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Visual Design for Online Learning

John Wiley & Sons Update the visual design of your course in pedagogically sound ways Visual Design for Online Learning spotlights the role that visual elements play in the online learning environment. Written for both new and experienced instructors, the book guides you in adding pedagogically relevant visual design elements that contribute to effective learning practices. The text builds upon three conceptual frameworks: active learning, multiple intelligences, and universal design for learning. This resource explores critical issues such as copyright, technology tools, and accessibility and includes examples from top Blackboard practitioners which are applicable to any LMS. Ultimately, the author guides you in developing effective visual elements that will support your teaching goals while reinforcing the learning materials you share with your students. There has been a steady increase of over 10% in online enrollment for higher education institutions since 2002, yet the visual look of online courses has not changed significantly in the last ten years. Adapting to the needs of students within online classes is critical to guiding your students toward success and the right visual elements can play an integral role in your students' ability to learn and

retain the information they need to thrive in their chosen programs. In fact, visual elements have been shown to increase student participation, engagement, and success in an online course. Leverage the best practices employed by exemplary Blackboard practitioners Explore three foundational conceptual frameworks: active learning, multiple intelligences, and universal design for learning Increase student retention and success Visual Design for Online Learning is an essential reference for all online educators both new and experienced.

Afrofuturism and Digital Humanities

Show Me and I Will Engage Differently

Taylor & Francis This book brings Afrofuturism into conversation with digital humanities to pioneer the field of Digital Africana Studies, and shows how students and academics can engage with the vision of Afrofuturism, both theoretically and practically, in the classroom and through research. As Black people across the globe consider their place in the future following the past two decades of technological advancement, Afrofuturism and its relevance for the humanities has become ever pertinent. While Afrofuturism has thus far been discussed through a literary, artistic, or popular culture lens, growing use of new technologies, and its resultant intersections with the reality of our racial experiences, has created a need for approaching Afrofuturism from a digital studies perspective. Via detailed case studies, Bryan W. Carter introduces the field of Digital Africana Studies to demonstrate how this new area can be experienced pedagogically. Alongside the book, readers can also visit select Digital Africana Studies projects that exemplify the various technologies and projects described at the author's website: ibryancarter.com/projects. Given its unique approach to the path-breaking tradition of Afrofuturism, the book will be indispensable for scholars and students across fields such as digital humanities, media studies, black studies, African American studies, and Africana studies.

Education, Translation and Global Market Pressures

Curriculum Design in China and the UK

Springer This book investigates the market-driven transformation of the higher education sector and the response given by the translation programmes in the UK and China, two vastly different social and economic contexts. It provides an in-depth look at six selected case studies, critically analysing how social, economic, and political factors have affect curriculum designs in different translation programmes. This innovative volume contributes to the development of knowledge in an important area of translation studies and opens a new way for providing both cross-national and cross-disciplinary perspectives in analysing the curricula of translation programmes.

Advancing Knowledge in Higher Education: Universities in Turbulent Times

Universities in Turbulent Times

IGI Global Over the last three decades, higher education institutions have experienced massive changes. In particular, institutions of higher education have been positioned as a means to contribute to the knowledge economy and gain a level of competitive advantage in the global marketplace. Advancing Knowledge in Higher Education: Universities in Turbulent Times addresses ways in which knowledge is shaped, produced, and reworked to meet international demands for productive workforces. Divided into three sections that interrogate the higher education policy context, knowledge production, and knowledge workers, this reference publication focuses on the role of higher education in business value creation and competitive advantage, serving as a useful reference for academicians, professionals, researchers, and students.

Becoming a Teacher: Knowledge, Skills and Issues

Pearson Higher Education AU Marsh's Becoming a Teacher, 6e continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology, preparing pre-service teachers for the challenges they face in a 21st-century classroom. All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway. The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text.

