

Teaching With Cases A Practical Guide Homesenserealty

Kipp Herreid learned other ways to teach- much better ways. His favorite approach puts science in vivid context through case studies, which he calls "stories with an educational message." This compilation of 40-plus essays examines every aspect of the case study method.--[back cover].

Provides an approach for analyzing, discussing, and writing about cases. This book shows how to classify cases according to analytical task they require (solving a problem, making a decision, or forming an evaluation) and establish a base of knowledge about a case. It shows how to talk about cases in class.

One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 700,000 teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from classroom management to inspiring student engagement, you will be able to perfect your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators With the sample lesson plans, videos, and teachlikeachampion.com online community, you will be teaching like a champion in no time. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a "teaching Bible" for so many educators worldwide.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Studying Complex Interactions and Outcomes Through Qualitative Comparative Analysis: A Practical Guide to Comparative Case Studies and Ethnographic Data Analysis offers practical, methodological, and theoretically robust guidelines to systematically study the causalities, dynamics, and outcomes of complex social interactions in multiple source data sets. It demonstrates how to convert data from multisited ethnography of investment politics, mobilizations, and citizen struggles into a Qualitative Comparative Analysis (QCA). In this book, Markus Kröger focuses on how data collected primarily via multisited political ethnography, supplemented by other materials and verified by multiple forms of triangulation, can be systematically analyzed through QCA. The results of this QCA offer insight on how to study the political and economic outcomes in natural resource conflicts, across different contexts and political systems. This book applies the method in practice using examples from the author's own research. With a focus on social movement studies, it shows how QCA can be used to analyze a multiple data source database, that includes results from multiple case studies. This book is a practical guide for researchers and students in social movement studies and other disciplines that produce ethnographic data from multiple sources on how to analyze complex databases through the QCA.

Selected as one of NPR's Best Books of 2016, this book offers superior learning tools for teachers and students, from A to Z. An explosive growth in research on how people learn has revealed many ways to improve teaching and catalyze learning at all ages. The purpose of this book is to present this new science of learning so that educators can creatively translate the science into exceptional practice. The book is highly appropriate for the preparation and professional development of teachers and college faculty, but also parents, trainers, instructional designers, psychology students, and simply curious folks interested in improving their own learning. Based on a popular Stanford University course, The ABCs of How We Learn uses a novel format that is suitable as both a textbook and a popular read. With everyday language, engaging examples, a sense of humor, and solid evidence, it describes 26 unique ways that students learn. Each chapter offers a concise and approachable breakdown of one way people learn, how it works, how we know it works, how and when to use it, and what mistakes to avoid. The book presents learning research in a way that educators can creatively translate into exceptional lessons and classroom practice. The book covers field-defining learning theories ranging from behaviorism (R is for Reward) to cognitive psychology (S is for Self-Explanation) to social psychology (O is for Observation). The chapters also introduce lesser-known theories exceptionally relevant to practice, such as arousal theory (X is for eXcitement). Together the theories, evidence, and strategies from each chapter can be combined endlessly to create original and effective learning plans and the means to know if they succeed.

This third edition of Teaching and the Case Method is a further response to increased national and international interest in teaching, teachers, and learning, as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings. Like its predecessors, this edition celebrates the joys of teaching and learning at their best and emphasizes the reciprocal exchange of wisdom that teachers and students can experience. It is based on the belief that teaching is not purely a matter of inborn talent. On the contrary, the knowledge, skills, and attitudes that make for excellence in teaching can be analyzed, abstracted, and learned. One key premise of Teaching and the Case Method is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases.

