

Active Learning 101 Strategies To Teach Any Subject Free

101 Ways to Make Learning Active Beyond the Classroom
100 Ideas for Secondary Teachers: Outstanding Lessons
Values and Ethics in Social Work Practice
Interactive Lecturing
Active Learning Strategies in Higher Education
Handbook of Research on Blended Learning
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A Toolkit For Creative Teaching In Post-Compulsory Education
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101 Ways to Make Learning Active Beyond the Classroom

This book focuses on selected best practices for effective active learning in Higher Education. Contributors present the epistemology of active learning along with specific case studies from different disciplines and countries. Discussing issues around ICTs, collaborative learning, experiential learning and other active learning strategies.

100 Ideas for Secondary Teachers: Outstanding Lessons

This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle

presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.

Values and Ethics in Social Work Practice

This book offers a practical guide to successful strategies for active learning. Presenting a wide range of teaching tools-including problem-solving exercises, cooperative student projects informal group work, simulations, case studies, role playing, and similar activities that ask students to apply what they are learning - Promoting Active Learning draws on the classroom experiences and tips of teachers from a variety of disciplines.

Interactive Lecturing

This new volume features 101 fresh strategies to design and deliver online active training for any topic. Trainers will discover a toolkit full of creative, challenging, and fun ways to enliven learning. Designed so readers can more easily identify strategies that hold the most promise for specific training situations, topics, and learning objectives, as well as providing suggested conditions for each: length of time, number of participants, etc. Each strategy is illustrated with a case example. Also features 20 how-to lists (200 total) that any trainer will find indispensable when facilitating online learning, including practical guidelines for setting up technology, choosing asynchronous vs. synchronous delivery, scheduling for multiple time zones, making lectures active, and much more. In addition to online learning activities for opening, training, and closing for a variety of categories, this volume features best practices from top experts for using social media and common e-learning tools, including PowerPoint and Articulate. Also offers tools and techniques for the full gamut of online learning practices, from gamification and simulations to serious games and m-learning. The strategies and activities in this book are geared to classroom delivery of training. A separate collection is devoted entirely to online learning strategies and activities, *em style="font-size: 10px;"101 Ways to Make Online Learning Active*. What will continue to set these books apart is the relevance of dozens of new examples, the wisdom and impact of fresh practical tips, and the rigor and expertise supporting dozens of exercises and techniques.

Active Learning Strategies in Higher Education

Flipped instruction definitely has turned higher education on its head. The lectures that used to be the foundation of teaching have been pushed out of the classroom. In their place are activities designed to put the information from those lectures to work. What is driving this transformative shift is its promise. When done well, flipped instruction helps students process material in new ways. They do more than memorize and recall--they begin to understand, evaluate, and even create new knowledge. In other words, flipped instruction is catching on because it works. The challenge, of course, is getting it to work. Students have to be motivated to prepare for class and engaged when they arrive. Faculty members and instructors who no longer spend class time delivering information have to develop methods to facilitate learning. It is a vastly different learning environment for students and instructors alike. Fortunately, you do not have to figure it all out on your own. Some instructors have been employing and refining flipped instruction for some time now. They have determined what works--and what doesn't. Their best ideas are collected in a single resource: *Flipping the College Classroom: Practical Advice from Faculty*. This collection is a comprehensive guide to flipping no matter how much--or how little--experience you have with it. If you are just getting started, you will learn where and how to begin. If you have been at it for a while, you will find new ideas to try and solutions to common challenges. *Flipping the College Classroom: Practical Advice from Faculty* is an invaluable resource that covers all necessary territory, including how to: Plan flipped lessons Engage students in flipped instruction and active learning Motivate unprepared students Hold students accountable for pre-class work Incorporate moments of reflection into an active-learning classroom Use small-group work in flipped classrooms Integrate moments of reflection Flip courses regardless of the size of the classroom Accommodate introverted students who might be uncomfortable with the flipped model Assess in a flipped environment Use feedback to advance learning Flip online courses Best use technology in flipped instruction This guide also bridges the active-learning gaps and covers topics frequently left out of flipping conversations. Some examples of these are: Dealing with student resistance Accommodating students with disabilities Flipping instruction in diverse classrooms Handling the peer review process when flipping is not well established at your institution What's more, each chapter in this collection concludes with questions for reflection and discussion along with activities for applying what you have learned. Additional supplemental materials include lesson plan templates, grading rubrics, and sample assignments. *Flipping the College Classroom: Practical Advice from Faculty* is designed to be the definitive resource on flipped instruction. No matter how experienced or comfortable you are with flipping, this resource will help you accomplish more in your active-learning classroom. Bulk Purchases To purchase multiple print copies of this book, visit www.MagnaGroupBooks.com

Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education

Active learning spaces offer students opportunities to engage, collaborate, and learn in an environment that taps into their innate curiosity and creativity. Students well versed in active learning - the capabilities that colleges, vocational schools and

the workforce demand - will be far more successful than those educated in traditional classrooms. Get Active is a practical guide to inform your thinking about how best to design schools and classrooms to support learning in a connected, digital world. From classroom redesigns to schoolwide renovation projects and new building construction, the authors show the many ways that active learning spaces can improve the learning experience.

Teaching for Learning

Provides a variety of strategies for teaching and classroom management.

Active Learning Spaces

Active Training

With new forms, techniques, and checklists, this second edition provides 101 strategies for using learners' prior knowledge.

Promoting Active Learning

Considers the connection between thinking and knowledge for the development of a learning process that includes all levels of education, in an effort to enhance critical thinking skills for the future.

The Classroom of Choice

Active Training has become a classic book in the field of training and development and a standard text on graduate-level HRD programs. It turned instructional design on its head by shifting the emphasis away from the instructor and on to the learner. A lot has happened in the training field in the last 10 years since the previous edition was written and this new edition -- the third significant update in 25 years -- adds sections to comprehensively cover new learning technologies and applications, including social media, m-learning, and creating affordable media; addresses the evolving role of trainers, including onboarding, leading change, coaching managers, mentoring, internal consulting, and building teams; tackles new business realities and challenges, including doing more with less, globalization, and working with multi-generational workforces; and offers best practices for new trainer tasks, skills, and knowledge, including working with the C-suite, engaging and retaining employees, developing leaders, vendor management, and working with SMEs. Revisions include updated workplace examples, new and revised templates and worksheets, updated theory and research sections, and

expanded guidelines on evaluating and training ROI, extending the value of training programs, and managing Active Training programs to show state-of-the-art applications. What will continue to set these books apart is the relevance of dozens of new examples, the wisdom and impact of fresh practical tips, and the rigor and expertise supporting dozens of exercises and techniques.

Tools for Teaching

With the paradigm shift to student-centered learning, the physical teaching space is being examined. The configuration of classrooms, the technology within them, and the behaviors they encourage are frequently represented as a barrier to enacting student-centered teaching methods, because traditionally designed rooms typically lack flexibility in seating arrangement, are configured to privilege a speaker at the front of the room, and lack technology to facilitate student collaboration. But many colleges and universities are redesigning the spaces in which students learn, collapsing traditional lecture halls and labs to create new, hybrid spaces—large technology-enriched studios—with the flexibility to support active and collaborative learning in larger class sizes. With this change, our classrooms are coming to embody the 21st-century pedagogy which many educators accept, and research and teaching practice are beginning to help us to understand the educational implications of thoughtfully engineered classrooms—in particular, that space and how we use it affects what, how, and how much students learn. This is the 137th volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

