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Revisits the Trump Plan of the 1960s while providing a look at secondary education today and whether or not the concepts of the Model Schools Project are being utilized.

Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies is a practical guide for all instructors and instructional designers working in online or blended learning environments who want to provide a supportive, engaging, and interactive learner experience. This book explores the integration of active and experiential learning approaches and activities including gamification, social media integration, and project- and scenario-based learning, as they relate to the development of authentic skill-building, communication, problem-solving, and critical-thinking skills in learners. Readers will find guidelines for the development of participatory peer-learning, cooperative education, and service learning opportunities in the online classroom. In addition, the authors provide effective learning strategies, resources, and tools that align learner engagement with course outcomes.

This collection seeks to define the emerging field of "ubiquitous learning," an educational paradigm made possible in part by the omnipresence of digital media, supporting new modes of knowledge creation, communication, and access. As new media empower practically anyone to produce and disseminate knowledge, learning can now occur at any time and any place. The essays in this volume present key concepts, contextual factors, and current practices in this new field. Contributors are Simon J. Appleford, Patrick Berry, Jack Brighton, Bertram C. Bruce, Amber Buck, Nicholas C. Burbules, Orville Vernon Burton, Timothy Cash, Bill Cope, Alan Craig, Lisa Bouillion Diaz, Elizabeth M. Delacruz, Steve Downey, Guy Garnett, Steven E. Gump, Gail E. Hawisher, Caroline Haythornthwaite, Cory Holding, Wenhao David Huang, Eric Jakobsson, Tristan E. Johnson, Mary Kalantzis, Samuel Kamin, Karris G. Karahalios, Joycelyn Landrum-Brown, Hannah Lee, Faye L. Lesht, Maria Lovett, Cheryl McFadden, Robert E. McGrath, James D. Myers, Christa Olson, James Onderdonk, Michael A. Peters, Evangeline S. Pianfetti, Paul Prior, Fazal Rizvi, Mei-Li Shih, Janine Solberg, Joseph Squier, Kona Taylor, Sharon Tettegah, Michael Twidale, Edee Norman Wiziecki, and Hanna Zhong.

We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets. To turn it off is escapist, but to attempt to cognitively grapple with it is overwhelming. In Unforgettable: Enabling Deep and Durable Learning, a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion. Humans crave explanatory patterns, and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking. An alternative title for this book could be Why the Best College Teachers Do What They Do because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses. Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges.

"The Encyclopedia of Microcomputers serves as the ideal companion reference to the popular Encyclopedia of Computer Science and Technology. Now in its 10th year of publication, this timely reference work details the broad spectrum of microcomputer technology, including microcomputer history; explains and illustrates the use of microcomputers throughout academe, business, government, and society in general; and assesses the future impact of this rapidly changing technology."

This book examines some of the most important challenges facing administrators and other professionals in PreK-12 schools today: safety and security, hiring and evaluating members of the faculty and staff, dealing with students' academic and behavioral challenges, assessing student performance, responding to disengaged or overly engaged parents, and handling external pressures from the community. It also explores ideas for how to design the types of school our students will need in the future and cope with the realities of trying to develop these schools in a difficult educational environment. Preferring practical advice over unsupported hypotheses and adopting clear, instructive language rather than educational jargon, the authors draw upon their own experience as well as some of the best research currently being conducted in the field of educational leadership. The book is suitable for self-study, workshops, education courses, and in-serve programs. The target audience is current and prospective PreK-12 administrators, teachers, student teachers, and staff.

Modern Classroom Assessment offers an applied, student-centered guide to the major research-based approaches to assessment in today's modern classroom. Rather than simply list basic assessment formats with a few examples, as many textbooks do, award-winning professor and scholar Bruce Frey's book fully explores all five key approaches for teacher-designed assessment—Traditional Paper-and-Pencil, Performance-Based Assessment, Formative Assessment, Universal Test Design, and Authentic Assessment —while making abstract concepts and guidelines clear with hundreds of real-world illustrations and examples of what actual teachers do. Offering a variety of engaging learning tools and realistic stories from the classroom, this text will give any reader a strong foundation for designing modern assessments in their own classrooms.

Research on students' media use outside of education is just slowly taking off. Influences of information and communication technologies (ICT) on human information processing are widely assumed and particularly effects of dis- and misinformation are a current threat to democracies. Today, higher education competes with a very diverse (online) media landscape and domain-specific content from sources of varying quality, ranging from high-quality videographed lectures by top-level university lecturers, popular-scientific video talks, collaborative wikis, anonymous forum comments or blog posts to YouTube remixes of discipline factoids and unverified twitter feeds. Self-organizing learners need more knowledge, skills, and awareness on how to critically evaluate quality and select trustworthy sources, how to process information, and what cognitive, affective, attitudinal, behavioral, and neurological effects it can have on them in the long term. The PLATO program takes on the ambitious goal of uniting strands of research from various disciplines to address these questions through fundamental analyses of human information processing when learning with the Internet. This innovative interdisciplinary approach includes elements of ICT innovations and risks, learning analytics and large-scale computational modelling aimed to provide us with a better understanding of how to effectively and autonomously acquire reliable knowledge in the Information Age, how to design ICTs, and shape social and human-machine interactions for successful learning. This volume will be of interest to researchers in the fields of educational sciences, educational measurement and applied branches of the involved disciplines, including linguistics, mathematics, media studies, sociology of knowledge, philosophy of mind, business, ethics, and educational technology.