With the increasing focus on science education, growing attention is being paid to how science is taught. Educators in science and science-related disciplines are recognizing that distance delivery opens up new opportunities for delivering information, providing interactivity, collaborative opportunities and feedback, as well as for increasing access for students. This book presents the guidance of expert science educators from the US and from around the globe. They describe key concepts, delivery modes and emerging technologies, and offer models of practice. The book places particular emphasis on experimentation, lab and field work as they are fundamentally part of the education in most scientific disciplines. Chapters include: * Discipline methodology and teaching strategies in the specific areas of physics, biology, chemistry and earth sciences. * An overview of the important and appropriate learning technologies (ICTs) for each major science. * Best practices for establishing and maintaining a successful course online. * Insights and tips for handling practical components like laboratories

and field work. * Coverage of breaking topics, including MOOCs, learning analytics, open educational resources and m-learning. * Strategies for engaging your students online. A companion website presents videos of the contributors sharing additional guidance, virtual labs simulations and various additional resources.

Education Law, Policy, and Practice, now in a Second Edition, challenges students to think more deeply and broadly by taking an integrated approach and looking at the political, financial, educational and practical issues at play in school law. Offering a clear framework for understanding education law, this groundbreaking casebook features : an integrated approach that combines law, policy, and practice —by consistently examining the political, financial, educational and practical issues involved in education law a teachable mix of Supreme Court cases, materials, and text a coherent and transparent framework for conceptualizing Education Law in-depth treatment of the major issues : the boundaries of public and private education church and state relations school governance, school choice And The tensions between federal power and local control the rights and responsibilities of students equal protection and racial and gender diversity school finance and equity liabilities within the educational environment the rights and responsibilities of teachers special education Practicums in each section encourage students to apply the law to realistic situations helpful Teacher's Manual that offers summaries of all of the cases and answers to all of the questions at the end of the cases, As well as strategies for discussing the Practicums, additional teaching techniques, and alternative syllabi Updated throughout, The Second Edition includes : recent Supreme Court decisions regarding racial diversity and integration of public schools, The First Amendment rights of students And The role of church and state in the classroom a dedicated chapter addressing the law and policy of early childhood education critical changes to school legislation, including No Child Left Behind and special education more coverage of School Choice programs and Charter Schools comparative and international law perspectives on education law and policy accessible data and charts that quantify the impact of each area of education law and policy new cases and strategies that impact labor relations in schools new Practicum exercises updated Teacher's Manual now offers a template for teaching Education Law that enables you to organize, clarify, and summarize all of the material in the text. Practical Pedagogy expands the universe of teaching and learning. It provides an accessible guide to new and emerging innovations in education, with insights into how to become more effective as a teacher and learner. New teachers will find a comprehensive introduction to innovative ways of teaching and learning. Experienced educators will be surprised by the range of useful pedagogies, such as translanguaging, crossover learning, teachback, bricolage and rhizomatic learning. Policy makers will gain evidence of how new teaching methods work in practice, with resources for curriculum design and course development. Drawing on material from the hugely influential Innovating Pedagogy series of reports, this book is a compilation of the 40 most relevant pedagogies, covering: innovative ways to teach and learn; how pedagogies are adopted in new ways for a digital age; evidence on how and why different methods of teaching work, including case studies set in classrooms, informal settings, and online learning spaces; practical implications of the latest research into the science of learning, combining psychology, education, social sciences and neuroscience. Organised around six themes – Personalization, Connectivity, Reflection, Extension, Embodiment and Scale – Practical Pedagogy is a comprehensive source for teachers, policy makers, educational researchers and anyone interested in new ways to teach and learn.

Learning environments continue to change considerably and is no longer confined to the face-to-face classroom setting. As learning options have evolved, educators must adopt a variety of pedagogical strategies and innovative technologies to enable learning. Practical Applications and Experiences in K-20 Blended Learning Environments compiles pedagogical strategies and technologies and their outcomes that have been successfully applied in blended instruction. Highlighting best practices as elementary, secondary, and tertiary educational levels; this book is a vital tool for educators who teach or plan to teach in blended learning environments and for researchers interested in the area of blended education knowledge.