Collaborative Learning Techniques

“The book is at once accessible, evidence-based, practical and eminently readable. Readers will find in this book a treasury of learners' voices guiding us towards the goal of more effective learning in classrooms” - International Network for School Improvement
“This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon, enquire into, and then facilitate “effective learning”. A coherent and structured case is made for the primacy of “learning” over “work” - Learning & Teaching Update
This book addresses an important, and too seldom addressed issue: learning. Not teaching, not performance, not “work”: this book really is about learning, what makes learning effective and how it may be promoted in classrooms. The authors take the context of the classroom seriously, not only because of its effects on teachers and pupils, but because classrooms are notorious as contexts which change little. Rather than providing yet more tips, they offer real thinking and evidence based on what we know about how classrooms change. Four major dimensions of promoting effective learning in classrooms are examined in depth: Active Learning; Collaborative Learning; Learner-driven Learning and Learning about Learning. Evidence from

practising teachers in the form of case studies and examples, and evidence from international research in the form of useful ideas and frameworks is included.

101 Ways to Make Meetings Active

Engaging students in active learning is a predominant theme in today's classrooms. To promote active learning, teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching. Collaborative Learning Techniques is a scholarly and well-written handbook that guides teachers through all aspects of group work, providing solid information on what to do, how to do it, and why it is important to student learning. Synthesizing the relevant research and good practice literature, the authors present detailed procedures for thirty collaborative learning techniques (CoLTs) and offer practical suggestions on a wide range of topics, including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

41 Active Learning Strategies for the Inclusive Classroom, Grades 6-12

This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including: What classroom assessment entails and how it works. How to plan, implement, and analyze assessment projects. Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects. Fifty classroom assessment techniques Step-by-step procedures for administering the techniques Practical advice on how to analyze your data Order your copy today.

PeopleSmart

Online and blended courses are becoming increasingly prevalent in higher education settings, and the pressures to incorporate these environments highlights the increased demand to serve a generation that prefers learning through experience or through interacting with learning tools. Challenges arise in assisting instructors in facilitating and designing blended learning environments that will provide effective learning for all students. The Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education is a critical research publication that delves into the importance of effective professional development for educators planning and teaching online or blended courses. It also establishes the benefits of technology-mediated learning environments over traditional learning methods. Highlighting a wide array of topics such as online learning environments, active learning model, and educational development, this publication explores technology-based teaching methods in higher education. This book is targeted toward educators, educational administrators, academicians, researchers, and professionals within the realm of higher education.

The Pocket Instructor: Literature

Training expert Mel Silberman is the father of the popular and effective active training method. In his landmark textbook, *Active Training*, he identified the specific characteristics of the active training method that results in deeper learning and improved retention. Now, *Training the Active Training Way* takes the next step by distilling the active training method into eight core strategies that trainers can use to craft interactive and engaging training, even for the most challenging training assignments such as technical skills training, and information-rich (and often dull) content.

ADD/ADHD Alternatives in the Classroom

Applying values and ethics to social work practice is taught widely across the qualifying degree programme, on both Masters and BA courses. This book is a clear introduction to this subject and will help students develop their understanding by showing social work students how ethics can have positive impacts on the lives of vulnerable people. There are chapters on how social workers can make good ethical and value-based decisions when working with risk, and how the role of the social worker as professional can impact on service users. Above all the book is a timely and clear introduction to the subject, with an emphasis on advocacy and empowerment and how the beginning social worker can start to apply these concepts.

Dynamic Lecturing

From a legend in the field of training comes a resource that gives managers, team leaders, and supervisors 101 tips, tactics, and simple strategies to brighten up meetings and move the action along while successfully fulfilling goals and objectives.

Learner-Centered Teaching

Features 101 proven strategies to design and deliver Active Training for virtually any topic. Trainers will discover a toolkit full of creative, challenging, and fun ways to enliven learning. Redesigned so readers can more readily identify strategies that hold the most promise for specific training situations, topics, and learning objectives, as well as adding suggested conditions for each: length of time, number of participants, etc. Each strategy is illustrated with a case example. Also features 20 how-to lists (200 total) that any trainer will find indispensable when facilitating active training, including practical guidelines for setting up the classroom for active training, obtaining participation at any time, utilizing props, making lectures active, and more. The active learning strategies are organized into three major categories that correlate to

