

Introduction To Teaching Making A Difference In Student Learning

Student Learning and Academic Understanding Understanding Student Learning (Routledge Revivals) Student Learning and Development in Chinese Higher Education How to Improve Student Learning Understanding Student Learning Student Learning in South Asia Student Learning in South Asia Along the Path to Recovery: Supporting Student Learning Motivation, Engagement and Development in Post-Pandemic Higher Education Supporting Student Learning Student Learning in Higher Education Data Analysis for Continuous School Improvement Redefining Student Learning Breaking Through to Effective Teaching Teaching Students to Learn Student Approaches to Learning and Studying Engaging Practices A year's study at the piano. The pianoforte student's lesson record and practice register, together with remarks, hints, and suggestions, ed. and arranged by C. Vincent Our Common-school Education Assessing Student Learning in Higher Education Improving Student Learning Noel Entwistle Noel Entwistle Yuhao Cen Richard Paul Noel James Entwistle Halil Dundar Halil Dundar Genshu Lu Glenda Marian Crosling John D. Wilson Victoria L. Bernhardt Hermine H. Marshall Patricia Martinez-Miller Graham Gibbs John Burville Biggs Cristal McGill Charles John Vincent Burke Aaron Hinsdale George Brown Chris Rust

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the research described in student learning and academic understanding had its origins in the pioneering work of ausubel bruner and mckeachie and followed two complementary lines of

development the first line extended the ideas of marton on approaches to learning through an inventory designed to assess these approaches among large samples of students and using in depth interviews with students about their experiences of academic understanding the second line drew on a range of studies to explore the influences of university teaching and the whole teaching learning environment on the quality of student learning taking the research as a whole shows the value of complementary research approaches to describing student learning while the findings brought together in the final chapter suggest ways of supporting deep approaches and the development of personal academic understanding among students student learning and academic understanding covers a wide range of concepts that have emerged from interviews in which students use their own experiences to describe how they study and what they find most useful in developing an academic understanding of their own these concepts differ from the traditional psychological concepts by being focused on the specific contexts of university and college although they are also relevant to the later stages of school education explains the origins meanings and relevance of deep and surface approaches to learning introduces an array of concepts derived from the specific contexts of university education illustrates how in depth interviewing can be used to explore students ways of thinking provides a series of heuristic models to guide thinking about the influences on student learning includes an inventory on approaches to studying and experiences of teaching for use by teachers

first published in 1983 understanding student learning provides an in depth analysis of students learning methods in higher education at the time it examines the extent to which these learning methods reflected the teaching assessment and individual personalities of the students involved the book contains interviews with students experiments and statistical analyses of survey data in order to identify successes and difficulties in student learning and the culmination of these techniques is a clearer insight into the process of student learning

this book provides an essential source for higher education teachers and student affair professionals in china and around the globe who seek to deepen their understanding of chinese undergraduate students they work with so as to promote their learning and development drawn from interview data with 64 college students in five colleges along with survey data with more than 23 000 students from 21 institutions in mainland china this book examines student learning and college experiences from the students own perspectives researchers with a focus on chinese higher education have reported on large scale student surveys that have sprouted in recent years while these surveys facilitate national and international comparison uphold academic rigor and shift institutional attention towards student learning this book will investigate the same important topic but with a different approach that seeks to understand college student life as told by themselves beyond subject matters what i have learned in college student learning and development in curricular programs student learning and development in co curricular and extra curricular activities student learning and development at work at play and in relationships c

in how to improve student learning critical thinking pioneer richard paul and educational

psychologist linda elder distill decades of teaching experience into thirty methods to increase student comprehension and engagement in any area of study teachers and faculty at all levels will find these strategies easy to integrate into their teaching and learning process and when integrated will see students begin to take ownership of their learning this guide builds on the thinker s guide to active and cooperative learning and cultivates student development as encouraged in the thinker s guide for students on how to study and learn a discipline as part of the thinker s guide library this book advances the mission of the foundation for critical thinking to promote fairminded critical societies through cultivating essential intellectual abilities and virtues across every field of study across world