For many years, there has been a quest to discover the best teaching and learning methods in order to strengthen the classroom and the mind. Researchers now know more than ever before about the brain's impact on learning, historical triggers that lead to deep learning, and how to scale education with technology. Yet much of what is known is under-utilized in the classrooms of today, if leveraged at all. Education 3.0 and eLearning Across Modalities showcases effective practices based on innovative initiatives, research, and practitioner experiences from the past two decades. The effective practices of multi-modal learning, which are well known to practitioners but largely unknown to the general academic, are explained in detail while making each technique approachable and attainable regardless of institution, size, or modality. Covering topics such as distance learning, modern learning technologies, and learning innovation, this book is essential for teachers, educational software developers, IT consultants, instructional designers, curriculum developers, graduate students, undergraduate students, academicians, administrators, higher education faculty, and researchers.

How does social media affect working life in Higher Education? How are universities harnessing its power to aid student learning? This innovative collection brings together academics and those working in professional services to examine these questions and more. The diverse and expert contributors analyse the many ways social media can be used to enhance teaching and learning, research, professional practice, leadership, networking and career development. The impact of social media is evaluated critically, with an eye both to the benefits and the problems of using these new forms of digital communication. This is the first volume to give such detailed attention to this area of high interest. Its innovative approach extends to its creation, with contributors found via their presence on Twitter. The short and impactful chapters are accessible while retaining an academic focus through their application of relevant learning theories and educational context. Social Media and Higher Education is essential reading for any professional working in higher education, including lecturers teaching education courses. It is also significant for researchers looking at more recent developments in the field and what it means to work in a modern higher education environment.

Shift Students' Roles from Passive Observers to Active Participants. Engaging students, especially disinterested ones, in the learning process is no easy task, especially when easy access to information is at an all-time high. How do educators simultaneously ensure knowledge acquisition and engagement? Ron Nash encourages teachers to embrace an interactive classroom by rethinking their role as information givers. The Interactive Classroom provides a framework for how to influence the learning process and increase student participation by sharing:

- Proven strategies for improving presentation and facilitation skills
- Kinesthetic, interpersonal, and classroom management methods
- Brain-based teaching strategies that promote active learning
- Project-based learning and formative assessment techniques that promote a robust learning environment

Your First Year Teaching Computer Science is a comprehensive guide to teaching computer science geared to new instructors in the field. It can be used as a guide and a reference, and it provides multiple examples of how to construct teaching materials, how

to prepare lectures, how to write assignments, how to train TAs, and how to advise students, among many other topics. It is both motivational and instructive, and it provides a foundation on which to become a great CS instructor. Teaching computer science involves more than just "teaching the material," and this book details all of the other parts of teaching that you will need to know to do the job. If you are wondering where to begin as a computer science teacher, this is the book for you. Features—Serves as a comprehensive guide to teaching introductory computer science for new teachers, and experienced teachers can refer to it on specific points. -Provides examples of teaching materials, grading guides, multiple lists, and other valuable resource for helping new teachers to launch their first computer science courses. -Includes information about training TAs, holding office hours, advising students, and many other practical information that is not specifically about the technical part of teaching computer science. -Written in a conversational tone and is premised on the belief that teaching should be rewarding, fun, and engaging. This text gives prospective and practicing teachers a comprehensive understanding of how to teach multiple literacies in elementary and middle school classrooms. All of the literacies—dance, music, visual arts, popular culture, media, and computer technologies—are integrated with reading and writing. Balanced treatment is given to theoretical perspectives and practical applications. The text also features authentic cases written by preservice teachers, and commentaries on the cases from practitioners and university professors. The cases are designed to prepare future teachers for the PRAXIS teacher certifying exam and others offered in many states. Three theoretical chapters support the practical applications: Chapter 1 addresses the benefits of writing and analyzing cases and the specific attributes of exemplary teaching cases, and offers guidelines for teachers to author their own case narratives and questions for analyzing and discussing case issues with peers; Chapter 2 discusses the role of electronic symbol making and multiple sign systems in children's literacy and how children use symbols to receive and express meaning; Chapter 3 offers a theoretical framework that helps define and enable teachers to use the new literacies of Internet technology, and provides a strong rationale for expanding traditional definitions of literacy.