Creative Learning in the Early Years

Nurturing the Characteristics of Creativity

Routledge Taking a fresh look at the role of creativity within the early years, this accessible guide explores what is meant by creativity and considers how creative skills, behaviours, and thinking can be identified and fostered in the individual child. Underpinned by the latest research and policy, chapters illustrate how creative attitudes can be adopted in all subject areas, and opportunities for creativity maximised. Creative Learning in the Early Years acknowledges the power of creative processes in helping children reach their full potential in the early years and beyond. Photocopiable work tools enable the reader to plan, observe, assess, and record progress as they develop playful and creative approaches, whilst practical advice and demonstrable examples are easily integrated into existing practice. Topics addressed include: recognising and encouraging creative tendencies stimulating the child's imagination developing adult creativity and self-awareness creating enabling environments and creative spaces using documentation and planning to inspire creativity. An exciting and accessible guide which encourages exploration, experimentation, reflection, and development, Creative Learning in the Early Years will support current and future early years practitioners as they discover the rich opportunities opened by creative practice.

Curriculum

Foundations, Principles, and Issues

Pearson Educacion The ideal resource for researchers, theoreticians, and practitioners of curriculum; a ready reference for teachers, supervisors, and administrators who participate in curriculum making; and a widely popular text for courses in curriculum planning, development, implementation, and evaluation, this book presents a comprehensive, thoroughly documented, balanced overview of the foundations, principles, and issues of curriculum today. The information presented encourages readers to consider choices and then formulate their own views on curriculum.

Technology-Supported Teaching and Research Methods for Educators

IGI Global Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology-Supported Teaching and Research Methods for Educators provides innovative insights into the utilization and maintenance of technology-supported teaching and research methods for educators. The content within this publication represents the work of e-learning, digital technologies, and current issues and trends in the field of teaching and learning in the context of contemporary technologies. It is a vital reference source for school educators, professionals, school administrators, academicians, researchers, and graduate-level students seeking coverage on topics centered on the integration of effective technologies that will support educators and students.

ÖĞRETİM İLKE VE YÖNTEMLERİ

EĞİTİM YAYINEVİ

Handbook of E-Tourism

Springer Nature This handbook provides an authoritative and truly comprehensive overview both of the diverse applications of information and communication technologies (ICTs) within the travel and tourism industry and of e-tourism as a field of scientific inquiry that has grown and matured beyond recognition. Leading experts from around the world describe cutting-edge ideas and developments, present key concepts and theories, and discuss the full range of research methods. The coverage accordingly encompasses everything from big data and analytics to psychology, user behavior, online marketing, supply chain and operations management, smart business networks, policy and regulatory issues – and much, much more. The goal is to provide an outstanding reference that summarizes and synthesizes current knowledge and establishes the theoretical and methodological foundations for further study of the role of ICTs in travel and tourism. The handbook will meet the needs of researchers and students in various disciplines as well as industry professionals. As with all volumes in Springer's Major Reference Works program, readers will benefit from access to a continually updated online version.

Handbook of Human Factors in Web Design, Second Edition

CRC Press The Handbook of Human Factors in Web Design covers basic human factors issues relating to screen design, input devices, and information organization and processing, as well as addresses newer features which will become prominent in the next generation of Web technologies. These include multimodal interfaces, wireless capabilities, and agents that can improve convenience and usability. Written by leading researchers and/or practitioners in the field, this volume reflects the varied backgrounds and interests of individuals involved in all aspects of human factors and Web design and includes chapters on a full range of topics. Divided into 12 sections, this book covers: historical

backgrounds and overviews of Human Factors and Ergonomics (HFE) specific subfields of HFE issues involved in content preparation for the Web information search and interactive information agents designing for universal access and specific user populations the importance of incorporating usability evaluations in the design process task analysis, meaning analysis, and performance modeling specific Web applications in academic and industrial settings Web psychology and information security emerging technological developments and applications for the Web the costs and benefits of incorporating human factors for the Web and the state of current guidelines The Handbook of Human Factors in Web Design is intended for researchers and practitioners concerned with all aspects of Web design. It could also be used as a text for advanced courses in computer science, industrial engineering, and psychology.

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Handbook of Research on Teacher Education

Pedagogical Innovations and Practices in the Middle East

Springer Nature This comprehensive book presents emergent findings and promising results in teacher education, curriculum, assessment, teaching and learning approaches, pedagogical innovations and practices, and professional development in educating the next generation of students. The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place. The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region, including Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen. It also provides an extensive and rich reference for future comparisons across the countries. The book contains chapters written by experienced international teacher educators who draw on their experience and expertise

to perennial issues and formidable challenges in teacher preparation and meaningful school reforms. This volume is a valuable resource and essential companion for teacher educators, faculty members, staff developers, trainee teachers, undergraduate and postgraduate students, researchers, school leaders, policy-makers, and professional learning communities to refresh their knowledge and improve their understanding. This book is a must-read for anyone interested in evolving issues in teacher education in the Middle East region.