the purpose of the research program described here was to investigate college students approaches to learning and to determine the extent to which these reflected the effects of teaching and assessment demands rather than representing relatively stable characteristics of the individual learners there were six main areas within the program 1 the measurement of approaches to and styles of studying 2 the exploration of the cognitive skills cognitive styles and personality characteristics underlying different approaches to studying 3 the extension of marton s work on reading academic articles 4 the identification of students perceptions of the academic climate of departments 5 the use of interviews to investigate students strategies in carrying out particular types of academic task and 6 an investigation of how contrasting academic contexts appear to affect the approaches to studying adopted by students in those departments details of each of these areas of research are presented bw

this book analyzes the performance of south asian educational systems and identifies the causes and correlates of student learning outcomes drawing on successful initiatives both in the region and elsewhere in the world it offers an insightful approach to setting priorities for enhancing the quality of school education in south asia

for the past decade most south asian countries have directed their efforts towards achieving universal access to elementary education while these investments have led to more children being retained in school they have not translated into better learning outcomes this report comprehensively analyzes the performance of south asian educational systems in terms of student learning it attempts to answer three questions how well do education systems in south asia perform what determines student learning outcomes what policy options are effective in improving learning outcomes especially given increasing demand and competition for public resources because learning outcomes and skill acquisition in the region are low in both absolute and relative terms schooling does not translate as it should into better life chances including escape from poverty for many more nor does schooling contribute to higher productivity and economic growth so that countries in the region find it difficult to accelerate economic and social development governments in the region now fully realize that they need to direct their attention toward improving quality so that students can aspire to fuller lives as both individuals and labor market participants merely spending time in school is not enough students need to register a significant gain in both

noncognitive and cognitive skills if countries in the region are to reap full returns on their investments and generate gains in employment job creation and productivity to examine what policies hold promise for improving student learning the report reviews evidence from large scale national learning assessments and findings from impact evaluations being conducted in the region it identifies the following strategic priorities for improving learning outcomes in south asia 1 make learning outcomes the central goal of education policy 2 invest in early childhood nutrition 3 improve teacher effectiveness and accountability 4 provide additional support to disadvantaged children in early grades 5 use financing effectively 6 leverage the contribution of the non state sector and 7 build learning assessment systems each of these policy options will need to be integrated within a larger agenda of inclusive economic growth and governance reform to be truly effective

the covid 19 pandemic has caused unprecedented disruptions in educational systems on a global scale it is estimated that the learning trajectories of approximately 1 5 billion students have been adversely affected with the most vulnerable segments of the student population having suffered the most currently three years post outbreak educational institutions have re opened worldwide however higher education is still in recovery grappling with the long term impact of the prolonged closures managing the aftermath of the pandemic calls for the implementation of innovative teaching and learning practices such practices should be informed by an in depth and critical reflection on the lessons that we have learned during this crisis aimed at supporting and reinforcing students learning and development in an era marked by uncertainty and constant changes it is crucial that our higher education sector remains resilient and adaptable ensuring that students are equipped to learn develop and thrive in the future world recent decades have seen a significant increase in research investigating learning motivation and engagement within higher education establishing these topics as central themes in academic inquiry learning motivation refers to individuals willingness inclination and enthusiasm to invest time energy and effort in academic endeavors facilitating learning success and achievement student engagement refers to the time and effort students devote to activities that are empirically linked to desired outcomes of college researchers have explored characteristics and determinants of learning motivation and engagement across various learning environments involving diverse student cohorts differentiated by gender academic disciplines educational levels and cultural backgrounds additionally research has illuminated the influences of motivation and engagement on learning achievement as evidenced by improved academic performance gains in general abilities and intellectual development building upon the insights gained from the above mentioned conceptual and empirical literature the current research topic seeks to explore the features of and associations among students learning motivation engagement and development within the post pandemic higher education contexts this collection intends to bring together researchers scholars and higher education policy makers to share insights methodologies and practices that highlight the importance of supporting student motivation engagement and development as cornerstones for the recovery of higher education the dialogue facilitated by this collection aspires to contribute to the sustainable development of higher education in the post covid era we invite original empirical research and theoretical articles on a

range of topics which include but are not limited to the following areas measurement of students learning motivation engagement and development features and influential factors of students learning motivation engagement and development relationship between students learning motivation engagement and development teaching pedagogies assessment innovations and curriculum designs that enhance learning motivation engagement and development learning motivation engagement and development among vulnerable student groups including international students linguistic and ethnic minorities and students with disabilities learning motivation engagement and development in various learning environments such as traditional classrooms online courses and informal learning spaces uses of technologies digital tools and artificial intelligence in promoting learning motivation engagement and development other perspectives approaches and practices for understanding students emotions psychology and behaviors which can be used to provide interventions that support learning and development