Writing in the Social Studies is a practical guide for educators. On each page are strategies, tips, and takeaways for teachers to implement in their classroom, while every chapter concludes with helpful handouts to distribute directly to students. Beginning with a framework and pacing guide, Writing in the Social Studies examines foundational, academic, and real-world writing, concluding with a methodology for grading and a spirited plea for teachers to write themselves. Teachers who believe in teaching "skills through content" finally have a blueprint from which to work. Those who understand it is imperative students graduate with the ability to think critically and express a point of view now have a vehicle with which to achieve their goals. Writing in the Social Studies will be the first book to tackle this crucial yet neglected corner of the curriculum. There is a desperate need for professional development in this area, and therefore also tremendous opportunity. It is a professional imperative that social studies educators teach a variety of writing skills through content. As a result they should have access to a resource which clearly and engagingly shows them how. This is Writing in the Social Studies.

In Teaching Critical Thinking, renowned cultural critic and progressive educator bell hooks addresses some of the most compelling issues facing teachers in and out of the classroom today. In a series of short, accessible, and enlightening essays, hooks explores the confounding and sometimes controversial topics that teachers and students have urged her to address since the publication of the previous best-selling volumes in her Teaching series, Teaching to Transgress and Teaching Community. The issues are varied and broad, from whether meaningful teaching can take place in a large classroom setting to confronting issues of self-esteem. One professor, for example, asked how black female professors can maintain positive authority in a classroom without being seen through the lens of negative racist, sexist stereotypes. One teacher asked how to handle tears in the classroom, while another wanted to know how to use humor as a tool for learning. Addressing questions of race, gender, and class in this work, hooks discusses the complex balance that allows us to teach, value, and learn from works written by racist and sexist authors. Highlighting the importance of reading, she insists on the primacy of free speech, a democratic education of literacy. Throughout these essays, she celebrates the transformative power of critical thinking. This is provocative, powerful, and joyful intellectual work. It is a must read for anyone who is at all interested in education today.

Historical Instructional Design Cases presents a collection of design cases which are historical precedents for the field with utility for practicing designers and implications for contemporary design and delivery. Featuring concrete and detailed views of instructional design materials, programs, and environments, this book's unique curatorial approach situates these cases in the field's broader timeline while facilitating readings from a variety of perspectives and stages of design work. Students, faculty, and researchers will be prepared to build their lexicon of observed designs, understand the real-world outcomes of theory application, and develop cases that are fully accessible to future generations and contexts.

As technology advances, mobile devices have become more affordable and useful to countries around the world. The use of technology can significantly enhance educational environments for students. It is imperative to study new software, hardware, and gadgets for the improvement of teaching and learning practices. Mobile Devices in Education: Breakthroughs in Research and Practice is a collection of innovative research on the methods and applications of mobile technologies in learning and explores best practices of mobile learning in educational settings. Highlighting a range of topics such as educational technologies, curriculum development, and game-based learning, this publication is an ideal reference source for teachers, principals, curriculum developers, educational software developers, instructional designers, administrators, researchers, professionals, upper-level students, academicians, and practitioners actively involved in the education field.

Practical Handbook of Echocardiography: 101 Case Studies Echocardiography is now one of the most commonly used diagnostic imaging tools, yet many clinicians remain unaware of the range of conditions echo can reveal or how echo can be used to help plan therapy. Moreover, it can be quite challenging even for the most seasoned practitioners to spot unusual conditions. Compiled by three echocardiographers with more than 100 years of clinical experience between

them, Practical Handbook of Echocardiography uses a case-based approach to explain in detail the full spectrum of echocardiographic modalities and how to optimize their use in the clinical setting. This practical new book: Covers the full gamut of echocardiographic modalities, including M-mode, 2-D,3-D and Doppler (PW, CW, color flow, tissue and strain), transesophageal (intra-operative and routine) and contrast Describes cases in both clinical and echocardiographic terms including very interesting cases and the new clinical techniques Features beautifully reproduced, well-labeled, full color echocardiograms Includes accompanying DVD with real-time video clips Appropriate for physician echocardiographers and all cardiologists, as well as echocardiographic technicians, Practical Handbook of Echocardiography is the ideal concise guide to using echocardiography to make definitive diagnoses and improve patient outcomes.

