White Double-Consciousness

High-stakes accountability and the growing move towards standardized testing are placing teacher knowledge and assessment skills under ever-increasing scrutiny. Teachers know what is going on in their classrooms and have first-hand reliable evidence of what their students can accomplish. They can be the major factor in student assessment and help their students better demonstrate what they have learned. Smart Tests shows educators how to create well-structured evaluation tools that match assessment tasks to the purpose and content of instruction. Teachers learn how to relate testing directly to classroom goals and activities and make assessment an integral part of learning and teaching, not just the end result. They will find the information they need to build assessment tasks that give students in grades K-8 the opportunity to succeed. These tasks encourage students to apply new knowledge, reflect and defend their thoughts and opinions, and connect what they learn the world beyond the classroom.


Presents six dynamic teaching practices that treat interpreting as an active process between two languages and cultures, suggesting social interaction, sociolinguistics, and discourse analysis as more appropriate frameworks. The contributors explain how to develop textual coherence skills, use role-play and recall protocols as teaching strategies, and implement graduation portfolios. Annotation copyrighted by Book News, Inc., Portland, OR
The Road to Nursing

Psychological Perspectives on Christian Ministry

Commencing a nursing qualification can be an exciting and daunting prospect. The Road to Nursing empowers nursing students to become effective practitioners by providing an in-depth foundational knowledge of the key concepts and skills that will underpin their entire nursing journey. Written by an expert team of academics and practising nurses, this text emphasises the importance of meaning-making, supporting students to critically engage with key knowledge that informs their ongoing learning, development and professional identity. Each chapter supports learning through pedagogical features including case studies, nursing perspectives, reflections, key terms, review questions and research topics. The additional activities accessed through the VitalSource eBook reaffirm comprehension and encourage critical thinking. The Road to Nursing is written in an accessible narrative style, providing a friendly guiding voice that will support students from the classroom into practice.

Innovative Business Education Design for 21st Century Learning

Student retention has become a difficult issue within higher education. As such, it is imperative to examine the causes, as well as provide educators with strategies to implement to improve retention rates. Critical Assessment and Strategies for Increased Student Retention is a pivotal reference source for the latest progressive research on a variety of current student success and attendance perpetuation issues. Featuring a broad range of coverage on a number of perspectives and topics, such as academic performance, counseling, and culture, this publication is geared towards practitioners, academicians, and researchers interested in understanding the difficulties with maintaining student retention.

Reflective Practice in Social Work

Philosophers have warned of the perils of a life spent without reflection, but what constitutes reflective inquiry - and why it’s necessary in our lives - can be an elusive concept. Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire, the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects, not as a fanciful or nostalgic exercise, but as a powerful means of seeing familiar events anew, encouraging critical thinking and crucial insight, teaching and learning. In its opening pages, two seasoned educators, Maxine Greene and Lee Shulman, discuss reflective inquiry as a form of active attention (Thoreau’s "wide-awakeness"), an act of consciousness, and a process by which people can understand themselves, their work (particularly in the form of life projects), and others. Building on this foundation, the Handbook analyzes through the work of 40 internationally oriented authors: - Definitional issues concerning reflection, what it is and is not; - Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education; - Reflection as promoted across professional educational domains, including K-12 education, teacher education, occupational therapy, and the law; - Methods of facilitating and scaffolding reflective engagement; - Current pedagogical and research practices in reflection; - Approaches to assessing reflective inquiry. Educators across the professions as well as
adult educators, counselors and psychologists, and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times.

Transforming Theological Education

Exploring key issues in teaching through the lens of reflective practice, in order to deepen understanding of teaching practice.

Reliability Issues with Performance Assessments

Critical Traditions in Contemporary Archaeology

High Impact Teaching for Sport and Exercise Psychology Educators addresses the need for a resource on effective course design, assessment, content delivery, and classroom management that is specific to educators in the field of sport and exercise psychology and to working with the millennial learner. It provides discipline-specific ideas to improve teaching in higher education. The book provides an evidence-based guide of tried and tested teaching methods for teachers of sport and exercise psychology at all levels in all formats of education. Irrespective of the level and prior teaching experience in sport and exercise psychology, this is a starting point for delivering significant learning experiences for students in this field of study. Second, it addresses the millennial learner and recommends future teaching and learning experiences in traditional, hybrid, and online formats. Finally, High Impact Teaching for Sport and Exercise Psychology Educators provides a positive approach to engaging students in an ongoing process of learning and involvement in the field of sport and exercise psychology. This book is intended for any educator in a 2- or 4-year institution of higher education who is or will be teaching courses at the undergraduate or graduate level in sport and exercise psychology as well as students and practitioners in the areas of sport and exercise psychology and physical education.

