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CRYPTOGRAPHY DECRYPTED

Addison-Wesley Professional **A clear, comprehensible, and practical guide to the essentials of computer cryptography, from Caesar's Cipher through modern-day public key. Cryptographic capabilities like detecting imposters and stopping eavesdropping are thoroughly illustrated with easy-to-understand analogies, visuals, and historical sidebars. The student needs little or no background in cryptography to read Cryptography Decrypted. Nor does it require technical or mathematical expertise. But for those with some understanding of the subject, this book is comprehensive enough to solidify knowledge of computer cryptography and challenge those who wish to explore the high-level math appendix.**

TEACHING SCIENCE THROUGH INQUIRY AND INVESTIGATION, ENHANCED PEARSON ETEXT WITH LOOSE-LEAF VERSION -- ACCESS CARD PACKAGE

Pearson College Division **ALERT: Before you purchase, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. Packages Access codes for Pearson's MyLab & Mastering products may not be included when purchasing or renting from companies other than Pearson; check with the seller before completing your purchase. Used or rental books If you rent or purchase a used book with an access code, the access code may have been redeemed previously and you may have to purchase a new access code. Access codes Access codes that are purchased from sellers other than Pearson carry a**

higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase. -- This title is only available as a loose-leaf version with Pearson eText, or an electronic book. For an undergraduate level course in science education. Teaching Science Through Inquiry and Investigation provides theory and practical advice for elementary and middle school teachers to help their students learn science. Written at a time of substantive change in science education, this book deals both with what's currently happening and what's expected in science classes in elementary and middle schools. Readers explore the nature of science, its importance in today's world, trends in science education, and national science standards. They consider "What science is" and "What it means to do science." The book references both the National Science Education Standards (NRC, 1996) that provide the basis for most current state science standards and A Framework for K-12 Education: Practices, Crosscutting Concepts, and Disciplinary Core Ideas (NRC, 2011) that builds on previous science education reform documents including the NSES and contemporary learning theory to present the framework for the Next Generation Science Standards, expected to be released in the spring of 2013. Enhanced Pearson eText. Included in this package is access to the new Enhanced eText exclusively from Pearson. The Enhanced Pearson eText is: Engaging. Full-color online chapters include dynamic videos that show what course concepts look like in real classrooms, model good teaching practice, and expand upon chapter concepts. Video links, chosen by our authors and other subject-matter experts, are embedded right in context of the content you are reading. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets.* Interactive. Features include embedded video, note taking and sharing, highlighting and search. Affordable. Experience all these advantages of the Enhanced eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Pearson eText App is available for free on Google Play and in the App Store.* Requires Android OS 3.1 - 4, a 7" or 10" tablet or iPad iOS 5.0 or newer 0133400794 / 9780133400793 Teaching Science Through Inquiry and Investigation, Loose-Leaf Version with Enhanced Pearson eText -- Access Card Package consists of 0132612240 / 9780132612241 Teaching Science Through Inquiry and Investigation Loose Leaf Version 0133397084 / 9780133397086 Teaching Science Through Inquiry and Investigation, Enhanced Pearson eText -- Access Card

HANDBOOK OF RESEARCH ON VIRTUAL TRAINING AND MENTORING OF ONLINE INSTRUCTORS

IGI Global **To meet the dynamic academic demands of twenty-first century digital learners, many institutions of higher learning are offering more online classes than ever before that are accessible to both traditional and non-traditional learners. As such, a growing demand for online courses**

implies that participating institutions provide faculty with appropriate professional development programs to ensure the design and delivery of quality online courses. The Handbook of Research on Virtual Training and Mentoring of Online Instructors is a critical scholarly resource that highlights the issues, challenges, and online engagement experiences to enhance effective teaching and learning in this learning environment. Featuring coverage on a broad range of topics such as media literacy, professional development, and virtual learning environments, this book is geared towards educational administrators, educators, and instructional designers interested in quality online instruction.