Case method teaching immerses students in realistic business situations?which include incomplete information, time constraints, and conflicting goals. The class discussion inherent in case teaching is well known for stimulating the development of students' critical thinking skills, yet instructors often need guidance on managing that class discussion to maximize learning. Teaching with Cases focuses on practical advice for instructors that can be easily implemented. It covers how to plan a course, how to teach it, and how to evaluate it. The book is organized by the three elements required for a great case-based course: 1) advance planning by the instructor, including implementation of a student contract; 2) how to make leading a vibrant case discussion easier and more systematic; and 3) planning for student evaluation after the course is complete. Teaching with Cases is ideal for anyone interested in case teaching, whether basing an entire course on cases, using cases as a supplement, or simply using discussion facilitation techniques. To learn more about the book, and to see resources available, visit teachingwithcases.hbsp.harvard.edu.

Despite the considerable, growing interest in online education, most studies have focused only on the students' perspective. Merely a handful of studies have attempted to address the teachers' perspectives and little has been published on the online teaching experience itself. Expectations and Demands in Online Teaching: Practical Experiences offers a better understanding of how teachers experience the online environment by exploring various dimensions of online teaching, including class preparation, process effectiveness and quality, and technology utilization. The book assists educational institution administrators supporting online education improve their understanding of how teachers experience online teaching, and of the issues these teachers face in their teaching.

Stories give life and substance to scientific methods and provide an inside look at scientists in action. Case studies deepen scientific understanding, sharpen critical-thinking skills, and help students see how science relates to their lives. In Science Stories, Clyde Freeman Herreid, Nancy Schiller, and Ky Herreid have organized case studies into categories such as historical cases, science and the media, and ethics and the scientific process. Each case study comprises a story, classroom discussion questions, teaching notes and background information, objectives, and common misconceptions about the topic, as well as helpful references. College-level educators and high school teachers will find that this compilation of case studies will allow students to make connections between the classroom and everyday life.

Mental Health Case Management: A Practical Guide represents the first modern guide designed to provide students and practitioners with a grounded and practical tutorial on the key functions of a case manager serving adults with severe mental illness. The guide is purposely devoid of extensive theoretical and historical discourse, and rather focuses on a direct and to-the-point approach that time-pressed readers will appreciate when learning the fundamentals of providing mental health case management.

Reflecting recent knowledge and developments in the field, this very practical, easy-to-use guide emphasizes learning how to do case study research--from the first step of deciding whether a case study is the way to go to the last step of verifying and confirming findings before disseminating them. The authors show students how to: determine an appropriate research design; conduct informative interviews; record observations; document analyses; delineate ways to confirm case study findings; describe methods for deriving meaning from data; and communicate their findings. Featuring many new examples, the Third Edition offers step-by-step guidance to help beginning researchers through the stages of planning and implementing a thesis, dissertation, or independent project. This succinct "how-to" guide is an excellent place for anyone to begin doing case study research.

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

In Unconscious Bias in Schools, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. "Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color," the authors write, "if unconscious racial bias

is overlooked, improvement efforts may never achieve their highest potential.” In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, *Unconscious Bias in Schools* provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work—awareness, trust, and a “learner’s stance.” Benson and Fiarman also outline specific steps toward normalizing conversations about race; reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention—“But I’m not a racist!” This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. Tracey A. Benson is an assistant professor of educational leadership at the University of North Carolina at Charlotte. Sarah E. Fiarman is the director of leadership development for EL Education, and a former public school teacher, principal, and lecturer at Harvard Graduate School of Education.

