
Ucd Teaching And Learning Resources

UXD and UCD Approaches for Accessible Education
Instructional Process and Concepts in Theory and Practice
Emerging Issues II
Handbook of Research on Analyzing IT
Opportunities for Inclusive Digital Learning
Advanced Web Applications and Progressing E-Learning 2.0 Technologies in Higher Education
Handbook of Research on Teacher Education
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Responsible Management Education and the Challenge of Poverty
Plant Genetic Resources, Inventory, Collection and Conservation
Forensic Science Education and Training
Radiology in Global Health
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Assessment, Evaluation, and Accountability in

Adult Education

An Introduction to Teaching in UK Higher Education

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

Engaging The Curriculum

Universal Design in Higher Education

Assessment, Testing, and Measurement

Strategies in Global Higher Education

Rheumatology Teaching

How Learning Works

Grading for Equity

Participatory Pedagogy: Emerging Research and Opportunities

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

School Reform: Case Studies in Teaching Improvement

Flexible Learning

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

New Directions in Teaching Theatre Arts

Distance Learning

Assessment and Feedback in Higher Education: A Guide for Teachers

New Approaches to Problem-based Learning

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

Assessing Learning in Universities

Supporting Student Learning Engaging Students as Partners in Learning and Teaching

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UXD and UCD Approaches for Accessible Education

Harvard Education Press
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.

Instructional Process and

Concepts in Theory and Practice

Springer
This book discusses the changes taking place in higher education, especially in the UK, in which curricula are being reframed to enable students to acquire skills that have market value.

Emerging Issues II UCL Press

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.

Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning NAIRTL

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.

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

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

[Handbook of Research on Teacher Education](#)
McGraw-Hill Education (UK)

International Academic Conference on Teaching, Learning and E-learning in Budapest,

Hungary 2016 (IAC-TLEI 2016), Friday - Saturday, July 8 - 9, 2016

New international studies on religions and dialogue in education Springer

Nature

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.

The Online Teaching Survival Guide

Waxmann Verlag
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 Proceedings of IAC-TLEI 2016 in Budapest* Czech Institute of Academic Education z.s.

This volume presents 64 abstracts of keynote and parallel paper presentations of the Irish National Academy for Integration of Research, Teaching and Learning's (NAIRTL) conference on the theme of flexible learning. The Flexible

Learning conference was a joint initiative by NAIRTL and the Learning Innovation Network. The keynote presentations can be accessed via hyperlinks as video recordings. Authors were encouraged to have their papers peer-reviewed. The 64 abstracts are: (1) Keynote Speech: The Open Education Revolution (Richard Baraniuk); (2) Keynote Speech: Flexible Learning: The European Context (Michael Horig); (3) The Use of Information and Communication Technology in Irish Language Learning and Teaching: WIMBA Voice Tools as Gaelige (Riona Ni Fhrighil); (4) A Framework for the Comparison of Virtual Classroom Systems (Daniel McSweeney);

- (5) E-Portfolio for Language and Intercultural Learning: The Lolipop Experience (Fionnuala Kennedy); (6) Review of Common Synchronous, Live Online-Classroom Tools (Arnold Hensman); (7) Getting There from Here: Learning to Use Readily Available Technologies to Engage Learners and Enhance Learning (Liam Boyle); (8) The Perceived Impact of Peer Education on an Occupational Therapy Student Cohort (Clodagh Nolan, Carmel Lalor, and Paula Lynch); (9) A Student-Led Approach to Personal and Professional Development--A Case Study of a Level 9 Module in Professional Development for Graduate Engineers (Carol O'Byrne); (10) Interdisciplinary Study and Integrative Learning--A Search for Evidence (Aileen Malone); (11) Linking Assessment Methods with Innovative Teaching and Learning Strategies in Postgraduate Nursing Education (Lorraine Murphy and Frances Finn); (12) Making Connections: The Use of Ethnographic Fieldwork to Facilitate a Model of Integrative Learning (Michelle Finnerty); (13) Guiding Student Learning Using Programmed Research Projects (Oisín Keely, Michael Carty, Iain MacLabhrainn, and Andrew Flaus); (14) Social Work within a Community Discourse; Integrating Research, Teaching and Learning on the Master of Social Work (MSW) Programme (Catherine