the distinct phases of effective training session: the opening, the main learning events, and the closing. Within these three categories, readers will find sub-categories, such as team building, stimulating discussion, team learning, e-learning, skill development, review, application planning, etc. New learning activities cover topics to include: communication, change management, coaching, feedback, creativity and innovation, conflict and collaboration, diversity and inclusion, leadership, customer service, decision-making, problem solving, self-management. The strategies and activities in this book are geared to classroom delivery of training. A separate collection is devoted entirely to online learning strategies and activities, *101 Ways to Make Online Learning Active*. What will continue to set these books apart is the relevance of dozens of new examples, the wisdom and impact of fresh practical tips, and the rigor and expertise supporting dozens of exercises and techniques.

Active Learning

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

Effective Online Teaching

Following up on her acclaimed *Teach Students How to Learn*, that describes teaching strategies to facilitate dramatic improvements in student learning and success, Sandra McGuire here presents these “secrets” direct to students. Her message is that “Any student can use simple, straightforward strategies to start making A’s in their courses and enjoy a lifetime of deep, effective learning.” Beginning with explaining how expectations about learning, and the study efforts required, differ between college and secondary school, the author introduces her readers, through the concept of metacognition, to the importance and powerful consequences of understanding themselves as learners. This framework and the recommended strategies that support it are useful for anyone moving on to a more advanced stage of education, so this book also has an intended audience of students preparing to go to high school, graduate school, or professional school. In a conversational tone, and liberally illustrated by anecdotes of past students, the author combines introducing readers to concepts like Bloom’s Taxonomy (to illuminate the difference between studying and learning), fixed and growth mindsets, as well as to what brain science has to tell us about rest, nutrition and exercise, together with such highly specific learning strategies as how to read a textbook, manage their time and take tests. With engaging exercises and thought-provoking reflections, this book is an ideal motivational and practical text for study skills and first year experience courses.

Training the Active Training Way

Teaching in the Fast Lane offers teachers a way to increase student engagement: an active classroom. The active classroom is about creating learning experiences differently, so that students engage in exploration of the content and take on a good share of the responsibility for their own learning. It's about students reaching explicit targets in different ways, which can result in increased student effort and a higher quality of work. Author Suzy Pepper Rollins details how to design, manage, and maintain an active classroom that balances autonomy and structure. She offers student-centered, practical strategies on sorting, station teaching, and cooperative learning that will help teachers build on students' intellectual curiosity, self-efficacy, and sense of purpose. Using the strategies in this book, teachers can strategically "let go" in ways that enable students to reach their learning targets, achieve more, be motivated to work, learn to collaborate, and experience a real sense of accomplishment.

Active Training

This is the essential resource for trainees and teachers working in the PCET sector who are looking for new and creative ways of engaging and motivating their learners. The book contains 50 brilliant activities that can be used in a variety of settings and applied to different subject areas. The authors give specific details relating to planning, preparation and implementation for each activity and, in addition, suggest a whole range of further variations for each activity to try out too! Key features include: 50 practical and innovative teaching activities Practical tips to get the most from each activity; Variations and subject-specific examples; Thinking Points to encourage reflection; What Next signposts to further reading; A theoretical framework which sets the activities within the context of creativity and innovation.--Back cover.

Flipping the College Classroom

Keeping students involved, motivated, and actively learning is challenging educators across the country, yet good advice on how to accomplish this has not been readily available. Student Engagement Techniques is a comprehensive resource that offers college teachers a dynamic model for engaging students and includes over one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students. The ready-to-use format shows how to apply each of the book's techniques in the classroom and includes purpose, preparation, procedures, examples, online implementation, variations and extensions, observations and advice, and key resources. "Given the current and welcome surge of interest in improving student learning and success, this guide is a timely and important tool, sharply focused on practical strategies that can really matter." ?Kay McClenney, director, Center for Community College Student Engagement, Community College Leadership Program, the University of

