and programming in all types of libraries. It features actionable steps for starting and improving online programs. Starting with the history of online instruction and moving into creating a personal pedagogy, establishing organizational policies and procedures, and tips for general programming, author Emily Mroczek features specific examples from librarians to help readers find their way in the digital world. Public librarians, school librarians, and special librarians are featured with experiences and tips that can be modified and applied to any library setting. Ideas exist to help librarians learn from successes and mistakes and establish an engaged and productive online learning community. Mroczek identifies the pros and cons of different options available for online instructions, tips and tricks for engaging various audiences and strategies for hybrid learning. Technical tips include pros and cons of various online platforms and streaming services, an in-depth look at Zoom and a guide to evaluate and recommend specific digital resources in categories from content curation to games to calendars and scheduling. Guidelines for navigating copyright law and staying up-to-date with accessibility standards serve as an educational starting point for librarians, managers, and program designers. As technology, online instruction, and librarianship continue to evolve, this book will help librarians navigate the ever-changing functions and offer better instruction for their communities.

Mining Complex Text, Grades 6-12 Diane Lapp, Thomas DeVere Wolsey, Karen Wood, Kelly Johnson, 2014-10-10 How many times have you heard ‘a picture is worth a thousand words.’ . . . In this text, Lapp, Wolsey, Wood, and Johnson make a vital connection between reading words and the role of graphics. They demonstrate how teachers and students can blend the two such that great learning occurs in every classroom, every day. —DOUGLAS FISHER Coauthor of *Rigorous Reading* Imagine you are a fourth grader, reading about our solar system for the first time. Or you’re a high school student, asked to compare survival in Suzanne Collin’s *The Hunger Games* and Elie Wiesel’s *Night*. Reading complex texts of any kind is arduous, and now more than ever, students are being asked to do highly advanced thinking, talking, and writing around their reading. If only there were ingenious new power tools that could give students the space to tease apart complex ideas in order to comprehend and to weld their understandings into a new whole. Good news: such tools exist. In the two volumes, *Mining Complex Texts, Grades 2-5 and 6-12*, a formidable author team shares fresh ways to use the best digital and print graphic organizers in whole-class, small-group, and independent learning. Big believers of the gradual release method, the authors roll out dozens of examples of dynamic lessons and collaborative work across the content areas so that we see the process of

using these visual tools to: Help students read, reread, and take notes on a text Promote students' oral sharing of information and their ideas Elevate organized note-making from complex text(s) Scaffold students' narrative and informational writing Move students to independent thinking as they learn to create their own organizing and note-taking systems Gone are the days of fill-'em-in and forget-'em graphic organizers. With these two volumes, teachers and professional development leaders have a unified vision of how to use these tools to meet the demands of an information-saturated world, one in which students need to be able to sift, sort, synthesize, and apply knowledge with alacrity and skill.

The Comprehensive Guide to Working with Student Teachers Elizabeth Soslau, Monique Alexander, 2021 This guide provides a comprehensive toolkit for the complex work of field instruction, including mentoring approaches; conversation stems; conferencing techniques; lesson debriefing questions; understandings of programmatic goals; observation, assessment, and feedback methods; and more. Chapters are accessibly written and filled with concrete examples, tips, worksheets, and activities--

ANALYTIC ABILITY AND DIGITAL AWARENESS Dr. Robins Rastogi, Rohit Pal, 2024-06-01 Read e-Book of ANALYTIC ABILITY AND DIGITAL AWARENESS (English Book) for B.A. 5th Semester for all UP State Universities Common Minimum Syllabus as per NEP.

Teaching in a Distant Classroom Michael H. Romanowski, Teri McCarthy, 2009-11-18 Veteran educators Mike Romanowski and Teri McCarthy provide an essential guide for Christians teaching in overseas contexts. Providing both the theoretical framework as well as practical tools, the authors offer concrete advice and real-life examples for classroom instruction, daily life and much more.