Learning Assessment Techniques

The complicated relationship between preservice teachers, teacher education instructional practices, and White privilege is examined in this phenomenological study, suggesting that a sense of self and pedagogical wholeness are needed for preservice teachers to become capable educators who will provide the appropriate environment and support their students will need.

Effectiveness of instructional interventions in higher education

"Completely revised With timely content and state-of-the-art research undertaken by Canadian nurse researchers, the Third Edition of this trusted resource provides the guidance you need to effectively critique every aspect of nursing research and apply the results to clinical practice. Canadian Essentials of Nursing Research uses clear, straightforward language and a "user-friendly" presentation to help you understand, retain, and apply fundamental concepts with ease." --Book Jacket.

The E-portfolio Paradigm
Resources in Education

Answering the question of effectiveness of educational interventions is no easy task for a multitude of reasons. The effectiveness of an intervention depends not only on the intervention itself but also, for example, on the target group, the available infrastructure, the current legislation, the time of implementation or the expertise of the teachers. This special issue shows the diversity in the goals pursued and the interventions used to achieve them. It also shows methodological differences in effectiveness research and argues the need for nuanced interpretation and for explicitly considering the context for the intervention.

Digital Storytelling in Higher Education

Join the new breed of leaders. become a "Potentialiser" POTENTIALISER - poa-tena-tia-aa-lia-ser Meaning: Releaser of amazingness in others Your team have more potential than you realise and the chances are that your current management style may be preventing this potential to ever come to the surface through one unconscious act."Telling"! In this book you will discover how changing your approach by doing less telling and instead, asking Better Questions you will become a "POTENTIALISER" and release the potential of your people and create a team that are more engaged, empowered and fulfilled. Suitable for Leaders at all levels, this book will enhance your leadership style by learning: * How telling can be an inhibitor of potential * How you need to redefine your role by changing your mindset * Why Better Questions are so powerful * How to ask Better Questions and release the potential in your team Some comments from people that have been trained to be "Potentialisers" "I have been amazed that such a simple concept can lead to all sorts of wonderful outcomes" "At times being so busy it is quicker and easier to give the answer, but I have found that by taking the time to ask questions instead of telling, people have the opportunity to shine they amaze me and themselves!" "Since changing my approach to asking rather than telling I have been really quite amazed by the changes in my team, they seem more committed to their work and even happier in their roles!"

Secondary School Teaching

With classroom-tested ideas, real-world examples, and easy-to-use activities, Giselle Martin-Kniep and Joanne Picone-Zocchia tap three decades of experience to define and describe critical teaching and learning strategies that engage students and increase achievement. Teachers at any grade level and in any subject area will gain insights into how to * Create a rigorous, relevant, and authentic curriculum; * Use organizing centers and make meaningful connections to lend true coherence to subject matter; * Ask students questions that will help them retain new material and apply their knowledge in settings outside school; * Teach students how to develop high-order skills such as an ability to affirm values, articulate beliefs, and use multiple resources in varied contexts; * Use assessment as a system to directly engage students in revising tests and evaluating themselves; * Incorporate evaluation tools like portfolios, checklists, and rubrics to foster and assess high-quality student work that exceeds expectations; and * Encourage students to self-monitor progress, self-regulate behavior, appreciate unique learning preferences, and, ultimately, become informed and active 21st century citizens. Changing the Way You Teach, Improving the Way Students Learn stresses the need to build students' capacity to learn how to learn and be strategic, self-aware participants in an ever-complex and fast-changing society. Embracing what they call our "moral imperative," the authors encourage us to help students "pursue
the goals that will make them feel whole as human beings."

**High Impact Teaching for Sport and Exercise Psychology Educators**

This book empirically explores assessment of EFL (English as a Foreign Language) writing in different Arab world contexts at the university level, which often presents a challenge for teachers and students alike. Analysing a number of different practices throughout the chapters including peer assessment, self-assessment, e-rubrics and writing coherence, the authors highlight different issues and challenges that affect the assessment of EFL writing in the Arab world, and provide valuable insights into how it can be improved. This book is sure to become an important practical resource for practitioners, researchers, professors and graduate students working on EFL writing in this region.

**Ewa Partum's Artistic Practice**

This volume explores two aspects of change within higher education: macro factors governing and influencing the institutional environment, and micro issues taking place within the institutions themselves. The first part of the book examines some of the micro issues that influence business and economics pedagogy. It presents reflections and analyses of teaching roles and values, the enhancement of the student learning experience with technology and real world experiences, and what students want and need to learn. The second part of the book looks at the wider institutional environment of change — the shifts in values, new stakeholders, and a change of focus toward developing skills students need to succeed in business. The book highlights the inter-related nature of these changes and shows that both aspects are important in motivating and inspiring students to be able participants in a 21st century global society. Its focus on interdisciplinarity, curriculum structures, and changing stakeholders helps to analyse the roles and models of business and economics education in addressing the needs of today's global environment.