The guide all MBAs and exec ed students need. If you're enrolled in an MBA or executive education program, you've probably encountered a powerful learning tool: the business case. But if you're like many people, you may find interpreting and writing about cases mystifying and time-consuming. In *The Case Study Handbook, Revised Edition*, William Ellet presents a potent new approach for efficiently analyzing, discussing, and writing about cases. Early chapters show how to classify cases according to the analytical task they require (making a decision, performing an evaluation, or diagnosing a problem) and quickly establish a base of knowledge about a case. Strategies and templates, in addition to several sample Harvard Business School cases, help you apply the author's framework. Later in the book, Ellet shows how to write persuasive case-analytical essays based on the process laid out earlier. Examples of effective writing further reinforce the methods. The book also includes a chapter on how to talk about cases more effectively in class. Any current or prospective MBA or executive education student needs this guide.

Breakthrough Knowledge Transfer Techniques for Every Professional! No matter where you work there are people with experience teaching people who need to learn. Everyone is part of this exchange yet few people know how to do it well. Now, there's a comprehensive how-to manual for effective knowledge transfer: *Teach What You Know*. Steve Trautman introduces simple, practical mentoring techniques he created for engineers at Microsoft, and has proven in many diverse organizations ranging from Nike to Boeing. This is real-world, get-it done advice, organized into a framework you can use no matter what you need to teach. Trautman provides common-sense tools to successfully pass along years or even decades of experiences: easy-to-use checklists, sample training plans, lists of questions, step-by-step procedures, and a start-to-finish case study. *Teach What You Know* will help you orient new employees, support transitions to new assignments and promotions, prepare for employee retirements, build teams, roll out new technologies, and even move forward after reorganizations and mergers.

Teeming with practical examples, this guide promotes an integrated approach for carrying out a case study. With a background emphasis on how to ensure the reliability and validity of results, the different steps of this approach are detailed: assessing the appropriateness of a case study; preparation; selecting cases; data collection, analysis and interpretation; and reporting results “Entrepreneurship that is something you learn in practice”. “Entrepreneurship is learning by doing”. This is often heard when you tell others that you teach entrepreneurship, but maybe entrepreneurship is more “doing by learning”. Nevertheless, in entrepreneurship practice and theory are intertwined. For this reason the Learning Cycle introduced by Kolb (1984) is an often used teaching approach. According to this Learning Cycle there are four phases (“cycle”) that are connected: 1. Concrete experience (“doing”, “experiencing”) 2. Reflection (“reflecting on the experience”) 3. Conceptualization (“learning from the experience”) 4. Experimentation (“bring what you learned into practice”) In teaching you can enter this cycle at any stage, depending on the students. And that brings us to the different types of students. Based on Hills et al. (1998) a plethora of student groups can be distinguished (of course this list is not exhaustive), e.g: Ph.D. students, who do a doctoral programme in Entrepreneurship; the emphasis is on theory/science. DBA students, who do a doctoral programme that is, in comparison to the Ph.D. more practice oriented. MBA students, who take entrepreneurship as one of the courses in their programme. Most of the time MBA students are mature students, who after some work experience return to the university; the programme is practice oriented.

Measurement Theory in Action, Third Edition, helps readers apply testing and measurement theories and features 22 self-contained modules which instructors can match to their courses. Each module features an overview of a measurement issue and a step-by-step application of that theory. Best Practices provide recommendations for ensuring the appropriate application of the theory. Practical Questions help students assess their understanding of the topic. Students can apply the material using real data in the Exercises, some of which require no computer access, while others involve the use of statistical software to solve the problem. Case Studies in each module depict typical dilemmas faced when applying measurement theory followed by Questions to Ponder to encourage critical examination of the issues noted in the cases. The book's website houses the data sets, additional exercises, PowerPoints, and more. Other features include suggested readings to further one's understanding of the topics, a glossary, and a comprehensive exercise in Appendix A that incorporates many of the steps in the development of a measure of typical performance. Updated throughout to reflect recent changes in the field, the new edition also features: Recent changes in understanding measurement, with over 50 new and updated references Explanations of why each chapter, article, or book in each module's Further Readings section is recommended Instructors will find suggested answers to the book's questions and exercises; detailed solutions to the exercises; test bank with 10 multiple choice and 5 short answer questions for each module; and PowerPoint slides. Students and instructors can access SPSS data sets; additional exercises; the glossary; and additional information helpful in understanding psychometric concepts. It is ideal as a text for any psychometrics or testing and measurement course taught in psychology, education, marketing, and management. It is also an invaluable reference for professional researchers in need of a quick refresher on applying measurement theory.