Teachers Discovering Computers: Integrating Technology in a Changing World

Cengage Learning TEACHERS DISCOVERING COMPUTERS: INTEGRATING TECHNOLOGY IN A CHANGING WORLD, EIGHTH EDITION introduces future educators to technology and digital media in order to help them successfully teach the current generation of digital students. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications

Concepts, Methodologies, Tools, and Applications

IGI Global The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Theory-Practice Integration in Radiography Education

The Role of Teaching Strategies

Exceller Books With over eighteen (18) years of clinical experience in diagnostic radiography and with over ten (10) years' experience in Radiography education, Dr. Derick Sule identifies radiography students' transition from classroom learning to clinical learning as the greatest problem in radiography education. Thus, this book not only emphasizes the importance of curriculum content and its delivery but also sees the integration problem as an infrastructural level issue, for which recommendations are proposed to educational developers to consider radiography curriculum restructuring, the formal teacher training of instructors, the establishment of dual role lecturer/clinical radiographers and collaborative partnerships between academic and health institutions involved in radiography education.

Curriculum Implementation

A Resource Booklet

Ontario Ministry of Education

Engaging The Curriculum

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

The Curriculum

Theory and Practice

SAGE 'This book will be of interest to educational practitioners, and many other professionals concerned with the education and development of the young' - ESCalate `A very well-respected book [and a] Curriculum classic...[which offers] balance to current official publications...One of its strengths is the coherent argument that runs throughout. It is very much a product of the wide knowledge and experience of the author.' - Jenny Houssart, Senior Lecturer, Department of Learning, Curriculum & Communication, Institute of Education, University of London, UK Praise for previous editions: `I use this book as an essential course text for a module on curriculum theory. It is an excellent text for the whole course' `Vic Kelly's writing is always concise and informative, but also at times challenging' `A most comprehensive text that takes the reader beyond content/balance issues values, beliefs and assumptions on the curriculum' This is the sixth edition of a book that has been regularly revised and updated since it was first published in the mid-1970s. A V Kelly's now classic work focuses on the philosophical and political dimensions of curriculum, and especially on the implications for schools and societies of various forms of curriculum. The book outlines what form a curriculum should take if it is concerned to promote a genuine form of education for a genuinely democratic society. Kelly summarises and explains the main aspects of curriculum theory, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels. The book also seeks to show that the politicization of the school curriculum has led to the establishment of policies and practices which demonstrate a failure to understand these principles of curriculum theory and practice. As a result, policies and practices have been implemented which fall short of being adequate. In view of the rapid pace of educational change imposed by various governments over the last 35 years, including New Labour, this book is more relevant than ever.

Curriculum Inquiry in South African Higher Education

Some scholarly affirmations and challenges

AFRICAN SUN MeDIA "At once evocative and suggestive, this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self-reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty-first century. The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated." Prof Clifton Conrad ? University of Wisconsin-Madison, USA

Routledge Encyclopedia of Language Teaching and Learning

Routledge The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions

for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Curriculum, Teachers and Technology in the Turkish and International Contexts

Cambridge Scholars Publishing This volume addresses problems and emerging trends in curriculum and technology, and discusses educational matters at the intersection of national and international challenges. It takes the reader on a journey considering issues in curriculum research and practice and developments in teacher education and technology. The book also shows that curriculum as an applied discipline has direct and indirect influences not only on schooling, but also on uncertainties of society, vulnerable groups and global changes. It will be of great interest to curriculum scholars, educators and practitioners, especially when distance education and remote teaching are on the agenda of all education systems throughout the world.

Contemporary Educational Researches: Theory and Practice in Education

BoD – Books on Demand Contemporary Educational Researches: Theory and Practice in Education.

Complexity Theory and the Politics of Education

BRILL Complexity theory has become a major influence in discussions about the theory and practice of education. This book focuses on a question which so far has received relatively little attention in such discussions, which is the question of the politics of complexity.