Forde and Deborah Lynch); (15) The Building Expertise in Science Teaching (BEST) Project (Cliona Murphy, Janet Varley and Paula Kilfeather); (16) Developing Teaching in an Institute of Technology (Marion Palmer); (17) The Effects of an Innovative Peer Learning Programme on Undergraduate Science Students (Jennifer Johnston and George McClelland); (18) The Merits of Blogging; Its Usefulness as a Pedagogical Tool (Siobhan O'Sullivan and Hugh McGlynn); (19) Flexible Learning or: How I Learned to Stop Worrying and Love Technology (Laura Widger); (20) The Establishment and Evaluation of a National Online Clinical Testing Repository for Surgical Trainees and Students (Seamus McHugh, Mark Corrigan, Athar Sheikh, Arnold Hill, Elaine Lehane, Conor Shields, Paul Redmond, and Michael Kerin); (21) Operations Management Online at Dundalk Institute to Technology (Angela Short); (22) Integrative Learning: What Is It-- and Why Is It More Important Than Ever? (Bettie Higgs, Shane Kilcommins, Tony Ryan, Alan Booth and Angela Smallwood); (23) The Development of a Theoretical Model of Integrative Learning for Use in Professional Programmes (Irene Hartigan, Siobhan Murphy, Nuala Walshe, and Terry Barrett); (24) Teaching Teachers How to Teach: Implementing Research in the

- Science Classroom (Sarah Hayes and Peter E. Childs); (25)
- Promoting Healthy Behaviour Choices: Understanding Patient Challenges By Undertaking a Personal Behaviour Change Task (Frank Doyle, Anne Hickey, Karen Morgan, Ian Grey, Eva Doherty, and Hannah McGee); (26)
- Integration of Technology in Mathematics and Science Teaching and Learning (Teresa Bradley, Leah Wallace and Liam Boyle); (27)
- Learning from Engagement of Cross-Disciplinary Lesson (Dolores Corcoran, Sinead Breen, Maurice O'Reilly and Therese Dooley); (28)
- Using Blogs to Foster Reflective Practice for Professional Development of Teaching Staff in Higher Education (Martina Crehan and Muireann O'Keeffe); (29)
- Towards a Standardised, Student-Centred Approach to Continuous Assessment: A Case History of GMIT Letterfrack (Kate Dunne, Pauline Logue-Collins and Angelika Rauch); (30)
- Virtually There (Michael Goldrick); (31)
- Art Works! (Marian McCarthy); (32)
- Moving Laboratory Work into the Cognitive Domain (Maeve Scott); (33)
- Learning Enhancement through Peer Support (Carina Ginty and Nuala Harding); (34)
- Designing Research Posters: A Workshop (Imogen Bertin); (35)
- Flexible Learning and Online Language Portfolios (Houssaine Afoullouss); (36)
- Blended Not

Scrambled: Pedagogic Design for the 21st Century College Student (Leo Casey); (37) The Role of the WEBINAR in Flexible Continuous Professional Development (Brian Mulligan); (38) Student Ownership of Assessment as Integrative Learning (Kevin Howard); (39) Approaches to Learning of Postgraduate Healthcare Professionals in an Outcomes-Based Curriculum (Pauline Joyce); (40) The Use of Learning Journals in Legal Education as a Means of Fostering Integrative Learning through Pedagogy and Assessment (Shane Kilcommins); (41) Innovative Teaching through Video Games: Literature Review and Best Practice (Patrick Felicia); (42) Universal Design for Learning-- The Benefits of Technology Enhanced Learning for Students with Disabilities (Patricia Kearney and Elaine O'Leary); (43) Promoting Flexible Learning through Negotiation (Lorraine McGinty); (44) Technology Based Teaching and Learning: E-Law Summer Institute, UCC (Fidelma White and Louise Crowley); (45) Evaluation of Interactive Video Based Scenario to Teach Professionalism to Medical Interns (Bryan Butler and Michelle McEvoy); (46) Flexible Learning Opportunities for Teachers in the 21st Century (Michael Hallissey); (47) Group Projects in the

