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Using Reflection and Metacognition to Improve Student LearningCultivating CapstonesPaperIntelligent ComputingPraxis-oriented Pedagogy for Novice L2 TeachersDNP Education, Practice, and PolicyNew Directions for Computing EducationEssentials of Health Justice: Law, Policy, and Structural ChangeASME Technical PapersAbstracts of Papers Presented to the American Mathematical SocietyA Collection of Papers on Self-study and Institutional Improvement, 2004Teaching and Learning Paper SeriesConference on Software Engineering Education and TrainingAnnual Conference ProceedingsJournal of Engineering EducationSME Technical PaperPapers from a ColloquiumIntegrating Practice Into Engineering EducationInnovations and Applied Research in Mechanical Engineering TechnologyProceedings Naomi Silver Caroline J. Ketcham Kohei Arai Karen E. Johnson Stephanie Ahmed Samuel B. Fee Elizabeth Tobin-Tyler American Mathematical Society Higher Learning Commission. Meeting Timothy Christian Lethbridge American Society for Engineering Education. Conference Society of Manufacturing Engineers American Society for Engineering Education. Conference

research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material this book by presenting principles that teachers in higher education can put into practice in their own classrooms explains how to lay the ground for this engagement and help students become self regulated learners actively employing metacognitive and reflective strategies in their education key elements include embedding metacognitive instruction in the content matter being explicit about the usefulness of metacognitive activities to provide the incentive for

students to commit to the extra effort as well as following through consistently recognizing that few teachers have a deep understanding of metacognition and how it functions and still fewer have developed methods for integrating it into their curriculum this book offers a hands on user friendly guide for implementing metacognitive and reflective pedagogy in a range of disciplines offering seven practitioner examples from the sciences technology engineering and mathematics stem fields the social sciences and the humanities along with sample syllabi course materials and student examples this volume offers a range of strategies for incorporating these pedagogical approaches in college classrooms as well as theoretical rationales for the strategies presented by providing successful models from courses in a broad spectrum of disciplines the editors and contributors reassure readers that they need not reinvent the wheel or fear the unknown but can instead adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement

capstones have been a part of higher education curriculum for over two centuries with the goal of integrating student learning to cap off their undergraduate experience in practice capstones are most often delivered as a course or include a significant project that addresses a problem or contributes new knowledge this edited collection draws on multi year multi institutional and mixed methods studies to inform the development of best practices for cultivating capstones at a variety of higher education institutions the book is divided into three parts part one offers typographies of capstones illustrating the diversity of experiences included in this high impact practice while also identifying essential characteristics that contribute to high quality culminating experiences for students part two shares specific culminating experiences with examples from multiple institutions and strategies for adapting them for readers own campus contexts part three offers research informed strategies for professional development to support implementation of high quality student learning experiences across a variety of campus contexts cultivating capstones is an essential resource for faculty who teach or direct disciplinary or interdisciplinary capstone experiences as well as for faculty developers and administrators seeking ways to offer high quality high impact learning experiences for diverse student populations a series on engaged learning and teaching book visit the books companion website hosted by the center for engaged learning for book resources

this book gathering the proceedings of the 2018 computing conference offers a remarkable collection of chapters covering a wide range of topics in intelligent systems computing and their real world applications the conference attracted a total of 568 submissions from pioneering researchers scientists industrial engineers and students from all around the world these submissions underwent a double blind peer review process of those 568 submissions 192 submissions including 14 poster papers were selected for inclusion in these proceedings despite computer science s comparatively brief history as a formal academic discipline it has made a number of fundamental contributions to science and society in fact along with electronics it is a founding science of the current epoch of human history the information age and a main driver of the information revolution the goal of this conference is to provide a platform for researchers to present fundamental contributions and to be a premier venue for academic and industry practitioners to share new ideas and development experiences this book collects state of the art chapters on all aspects of computer science from classical to intelligent it covers both the theory and applications of the latest computer technologies

and methodologies providing the state of the art in intelligent methods and techniques for solving real world problems along with a vision of future research the book will be interesting and valuable for a broad readership

in this cutting edge book on l2 teacher education experts johnson verity and childs demonstrate how praxis oriented pedagogy grounded in the principles of vygotskian sociocultural theory vsct can have a meaningful impact on l2 teachers development starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented l2 teacher education pedagogy supports the development of novice teacher reasoning drawing from a longitudinal study of l2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their esl students at the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching by covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy essential reading for language teacher educators language teachers and researchers this book makes the vsct principles that inform praxis oriented pedagogy both clear and accessible

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why should every student take a computing course what should be the content of these courses how should they be taught and by whom this book addresses these questions by identifying the broader reaches of computing education problem solving and critical thinking as a general approach to learning the book discusses new approaches to computing education and considers whether the modern ubiquity of computing requires an educational approach that is inherently interdisciplinary and distinct from the traditional computer science perspective the alternative approach that the authors advocate derives its mission from an intent to embed itself within an interdisciplinary arts and science context an interdisciplinary approach to computing is compellingly valuable for students and educational institutions alike its goal is to support the educational and intellectual needs of students with interests in the entire range of academic disciplines it capitalizes on students focus on career development and employers demand for technical while also engaging a diverse student body that may not possess a pre existing interest in computing for computing s sake this approach makes directly evident the applicability of computer science topics to real world interdisciplinary problems beyond computing and recognizes that technical and computational abilities are essential within every discipline the book offers a valuable resource for computer science and computing education instructors who are presently re thinking their curricula and pedagogical approaches and are actively trying new methods in the classroom it will also benefit graduate students considering a future of teaching in the field as well as administrators in both higher education and high schools interested in becoming conversant in the discourse surrounding the future of computing education

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explores the historical structural and legal underpinnings of racial ethnic gender based and ableist inequities in health and provides a framework for students to consider how and why health inequity is tied to the ways that laws are structured and enforced additionally it offers analysis of potential solutions and posits how law may be used as a tool to remedy health injustice written for a wide interdisciplinary audience of students and scholars in public health medicine and law as well as other health professions this accessible text discusses both the systems and policies that influence health and explores opportunities to advocate for legal and policy change by public health practitioners and policymakers physicians health care professionals lawyers and lay people

this volume originated from the 15th conference on software engineering education and training and examines software design and development it is aimed at researchers professors practitioners and students

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