Texas at Austin "This book is a 'must' for every new faculty orientation program; it not only emphasizes the importance of concentrating on what students learn but provides clear steps to prepare and execute an engagement technique. Faculty looking for ideas to heighten student engagement in their courses will find useful techniques that can be adopted, adapted, extended, or modified." ?Bob Smallwood, cocreator of CLASSE (Classroom Survey of Student Engagement) and assistant to the provost for assessment, Office of Institutional Effectiveness, University of Alabama "Elizabeth Barkley's encyclopedia of active learning techniques (here called SETs) combines both a solid discussion of the research on learning that supports the concept of engagement and real-life examples of these approaches to teaching in action." ?James Rhem, executive editor, The National Teaching & Learning Forum

Classroom Assessment Techniques

Teaching Actively is the follow-up to Mel Silberman's book Active Learning: 101 Strategies to Teach Any Subject. Where Active Learning is the ultimate book of recipes for improving classroom teaching, Teaching Actively shows you how to become an exceptional chef. From engaging students to presenting brain-friendly instruction, Teaching Actively is an approach to teaching that you can use to dramatically improve learning in your classroom. Teaching Actively offers a comprehensive eight-step plan that you can follow to inspire active learning. It is applicable for all levels of education and contains ready-to-use ideas for bolstering your students' involvement in their education.

101 More Ways to Make Training Active

This monograph examines the nature of active learning at the higher education level, the empirical research on its use, the common obstacles and barriers that give rise to faculty resistance, and how faculty and staff can implement active learning techniques. A preliminary section defines active learning and looks at the current climate surrounding the concept. A second section, entitled "The Modified Lecture" offers ways that teachers can incorporate active learning into their most frequently used format: the lecture. The following section on classroom discussion explains the conditions and techniques needed for the most useful type of exchange. Other ways to promote active learning are also described including: visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role playing, simulations, games, and peer teaching. A section on obstacles to implementing active learning techniques leads naturally to the final section, "Conclusions and Recommendations," which outlines the roles that each group within the university can play in order to encourage the implementation of active learning strategies. The text includes over 200 references and an index. (JB)

Mindful Learning

Despite a growing body of research on teaching methods, instructors lack a comprehensive resource that highlights and synthesizes proven approaches. Teaching for Learning fills that gap. Each of the one hundred and one entries: describes an approach and lists its essential features and elements demonstrates how that approach has been used in education, including specific examples from different disciplines reviews findings from the research literature describes techniques to improve effectiveness. Teaching for Learning provides instructors with a resource grounded in the academic knowledge base, written in an easily accessible, engaging, and practical style.

Teach Yourself How to Learn

Conflicting government diktat and changeable Ofsted frameworks means that navigating the path to outstanding can be challenging. However, the integrity of an outstanding lesson will always be the same and this book attempts to bottle that formula so that you can recreate it time and time again. In his first book, Twitter phenomenon and outstanding teacher, Ross Morrison McGill provides a bank of inspirational ideas that can be picked up five minutes before your lesson starts and put into practice just as they are, or embedded into your day-to-day teaching to make every lesson an outstanding lesson! In his light-hearted and enthusiastic manner Ross guides you through the ideas he uses on a daily basis for managing behaviour, lesson planning, homework, assessment and all round outstanding teaching. Whether you are an experienced teacher or someone who has little practical teaching experience, there are ideas in this book that will change the way you think about your lessons. Ideas include: Snappy starters, Open classroom, Smiley faces, Student-led homework, Monday morning mantra and the popular five minute lesson plan. The 100 ideas series offers busy secondary teachers easy to implement, practical strategies and activities to improve and inspire their classroom practice. The bestselling series has been relaunched with a brand new look, including a new accessible dip in and out layout. Features include: Teachers tips, Taking it further tips, Quotes from the Ofsted framework and teachers, Bonus ideas, Hashtags and online resouces.