Curriculum Development

Program Improvement

C.E. Merill Publishing Company

Leadership in Theological Education, Volume 2

Foundations for Curriculum Design

Langham Publishing The ICETE Programme for Academic Leadership (IPAL) was officially established in 2010 and arose out of the need to provide training to theological institutions in different regions of the world. IPAL provides a three-year cycle of seminars for the professional development of evangelical academic leaders and administrators to help institutions in their pursuit of quality and excellence in theological education. This publication is the second of three volumes intended to accompany and support the IPAL seminars as well as independently providing wider access to the principles required by academic leaders for institutional and curriculum development. Each chapter shares and illustrates the expertise and understanding the contributors have of education and curriculum design in the field of evangelical academic institutions. With an intentional awareness of a wide range of non-Western contexts, this volume is a much-needed guide for course administrators around the world.

Assessment Tools for Mapping Learning Outcomes With Learning Objectives

IGI Global In educational institutions, outcome-based education (OBE) remains crucial in measuring how certain teaching techniques are impacting the students' ability to learn. Currently, these changes in students are mapped by analyzing the objectives and outcomes of certain learning processes. International accreditation agencies and quality

assessment networks are all focusing on mapping between outcomes and objectives. The need of assessment tools arises that can provide a genuine mapping in the global context so that students or learners can achieve expected objectives. Assessment Tools for Mapping Learning Outcomes With Learning Objectives is a pivotal reference source that provides vital research on the implementation of quality assessment methods for measuring the outcomes of select learning processes on students. While highlighting topics such as quality assessment, effective employability, and student learning objectives, this book is ideally designed for students, administrators, policymakers, researchers, academicians, practitioners, managers, executives, strategists, and educators seeking current research on the application of modern mapping tools for assessing student learning outcomes in higher education.

Disrupting Higher Education Curriculum

Undoing Cognitive Damage

Springer Discomfort with the inappropriateness of university curricula has met with increasing calls for disruptive actions to revitalise higher education. This book, conceived to envision an alternative emancipatory curriculum, explores the historical, ideological, philosophical and theoretical domains of higher education curricula. The authors acknowledge that universities have been and continue to be complicit in perpetuating cognitive damage through symbolic violence associated with indifference to the pernicious effects of race categorisation, gender inequalities, poverty, rising unemployment and cultural hegemony, as they continue to frame curricula, cultures and practices. The book contemplates the project of undoing cognitive damage, offering glimpses to redesign curriculum in the 21st century. The contributors, international scholars, emergent and expert researchers, include different nationalities, orientations and positionalities, constituting an interdisciplinary ensemble which collectively provides a rich commentary on higher education curriculum as we know it and where we think it could be in the future. The edited volume is a catalytic tool for disrupting canonised rituals of practice in higher education. "It has been a while since a scholarly book, so authoritative in its claims and innovative in its concepts, threatens to shake up the curriculum field at its foundations. Rich in metaphor and meaning, the superbly written chapters challenge a field that once more became moribund as we settled (sic) far too comfortably into accepting handed-down frames and fictions about knowledge, authority, power and agency that imprint 'cognitive damage' on those forced to the margins of schools and

universities. Disrupting Higher Education Curriculum demonstrates, however, that it is in fact from those margins of the education enterprise that academics, teachers and learners can see more clearly how patterns of thought and action hold us back from placing and experiencing our African humanity at the centre of the curriculum." – Jonathan Jansen, Rector and Vice Chancellor of the University of the Free State, South Africa

Islamic Psychology

Human Behaviour and Experience from an Islamic Perspective

Routledge Islamic Psychology or ilm an-nafs (science of the soul) is an important introductory textbook drawing on the latest evidence in the sub-disciplines of psychology to provide a balanced and comprehensive view of human nature, behaviour and experience. Its foundation to develop theories about human nature is based upon the writings of the Qur'an, Sunna, Muslim scholars and contemporary research findings. Synthesising contemporary empirical psychology and Islamic psychology, this book is holistic in both nature and process and includes the physical, psychological, social and spiritual dimensions of human behaviour and experience. Through a broad and comprehensive scope, the book addresses three main areas: Context, perspectives and the clinical applications of applied psychology from an Islamic approach. This book is a core text on Islamic psychology for undergraduate and postgraduate students and those undertaking continuing professional development in Islamic psychology, psychotherapy and counselling. Beyond this, it is also a good supporting resource for teachers and lecturers in this field.

Curriculum Leadership

Strategies for Development and Implementation

SAGE Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time.