**Reflective Practice for Teachers**

50 Techniques for Engaging Students and Assessing Learning in College Courses

Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for institutional assessment? Provide evidence of your teaching effectiveness for promotion and tenure review?

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning
Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

Trust-Based Observations

An understanding of sociocultural context is crucial in second language learning—yet developing this awareness often poses a real challenge to the typical language learner. This book is a language teachers’ guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication. Moving beyond a purely theoretical approach to pragmatics, the volume offers practical advice to teachers, with hands-on classroom tasks included in every chapter. Readers will be able to:

- Understand the link between language use, linguacultural diversity, and multilingual identity
- Identify possible causes of learner errors and choices in intercultural communication
- Understand applied linguistics theories that support culturally sensitive classroom practices
- Develop a pragmatics-focused instructional component, classroom-based assessments, and curricula
- Help learners to become more strategic about their learning and performance of speech acts
- Incorporate technology into their approach to teaching pragmatics

This book aims to close the gap between what research in pragmatics has found and how language is generally taught today. It will be of interest to all language teachers, graduate students in language teaching and linguistics, teacher educators, and developers of materials for teaching language.

Teaching and Learning Pragmatics

Studienarbeit aus dem Jahr 2009 im Fachbereich Amerikanistik – Literatur, Note: 1,7, Christian-Albrechts-Universität Kiel, Sprache: Deutsch, Abstract:

This paper deals with the self-reflective nature of Paul Auster’s Ghosts1. Firstly, examples will be stated how the text alludes to its own fictional nature. Moreover, it will be shown how the reader has to read between the lines in order to obtain the novel’s deeper meaning.

Special Issue: Reflection and Reflective Thinking

Better Leaders Ask Better Questions

Smart Tests

The Role of Leadership Educators

The Person-Centred Approach Made Easy! Learn how to enable your clients by using this simple-to-apply questioning technique that gets amazing results! Aged Care Professionals typically do too much TELLING and not enough ASKING! . . . . . . and this is widely recognised as being one of the biggest inhibitors of ‘enabling’ our aged population to make their own choices on how they want
to live within their community. At Better Questions we are passionate about educating Aged Care Professionals to have more 'person-centred conversations' with their clients by recognising when and how to ask (the right) questions as opposed to advice-giving or telling. This 'easy read' book will help you recognise unconscious patterns of advice-giving and telling that may not be the best response for your clients and will inspire you to build the skill of asking Better Questions and bring out their potential. Featuring real case studies, this informative and inspirational book is the 'must have' handbook for all Assessment Officers, Case Managers, Nurses, Care Workers and all providers of professional services in aged care. Some comments from Aged Care Professionals who have used Better Questions: "I put the brakes on telling and started asking better questions." Assessment Officer "I reminded myself not to get sucked into keep giving advice and fixing things." Community Nurse "It was truly wonderful to hear the clients express their aspirations . . . it was divine." Health Professional "It truly is inspiring to watch people come to their own decisions, thoughts and choices." Care Worker Start reading today and learn our tried and tested, easy-to-follow Better Questions framework that has the power to change your clients' lives (and your life!) in ways you may never have thought possible! POTENTIALISER - poa-tena-tia-aa-ria-ser Meaning: Releaser of amazingness in others Join the Aged Care Revolution, become a Potentialiser and bring out the Amazingness in your clients!

Assessing EFL Writing in the 21st Century Arab World

Polish-born artist Ewa Partum is considered a pioneer of Central-Eastern European feminist art produced within the conceptual idiom. Her work can also be divided chronologically into Polish (1965–82), West Berlin (1982–1989) and transnational (from 1989) periods. Karolina Majewska-Güde articulates the historical alterity of Ewa Partum’s works in their various locations and the specificity of the positions from which Partum’s art was interpreted and disseminated. At the same time, the book engages with the art histories of the Central and Eastern European neo-avant-gardes focusing on the issue of narrative strategies of CEE art history.

Die Tochter des Fotografen

For several decades concern has been expressed about the need for greater integration and contextual significance in the curricular design of theological education. In addition there has been a growing awareness of the role theological schools should play in strengthening the missional vision and practice of local churches. Since 2008 the Arab Baptist Theological Seminary in Lebanon has been engaged in an ongoing experiment in the design and implementation of an integrated and contextually driven curriculum. Drawing on lessons learned from this experience, and from the wider discourse currently taking place in higher education, Transforming Theological Education provides theoretical foundations and practical principles for purposeful curriculum design, as well as tools for integrated and contextually significant learning in the classroom.