Information Technology Curriculum: Towards Best Practice (Brendan Lyng and Catherine Lowry O'Neill); (48) A Multidisciplinary Approach for Science Learning (Eilish McLoughlin and Odilla Finlayson); (49) Integrative Learning and Technoculture: What's at Stake? (James Cronin, Daniel Blackshields, and Julianne Nyhan); (50) Exploring the Synergy between Pedagogical Research, Teaching and Learning in Introductory Physics (Leah Wallace); (51) The Impact of Education Level and Type on Cognitive Ethical Development (Elaine Doyle and Joanne O'Flaherty); (52) A "Whole Discipline" Approach to Enhancing Research in the Undergraduate Geography Curriculum (Niamh Moore-Cherry, Susan Hegarty, Ruth McManus, Kay MacKeogh, and Shelagh Waddington); (53) Instructional Videocasts: Facilitating Learning in a Mobile World (Robert Hickey); (54) What Do Students Think About Technology? (Shelagh Waddington, Una Crowley, and Conor McCaffery); (55) Chance Favours the Prepared Mind: Strategies to Enhance Educational Research Experiences (Etain Kiely, Gail Cummins, Rowan Watson, Margaret Savage, and Orla Walsh); (56) Essential Considerations in Implementing an E-Learning Strategy at Institutional Level (John Dallat and Brendan

- Ryder); (57) The Experiences of Engineering Students Working in Multidisciplinary Project Teams (Sivakumar Ramachandran, Timm Jeschawitz, and Denis Cullinane); (58) Integrated, Interprofessional Education for First Year Undergraduate Medical, Physiotherapy and Pharmacy Students (Judith Strawbridge, Celine Marmion, and John Kelly); (59) Preparing for Success: A Study of How Targeted Skills-Based Workshops Can Effectively Aid First Year Students to Bridge the Gap between Second and Third Level Learning (Natasha Underhill, Lyndsey EL Amoud and Seamus O'Tuama); (60) Using Learning Agreements to Facilitate Integrated Learning (Jane Creaner-Glen and Mary Creaner); (61) Development of a Patient Safety Online Programme for Doctors (Siobhan McCarthy, Ciaran O'Boyle, Dermot O'Flynn, Alf Nicholson, Ann O'Shaughnessy, Irene O'Byrne-Maguire, and Ailis Quinlan); (62) Student Services, a Key Aspect of the Provision of Flexible Learning in Higher Education Institutions (Josephine O'Donovan and Terry Maguire); (63) Use of Laboratory-Scale Wastewater Treatment Plants for Undergraduate Research, Training and Teaching (William Fitzgerald and Lil Rudden); and (64) Building Bridges Instead of Walls: Academic Professional

Development through Inter-Institutional Collaboration (Nuala Harding and Marion Palmer). This document also includes 71 "Poster Abstracts." (Individual papers contain figures, tables, and references.).

The Future of Management Education
IAP

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

A Guide to Teaching in the Active Learning Classroom

John Wiley & Sons
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.

Utilizing Forensic Technologies for Unidentified Human Remains Corwin Press

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.

Responsible Management Education and the Challenge of Poverty IGI Global

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, this handbook facilitates 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).

Plant Genetic Resources, Inventory, Collection and Conservation

Springer Nature
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.

Forensic Science Education and Training
IGI Global

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.

Radiology in Global Health Springer

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 Technologies in Higher Education 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 communities, this book is ideally designed for professionals and researchers seeking coverage on education, adult education, sociology, computer science, and information technology.

Resources in Education

Lulu.com

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.

Assessment, Evaluation, and Accountability in Adult Education

NAIRTL

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.

An Introduction to Teaching in UK

Higher Education

Stylus Publishing, LLC
A comprehensive and innovative guide to teaching, learning and assessment in forensic science education and practitioner training

Includes student exercises for mock crime scene and disaster scenarios

Addresses innovative teaching methods including apps and e-gaming

Discusses existing and proposed teaching methods

Handbook of Research on Ethical Challenges in Higher Education

Leadership and Administration A Guide to Teaching in the Active Learning Classroom

A Guide to Teaching in the Active Learning Classroom
Stylus Publishing, LLC