Human Rights in Language and STEM Education

Science, Technology, Engineering and Mathematics

Springer This volume explores the challenges of teaching and learning Science, Technology, Engineering and Mathematics (STEM) subjects in local languages and local contexts in a range of countries around the world. Many countries around the world, including African countries, have been largely excluded from the transformation that is going on in STEM pedagogy in the USA, where the emphasis is on the importance of language choice and the development of English Language Learner (ELL). STEM subjects in many parts of the world have been taught in a global language, mainly English, rather than using a local language and local curriculum. This creates pedagogical challenges to the teaching of STEM. The contributions to this book review evidence and arguments for the teaching of STEM subjects in local languages and several chapters make this case that this should be considered a human right, both in national educational programs and in development aid. Working across disciplines and domains has the potential to lead to new understanding and the removal of barriers to progress with the ultimate goal of creating solutions to persistent problems in education. Cross-disciplinary work in science, language and literacy has shown much promise and demonstrated the importance of developing language along with disciplinary knowledge. This volume provides a deep dive into this topic, with articles by several scholars in the field of language in STEM." – Jaqueline Barber,

Director of the Learning Design Group at the Lawrence Hall of Science, University of California-Berkeley, USA "In an increasingly technological world, STEM Education has become a priority on national agendas and in educational institutions. Meaningful access to STEM education can enable or hinder young people from gaining entry into the world of work. It is against this backdrop that the edited collection, Human Rights and Language in STEM Education, needs to be welcomed. The various chapters tackle the big questions of access and many others. This edited collection is required reading for all those working in STEM and for policy makers who tend to see language and STEM as binaries, rather than as interdependent." – Zubeida Desai, Professor and Dean of Education, University of the Western Cape, South Africa This volume by researchers from 10 countries provides a thought-and-action provoking multidimensional analysis of issues on the dignity of the use of STEM subjects in local education in the perspective of human rights. This book is especially recommended to researchers and education policy makers in such areas as STEM Educational Theory and Praxis, Human Rights, Future/sustainable Development, Science and Technology Literacy. May it inspire similar volumes in today's politically ebullient world." – Francisco Gomes de Matos, Professor Emeritus of Linguistics, human linguistic rights scholar, Federal University of Pernambuco, Recife, Brazil.

Understanding and Shaping Curriculum

What We Teach and Why

SAGE Publications Understanding and Shaping Curriculum: What We Teach and Why introduces readers to curriculum as knowledge, curriculum as work, and curriculum as professional practice. Author Thomas W. Hewitt discusses curriculum from theoretical and practical perspectives to not only acquaint readers with the study of curriculum, but also help them to become effective curriculum practitioners.

Understanding Curriculum

An Introduction to the Study of Historical and Contemporary Curriculum Discourses

Peter Lang Perhaps not since Ralph Tyler's (1949) Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

Methods for Teaching

Promoting Student Learning in K-12 Classrooms

Pearson College Division A guide for teachers provides a three-phase teaching model to create a successful learner-centered classroom environment.

Curriculum and Imagination

Process Theory, Pedagogy and Action Research

Routledge Curriculum and Imagination describes an alternative 'process' model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure. This comprehensive and authoritative book: offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators

presents empirical evidence on teachers' human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic 'ends-means' notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

Eğitim Programı Temeller, İlkeler ve Sorunlar

Eğitim Yayınevi Eğitim kalitesinin artmasında eğitim programlarının rolü önemli bir yer teşkil etmektedir. Bir eğitim programı tasarlanırken programın felsefi, tarihsel, sosyal, psikolojik ve kültürel temeller göz önünde bulundurularak tasarlanması programın istenilen hedeflere ulaşması açısından gereklidir. Nitekim bir eğitim programının sahip olduğu hedef, içerik, eğitim ve sınama durumlarının yanı sıra görülmeyenin de ötesinde epistemolojik, ontolojik, metodolojik ve aksiyolojik temelde programın bir teorisi mevcuttur. Bu teori ise bir eğitim programının tasarlanmasında iskelet görevi üstlenmektedir. Bu hususlara karşın bir ülkenin eğitim programının başarılı olması için hiç şüphesiz programın tüm yönleri dikkate alınarak tasarlanması, uygulanması ve değerlendirilmesi gerekmektedir. Program geliştirme alanının başlıca kaynaklarından biri olan "Curriculum: Foundations, Principles and Issues" adlı bu kitap, her ne kadar belirli ölçülerde Amerikan kültürüne dair gelişmelere değinse de yukarıda sözü edilen meseleleri ayrıntılı ve kapsamlı bir şekilde ele almıştır. Ülkemizde program geliştirme alanındaki mevcut kitap sayısını artırmak ve alanda kaynakları zenginleştirmek amacıyla bu kitabın çevrilmesine karar verilmiştir. Kitabın Türkçe'ye kazandırılması, program geliştirme alanında lisans ve lisansüstü düzeydeki ilgili kişilere, tüm eğitim çalışanlarına yol gösterici nitelikte olacağı düşünülmektedir.