Was mir das Leben bedeutet

Anyone who has ever entrusted a troubling secret to a journal, or mourned a
broken heart with a friend, knows the feeling of relief that expressing painful emotions can bring. This book presents astonishing evidence that personal self-disclosure is not only good for our emotional health, but boosts our physical health as well. Psychologist James W. Pennebaker has conducted controlled clinical research that sheds new light on the powerful mind body connection. This book interweaves his findings with insightful case studies on secret-keeping, confession, and the hidden price of silence. Filled with information and encouragement, Opening Up explains: *Why suppressing inner problems takes a devastating toll on health *How long-buried trauma affects the immune system *How writing about your problems can improve your health *Why it's never too late to heal old emotional wounds *When self-disclosure may be risky—and how to know whom to trust

**Handbook of Reflection and Reflective Inquiry**

Trust-Based Observations teaches observers to build trusting relationships with teachers as they engage in frequent observations and reflective conversations with them. Using the manageable observation form and data driven goal setting, the result is teachers embrace risk-taking and take growth steps necessary for significant teaching improvement.—Matthew O’Leary, author of Classroom Observation: A Guide to the Effective Observation of Teaching and Learning and Reclaiming Lesson Observation: Supporting Excellence in Teacher Learning

**Changing the Way You Teach, Improving the Way Students Learn**


**Opening Up**

**Critical Assessment and Strategies for Increased Student Retention**

Leadership, as a discipline, leadership education, as a field, and leadership educator, as a profession are still in their infancy and rapidly evolving. As professionals in higher education, we are constantly asked to provide opportunities for students to learn leadership, whether that is inside or outside of the classroom. However, very little, if any professional development occurs in how to create such learning opportunities. This book provides resources for leadership educators in three sections. The first section sets the stage for leadership education and the professional work of
leadership educators, culminating with a variety of professional development resources for leadership educators. The second section introduces a leadership learning framework, provides characteristics and examples of strong leadership programs and assessment practices, and describes the transformative practice of leadership education. The third and final section offers specific instructional and assessment strategies ranging from discussion, case study, and reflection, to team-based- and service-learning to self-assessments, role-play, simulation, and games, to fulfill learning outcomes.

**Peer Commentary on Peer Rev**

**Better Aged Care Professionals Ask Better Questions**

**Canadian Essentials of Nursing Research**

Provides a guide to instructional methods and contains practical exercises for active learning, giving an introduction to professional responsibilities, curriculum, planning, assessment, and professional development.

**Changing the Conversation about Higher Education**

This book broadens the scope and impact of digital storytelling in higher education. It outlines how to teach, research and build communities in tertiary institutions through the particular form of audio-visual communication known as digital storytelling by developing relationships across professions, workplaces and civil society. The book is framed within the context of 'The Four Scholarships' developed by the Carnegie Foundation for the advancement and redefining of teaching, including the scholarships of discovery, integration, application, and teaching and learning. Across four sections, this volume considers the potential of digital storytelling to improve, enhance and expand teaching, learning, research, and interactions with society. Written by an international range of academics, researchers and practitioners, from disciplines spanning medicine, anthropology, education, social work, film and media studies, rhetoric and the humanities, the book demonstrates the variety of ways in which digital storytelling offers solutions to key challenges within higher education for students, academics and citizens. It will be compelling reading for students and researchers working in education and sociology.

**NTA UGC NET Paper 1 Topic-wise 50 Solved Papers (2019 to 2004)**

The book is structured to address the issues of vision, structure, and cultural transformation that are of specific interest to academic administrators and the promising practices and issues of identity and support that are concerns of faculty and graduate students.

**The self-reflective nature of Paul Auster’s "Ghosts"**

*Journal of International Students*: Vol 10 No S2 (2020): Special Issue: Reflection and Reflective Thinking The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer-reviewed articles on international students in tertiary education, secondary education,
and other educational settings that make significant contributions to research, policy, and practice in the internationalization of higher education. This special issue shares 7 papers related to international students and reflection by drawing on Rodgers’ four functions of reflection. We hope that the special issue is of value to the journal’s readership, particularly in regard to assisting both academic and support staff in universities with their work on reflection with international students.

Innovative Practices for Teaching Sign Language Interpreters

Reflective practice is at the heart of becoming a competent and confident social worker. It’s both a key element of learning and development on social work courses and an important aspect of social work practice. This accessible and introductory text explores a range of approaches to reflective practice that aims to help students become more confident in answering key questions, including ‘what is reflective practice?’, ‘how do I develop as a reflective practitioner?’, ‘how do I maintain reflective practice in key contexts?’. There are sections on writing reflective journals, communicating well with service users and carers and reflective practice while on placements.

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