Student Engagement Techniques

The first comprehensive collection of hands-on exercises that bring active learning to the literature classroom This is the first comprehensive collection of hands-on, active learning exercises for the college literature classroom, offering ideas and inspiration for new and veteran teachers alike. These 101 surefire lesson plans present creative and interactive activities to get all your students talking and learning, from the first class to final review. Whether you are teaching majors or nonmajors, genres or periods, canonical or noncanonical literature, medieval verse or the graphic novel, this volume provides practical and flexible exercises for creating memorable learning experiences. Help students learn more and retain that knowledge longer by teaching them how to question, debate, annotate, imitate, write, draw, map, stage, or perform. These user-friendly exercises feature clear and concise step-by-step instructions, and each exercise is followed by helpful

teaching tips and descriptions of the exercise in action. All encourage collaborative learning and many are adaptable to different class sizes or course levels. A collection of successful approaches for teaching fiction, poetry, and drama and their historical, cultural, and literary contexts, this indispensable book showcases the tried and true alongside the fresh and innovative. 101 creative classroom exercises for teaching literature Exercises contributed by experienced teachers at a wide range of colleges and universities Step-by-step instructions and teaching tips for each exercise Extensive introduction on the benefits of bringing active learning to the literature classroom Cross-references for finding further exercises and to aid course planning Index of literary authors, works, and related topics

A Toolkit For Creative Teaching In Post-Compulsory Education

Effective Online Teaching is an essential resource that offers a clear understanding of how cognition and learning theory applies to online learning. This much-needed resource provides specific strategies for incorporating this knowledge into effective learner-centered teaching that gets results. The book includes strategies on motivation, tailored instruction, interaction, collaboration, monitoring and communication, time and information management, student concerns, and legal and ethical issues. Designed as a text for online instructors, the chapters can be used for self-directed learning or in a formal training setting in concert with the companion Training Manual and CD. "Tina Stavredes has done something sorely needed in the online teaching world —she has successfully combined solid theory and research with the practical application of instructor training. Both the book and the training manual are a 'must' for any online education organization. Bravo!"—Dr. Darcy W. Hardy, assistant vice provost for Technology Education Initiatives, University of Texas at San Antonio, and chair emerita, United States Distance Learning Association "Drawing from years of experience and solidly grounded in an understanding of the adult learner and learning, Stavredes offers dozens of helpful instructor strategies, activities, and resources to support adult learners' success in an online environment. Effective Online Teaching and its accompanying training manual is a 'must-have' set for online instructors in higher education, corporate, and government settings."—Sharan B. Merriam, professor emeritus of adult education, University of Georgia, and coauthor, Learning in Adulthood "An eminently practical book that provides clear and unpretentious explanations of the learning theories that are essential knowledge for every online teacher, together with equally uncluttered and easy-to-follow guidance about how to apply this knowledge to achieve excellent teaching."—Michael Grahame Moore, Distinguished Professor of Education, The Pennsylvania State University, and editor, The American Journal of Distance Education

Active Learning in the Mathematics Classroom, Grades 5-8

WE ARE ALL in the people business because we deal with other people all the time. But do you sometimes reach out to others only to find your efforts misunderstood or rejected? Do you wish your relationships with people close to you were

more harmonious and fulfilling? PeopleSmart is a practical guide for anyone who asks these questions, which means most of us at some time or other. It reveals a powerful plan for making your relationships more productive and rewarding—whether they are with a supervisor and coworkers or a spouse, relatives, and friends—by developing your interpersonal intelligence.

Get Active

Winner of the Virginia and Warren Stone Prize awarded annually by Harvard University Press for an outstanding book on education and society What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subjects inside and out—but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn.

What the Best College Teachers Do

This revised edition of Multiple Intelligences in the Mathematics Classroom provides ready-to-use lessons aligned with NCTM content standards to help students gain meaningful understandings of key mathematical concepts.

Teaching in the Fast Lane

Keys to engaging secondary students Research shows that all students—regardless of learning style, disability category, or language difference—learn more effectively when they are engaged in active learning. This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. The many benefits of active learning include: A more engaged and interactive classroom Increased self-directed learning Development of higher-order thinking skills such as analysis, synthesis, evaluation Improved reading, discussion, and writing competencies

Teaching Actively

In this useful and practical book, Elisa Carbone offers a wealth of sound advice on how to deal with a large class, from the

first day to end of term evaluations. Full of examples taken from many different disciplines, *Teaching Large Classes* will be an ideal companion for any teacher facing the challenge of the large introductory class.