Online Teaching at Its Best Linda B. Nilson, Ludwika A. Goodson, 2021-06-16 Bring pedagogy and cognitive science to online learning environments Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research, 2nd Edition, is the scholarly resource for online learning that faculty, instructional designers, and administrators have raved about. This book addresses course design, teaching, and student motivation across the continuum of online teaching modes—remote, hybrid, hyflex, and fully online—integrating these with pedagogical and cognitive science, and grounding its recommendations in the latest research. The book will help you design or redesign your courses to ensure strong course alignment and effective student learning in any of these teaching modes. Its emphasis on evidence-based practices makes this one of the most scholarly books of its kind on the market today. This new edition features significant new content including more active learning formats for small groups across the online teaching continuum, strategies and tools for scripting and recording effective micro-lectures, ways to integrate quiz items within micro-lectures, more conferencing software and techniques to add interactivity, and a guide for rapid transition from face-to-face to online teaching. You'll also find updated examples, references, and quotes to reflect more evolved technology. Adopt new

pedagogical techniques designed specifically for remote, hybrid, hyflex, and fully online learning environments Ensure strong course alignment and effective student learning for all these modes of instruction Increase student retention, build necessary support structures, and train faculty more effectively Integrate research-based course design and cognitive psychology into graduate or undergraduate programs Distance is no barrier to a great education. Online Teaching at Its Best provides practical, real-world advice grounded in educational and psychological science to help online instructors, instructional designers, and administrators deliver an exceptional learning experience even under emergency conditions.

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/>

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.

Narrative Design Michael Breault,2020-04-22 Narrative designers and game designers are critical to the development of digital and analog games. This book provides a detailed look at the work writers and designers perform every day on game development projects. It includes practical advice on how to break into the game industry as a writer or game designer. Readers can use the templates and detailed instructions provided here to create lively portfolios that will help open the door to jobs in the game industry. Key features of this book: • An intimate look at the workings of AAA game development from someone who has spent decades embedded on teams at well-known companies. • An insider's look at the game industry, including advice on breaking into the industry. • Detailed instructions for creating a portfolio to demonstrate narrative design and game design skills to prospective employers. • Lessons and exercises to help students develop narrative design and game design skills. • A how-to guide for college instructors teaching classes in narrative design and game design. Detailed assignments and syllabi are included. Author Bio: Michael Breault is a 35-year industry veteran who has contributed his writing and game design skills to over 130 published games. He currently teaches narrative design and game design courses at Webster University in St. Louis. The courses he creates and teaches are based on the tasks narrative designers and game designers undertake every day while developing games. These classes provide his students with a real-world view of the work they will be doing as writers and designers in the game industry.

The New Nurse Educator Deborah Dolan Hunt,2013 Print+CourseSmart

Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning Heafner, Tina Lane,Hartshorne, Richard,Thripp, Richard,2019-01-11 National efforts have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K-12 learners. While online learning has become pervasive in many fields in education, it has been somewhat slow to catch on in K-12 settings. The Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses, explore how content is delivered across disciplines and settings, and support the formation of relationships and enrichment opportunities. While highlighting topics including learning initiatives, institutional policies, and program structures, this book is ideally designed for teachers, principals, early childhood development centers, university faculty, administrators, policymakers, researchers, and practitioners.

Digital Media for Learning Florence Martin,Anthony Karl Betrus,2019-11-22 This book provides a comprehensive

overview on the theories, processes, and solutions relevant to effectively creating, using, and managing digital media in a variety of instructional settings. In the first section of the book, the authors provide an overview of the theories, development models, and principles of learning with digital media. In the second section, the authors detail various digital media solutions, including: Instructional Videos, Instructional Simulations and Games, Online Learning, Mobile Learning, and Emerging Learning Technologies. Overall, this book emphasizes the theoretical principles for learning with digital media and processes to design digital media solutions in various instructional settings. The readers are also provided with multiple case studies from real world projects in various instructional settings.

Best Practices for Credit-Bearing Information Literacy Courses Christopher Vance Hollister, 2010 This work is a collection of previously unpublished papers in which contributing authors describe and recommend best practices for creating, developing and teaching credit-bearing information literacy (IL) courses at the college and university level. Contributors include academic librarians from universities, four-year colleges and community colleges to demonstrate successful IL course endeavors at their respective institutions. It includes several case studies of both classroom and online IL courses; some are elective and some required, some are discipline-specific and others are integrated into academic programs or departments. Contributors discuss useful and effective methods for developing, teaching, assessing and marketing courses. Also included are chapters on theoretical approaches to credit bearing IL courses and their history in higher education. Organized around three themes, create, develop and teach, this book provides practitioners and administrators with a start-to-finish guide to best practices for credit-bearing IL courses.

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