Universal design for learning (UDL) has been hailed for over a decade as a revolutionary lens that allows campuses to shift their efforts to create inclusive environments. In recent years, UDL has gone beyond the field of disability and been explored with regards to international and indigenous students. There is now a sizable body of literature that details the benefits of implementing UDL in higher education, as well as a number of emerging studies examining the strategic challenges of developing UDL across institutions. There is, however, still a relative paucity of research discussing the transformation of instruction or assessment in concrete terms. Therefore, there is a necessity for research and information on UDL that has already been implemented in classrooms and the practical examples of what this process of transformation looks like. *The Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical*

Implementation offers practical examples of UDL having successfully been embedded in courses within various disciplines and classroom formats, as well as across the undergraduate and graduate sectors. The chapters provide case studies and concrete examples of what the UDL reflection on practice might look like in specific faculties and departments. While highlighting UDL in areas such as educational technology, student engagement, assignment design, and inclusive education, this book is ideally intended for inservice and preservice teachers, administrators, teacher educators, higher education professors and leaders, practitioners, researchers, academicians, and students interested in the integration of UDL into strategic academic plans.

"Case method teaching immerses students in realistic business situations--which include incomplete information, time constraints, and conflicting goals. The class discussion inherent in case teaching is well known for stimulating the development of students' critical thinking skills, yet instructors often need guidance on managing that class discussion to maximize learning. "Teaching with Cases" focuses on practical advice for instructors that can be easily implemented. It covers how to plan a course, how to teach it, and how to evaluate it. The book is organized by the three elements required for a great case-based course: 1) advance planning by the instructor, including implementation of a student contract; 2) how to make leading a vibrant case discussion easier and more systematic; and 3) planning for student evaluation after the course is complete. Teaching with Cases is ideal for anyone interested in case teaching, whether basing an entire course on cases, using cases as a supplement, or simply using discussion facilitation techniques."--

On the Social Web, people share their enthusiasms and expertise on almost every topic, and based on this, learners can find resources created by individuals with varying expertise. Through this trend and the wide availability of video cameras and authoring tools, people are creating DIY resources and sharing their knowledge, skills, and abilities broadly. While these resources are increasing in availability, what has not been explored is the effectiveness of these resources, peer-to-peer teaching and learning, and how well this content prepares learners for professional roles. Practical Peer-to-Peer Teaching and Learning on the Social Web explores the efficacies of online teaching and learning with materials by peers and provides insights into what is made available for teaching and learning by the broad public. It also considers intended and unintended outcomes of open-shared learning online and discusses practical ethics in teaching and learning online. Covering topics such as learner roles and instructional design, it is ideal for teachers, instructional designers and developers, software developers, user interface designers, researchers, academicians, and students.

La 4e de couverture indique : "Ethics in the First Person is a comprehensive guide to teaching and learning practical ethics that not only provides the historical context for the study of practical ethics in the twenty-first century but also focuses on the teaching and learning of practical ethics as a first-person, present-tense activity. Practical ethics instruction can bring about more sophisticated decision making only if students and teachers remain cognizant of their own values, beliefs, and processes for thinking through ethical issues. The book closes with an analysis of how ethics serves as a bridge across cultures. A resource for teachers of ethics across the curriculum, this book may also be used as a supplemental text for upper-level undergraduate and graduate students, or as a guide for self-study."

[Copyright: 9fc931c3e887688a5062771e14bc02bc](#)