Neuroplasticity and Rehabilitation

Guilford Press Brain plasticity is the focus of a growing body of research with significant implications for neurorehabilitation. This state-of-the-art volume explores ways in which brain-injured individuals may be helped not only to compensate for their loss of cognitive abilities, but also possibly to restore those abilities. Expert contributors examine the extent to which damaged cortical regions can actually recover and resume previous functions, as well as how intact regions are recruited to take on tasks once mediated by the damaged region. Evidence-based rehabilitation approaches are reviewed for a range of impairments and clinical populations, including both children and adults.

International Beliefs and Practices That Characterize Teacher Effectiveness

IGI Global Research surrounding teacher quality and teacher effectiveness has continued to grow and become even more prominent as teaching has become more professionalized globally and countries have invested more comprehensively in teacher education, certification, and professional development. To better understand teacher effectiveness, it is important to have a global viewpoint to truly understand how beliefs and practices vary in each country and can lead to different characterizations of what makes an effective teacher. This includes both cross-cultural commonalities and unique differences in conceptualization of teacher effectiveness and practices. With this comprehensive, international understanding of teacher effectiveness, a better understanding of best practices, teacher models, philosophies, and more will be developed. International Beliefs and Practices That Characterize Teacher Effectiveness identifies, shares, and explores the predominant conceptual understandings of beliefs and practices that characterize effective teachers in different countries. This book provides international and cross-cultural perspectives on teacher effectiveness and examines the prominent philosophies of teaching and pedagogical practices that characterize teachers in selected countries. Each chapter includes a background, such as history and undergirding philosophy within each country, effective teacher models, prominent applications of teacher effectiveness practices, and special or unique features of teaching in the specific countries mentioned. This book is essential for practicing educators in various countries, teacher educators, faculty, and students within schools and colleges, researchers in international comparative studies, organizations engaged in international education, and administrators, practitioners, and academicians interested in how teacher effectiveness is characterized in different countries and regions across the world.

Curriculum Change and Innovation

Hong Kong University Press Curriculum Change and Innovation is an introductory textbook on Hong Kong's school curriculum. Written in an approachable style using illustrative case studies, the textbook provides an introduction to the basic concepts and theories of "curriculum" as a field of study. It also discusses how sociopolitical and economic

changes as well as technology advancements help transform teachers' roles and reshape curriculum policies. The chapters cover a wide range of topics, including curriculum design, planning, implementation and evaluation. These discussions are included to help readers critically reflect on their roles as change agents in curriculum development. Shirley S. Y. Yeung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. John T. S. Lam is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Anthony W. L. Leung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education. Yiu Chun Lo is an associate professor of the Department of Curriculum and Instruction at the Hong Kong Institute of Education.

Menjadi Guru Kreatif

Media Maxima Menjadi Guru Kreatif merupakan salah satu buku yang sangat inspiratif bagi para guru pendidik maupun mereka yang mencintai karya pendidikan. Buku ini merupakan suatu kompilasi sangat enak dibaca, menyajikan berbagai topik yang menarik terutama karena menantang para guru untuk "membangun karakter kreatif melalui proses pembelajaran yang kreatif. Kreativitas adalah proses terus menerus, bukan sekali jadi dan selesai. Inilah bagian tak terpisahkan dari profesi guru sebagai pendidik. Kiranya pesan buku ini dapat dirumuskan hanyalah guru yang sungguh pembelajar terus menerus, dapat diandalkan penjadi pembangun karakter pembelajar di kalangan para siswa …… Semoga" J. Heru Hendarto, SJ, M.Ed, Kepala SMA Kolese Kanisius