first published in 2002 routledge is an imprint of taylor francis an informa company

with the 5th edition of data analysis for continuous school improvement best selling victoria bernhardt has written the go to resource for data analysis in your school by incorporating collaborative structures to implement monitor and evaluate the vision and continuous improvement plan this book provides a framework to show learning organizations how to create the results they really want for all teachers and all students a culmination of over 30 years of doing the hard work in schools and districts both nationally and internationally this 5th edition shares new evidence based information and shows how to analyze report communicate and use multiple measures of data to create a shared vision and a continuous school improvement plan that gets implemented a plan that doesn t just gather dust on an office shelf the revised edition is updated throughout including new chapters on school processes student achievement and evaluation as always dr bernhardt provides a wealth of tools protocols timelines examples and strategies that will help schools and districts become genuine learning organizations

presenting an alternative view of where educational reform must begin the contributors contend that we must begin with rethinking the nature of learning and with newer knowledge about how students learn only then can the conditions that support the type of learning that will create productive citizens for the 21st century be considered the book begins with the need to redefine learning by increasing awareness of the relationship between how students learn and efforts to improve schools the next seven chapters present examples of classroom research to provide a glimpse of what happens when teachers implement newer views of learning based on how students actively construct knowledge in meaningful and multi connected networks these examples serve to provide clues about what learning may look like in classrooms with these goals and to raise questions about factors that support and or constrain teachers in providing opportunities for students to extend understanding to solve complex problems

school leaders search for effective and practical ways to live out what research tells us makes a

difference in student learning research literature is easy to embrace theoretically but it is much more difficult to turn research into compelling collective action how do we create the climate where the trusting members of a professional learning community improve the results of their practice what does it take to be the small learning community that includes students and parents as well as professional educators what will we do to harness the positive power of community to transform the learning and achievement of all students this walk through protocol provides both a process and a tool for inquiry based professional development community engagement and ultimately student self direction it starts with a school s commitment to build an inquiry model that assumes the capacity for extraordinary learning on the part of students teachers administrators and families the protocol can be employed narrowly to guide the improving practice of a couple of teachers with a passion for biology for example or more broadly many of the improving schools highlighted in the chapters of this book chose the walk through protocol as a frame for school wide professional development that led to exceptional growth in learning and student achievement this process allows schools to create a community where all members approach learning as an inquiry and are proactive designers of their success

this manual describes the theory behind the study process questionnaire spq and explains what the subscale and scale scores mean the spq is a 42 item self report questionnaire used in australia to assess the extent to which a tertiary student at a college or university endorses different approaches to learning and the motives and strategies comprising those approaches the spq yields scores on three basic motives for learning and three learning strategies and on the approaches to learning that are formed by these motives and strategies the three important approaches to learning are categorized as 1 surface meeting the minimum requirements 2 deep an intrinsic interest in what is learned and 3 achieving enhancing ego and self esteem through the competition for grades the spq operationalizes these approaches and their constituent motives and strategies in terms of scale and subscale profiles representing an individual s general orientation toward learning directions for administering scoring and interpreting scores are given with suggestions about how they may be used by teachers and counselors statistical information about reliability and validity four data tables five figures and 16 tables of norms are provided norms are given separately for males and females for colleges and universities and for faculties of arts education and science the spq is enclosed sld

engaging practices are defined by the degree of attention curiosity interest optimism and passion that your students display when they are learning or being instructed we all know that learning improves when students are inquisitive interested or inspired this teaching philosophy is rich with facilitative tips and methods that pay huge dividends in authentic engagement all teaching levels elementary school middle school high school and tertiary levels benefit from adopting an engaging mindset the payoff is your students want to be in your class participate in classroom instruction and want to learn the truth is we all want to be part of something big and exciting to have a larger purpose we can structure our content around these drives to create enthusiasm ignite agreeable change in your classrooms and make the learning process thrilling as teachers we are the catalysts of growth learning and change

this book provides background research on different aspects of assessment the aim being to refresh lecturers approach to the assessment of student learning it looks at conventional as well as less widely used methods

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