Learning to Think

Is the lecture an outmoded teaching method that inhibits active learning or is it a potentially powerful tool that is an essential part of every teacher's repertoire? This book presents up-to-date research on the different types of lecture, on what constitutes effective lecturing, and on the impact of lecturing when done appropriately and well. It fills the void in professional development resources on how to lecture, validating the practice when it's aligned with the educational mission of creating engaged learning environments. Christine Harrington and Todd Zakrajsek demonstrate that, rather than lecture and active learning being mutually exclusive or either-or propositions, the effectiveness of the former can be greatly enhanced when combined with active learning techniques through what they define as dynamic lecturing; and provide context about the need to balance these approaches to meet the needs of students as they progress from novice to advanced learners. They present a range of strategies that enhance student learning during lectures. They open each chapter with the evidence behind each lecturing strategy they describe, and conclude with practical suggestions for quick application in the classroom. They offer readers the lecture planning and evaluation tools for reworking their lectures in ways that provide high-level engagement and achievement for their students. The opening section of the book explores the benefits of lecturing and describes the different modalities of lecture, with an assessment of the advantages and disadvantages of each. The second section focuses on educational strategies to enhance the lecture, including, among others, activating prior knowledge, emphasizing important points, effectively using multi-media, making concepts meaningful via examples, and the importance of retrieval practice. Each covers the underlying theory and research, and advice on how to align the engagement techniques with instructional goals. The book concludes with guidance on effective planning for lecturing and helping chairs, administrators, or peers engage in effective evaluation of the lecture. This is a dynamic resource for all faculty interested in revitalizing their teaching. The strategies are succinct, easy to incorporate into lectures and, done well, will have immediate impact and increase student mastery of course content.

Teaching Large Classes

Presents learning activities for the beginning and middle of a teaching session in a middle or secondary classroom, and features concluding exercises to encourage reflection, retention, and application.

Effective Learning in Classrooms

Tips and techniques to build interactive learning into lecture classes Have you ever looked out across your students only to find them staring at their computers or smartphones rather than listening attentively to you? Have you ever wondered what you could do to encourage students to resist distractions and focus on the information you are presenting? Have you ever wished you could help students become active learners as they listen to you lecture? Interactive Lecturing is designed to help faculty members more effectively lecture. This practical resource addresses such pertinent questions as, “How can lecture presentations be more engaging?” “How can we help students learn actively during lecture instead of just sitting and passively listening the entire time?” Renowned authors Elizabeth F. Barkley and Claire H. Major provide practical tips on creating and delivering engaging lectures as well as concrete techniques to help teachers ensure students are active and fully engaged participants in the learning process before, during, and after lecture presentations. Research shows that most college faculty still rely predominantly on traditional lectures as their preferred teaching technique. However, research also underscores the fact that more students fail lecture-based courses than classes with active learning components. Interactive Lecturing combines engaging presentation tips with active learning techniques specifically chosen to help students learn as they listen to a lecture. It is a proven teaching and learning strategy that can be readily incorporated into every teacher’s methods. In addition to providing a synthesis of relevant, contemporary research and theory on lecturing as it relates to teaching and learning, this book features 53 tips on how to deliver engaging presentations and 32 techniques you can assign students to do to support their learning during your lecture. The tips and techniques can be used across instructional methods and academic disciplines both onsite (including small lectures and large lecture halls) as well as in online courses. This book is a focused, up-to-date resource that draws on collective wisdom from scholarship and practice. It will become a well-used and welcome addition for everyone dedicated to effective teaching in higher education.

Active Learning

Offers different approaches for teaching ADD/ADHD children, including incorporating imaginative journeys, bodily-kinesthetic cues, posters, drama, and dances into the curriculum.

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