K-12 EDUCATION: CONCEPTS, METHODOLOGIES, TOOLS, AND APPLICATIONS

CONCEPTS, METHODOLOGIES, TOOLS, AND APPLICATIONS

IGI Global **Primary and Secondary education is a formative time for young students. Lessons learned before the rigors of higher education help to inform learners' future successes, and the increasing prevalence of learning tools and technologies can both help and hinder students in their endeavors. K-12 Education: Concepts, Methodologies, Tools, and Applications investigates the latest advances in online and mobile learning, as well as pedagogies and ontologies influenced by current developments in information and communication technologies, enabling teachers, students, and administrators to make the most of their educational experience. This multivolume work presents all stakeholders in K-12 education with the tools necessary to facilitate the next generation of student-teacher interaction.**

STUDENT-TEACHER INTERACTION IN ONLINE LEARNING ENVIRONMENTS

IGI Global **As face-to-face interaction between student and instructor is not present in online learning environments, it is increasingly important to understand how to establish and maintain social presence in online learning. Student-Teacher Interaction in Online Learning Environments provides successful strategies and procedures for developing policies to bring about an awareness of the practices that enhance online learning. This reference book provides building blocks to help improve the outcome of online coursework and discusses social presence to help improve performance, interaction, and a sense of community for all participants in an online arena. This book is of essential use to online educators, administrators, researchers, and students.**

EDEXCEL INTERNATIONAL GCSE (9-1) BIOLOGY STUDENT BOOK (EDEXCEL INTERNATIONAL GCSE (9-1))

HarperCollins UK **Exam Board: Edexcel Level & Subject: International GCSE**

Biology and Double Award Science First teaching: September 2017 First exams: June 2019

EXPLORING THE EFFECTIVENESS OF ONLINE EDUCATION IN K-12 ENVIRONMENTS

IGI Global **The integration of technology in classrooms is rapidly emerging as a way to provide more educational opportunities for students. As virtual learning environments become more popular, evaluating the impact of this technology on student success is vital. Exploring the Effectiveness of Online Education in K-12 Environments combines empirical evidence and best practices in current K-12 distance learning and virtual schools. Emphasizing current research and opportunities, this book is an all-inclusive reference source for administrators, teachers, researchers, teacher educators, and policymakers interested in the development and implementation of blended and electronic learning in primary and secondary education.**

A QUANTITATIVE STUDY OF STUDENT PERCEPTIONS OF THE COMMUNITY OF INQUIRY PRESENCES IN COMMUNITY COLLEGE ONLINE COURSES

This three-article dissertation studied the student perceptions of the Community of Inquiry's cognitive presence, social presence and teaching presence in education and general education online community college courses. Students were queried over several semesters using the Community of Inquiry (CoI) instrument. Manuscript 1 evaluated CoI's cognitive presence, social presence and teaching presence as self-reported by community college students in one instructor's online education courses. The research focused on the associations between the three constructs. The results of a multiple linear regression analysis indicated the teaching presence and social presence explained 68% of the variability of the cognitive presence. Further investigation of the associations of each CoI presence with sub-constructs from the remaining two CoI presences indicated a pair of predictor variables for each presence. The cognitive presence sub-construct exploration and the teaching presence sub-construct design and organization showed a significant, strong positive correlation to the social presence. The teaching presence was significantly, positively associated with two cognitive presence sub-constructs resolution and exploration. The analysis also showed a significant association between the cognitive presence and the teaching presence sub-construct facilitation and the social presence sub-construct group cohesive. Using indicators for each CoI sub-construct from previous research, this study aligned pedagogical benchmarks to the predictor variables. In Manuscript 2, the CoI framework and instrument is used to investigate the commonalities and differences between perceived CoI presences experienced by community college students enrolled in an online education

(major-specific) course as compared to students enrolled in an online freshmen orientation (general education) course. A Pearson product-moment correlation coefficient was calculated for each of the paired associations between CoI constructs within each group of students. The data used was an interval scale measure because it was an average of several values. Both groups showed significant correlations between the teaching presence and the cognitive presence, as well as the social presence and the cognitive presence. Multiple regression models indicated the teaching presence and social presence explained 68% of the variability of the cognitive presence in the major-specific group. For the general education group, the teaching and social presences explained 76% of the variability of the cognitive presence.Within each group, multiple linear regression was used to study associations between each CoI presence and sub-constructs from the remaining two CoI presences. The cognitive presence sub-construct exploration and the teaching presence sub-construct design and organization were significant predictors, explaining 61% of the variance of the social presence within the major-specific sample. Sixty-five percent of the variance of the social presence within the general education sample was explained by the cognitive presence sub-construct integration and the teaching presence sub-construct facilitation. The cognitive presence sub-constructs resolution and exploration were significant predictors, explaining 63% of the variance of the teaching presence for the major-specific group. The cognitive presence sub-construct integration and the social presence sub-construct group cohesion were significant predictors explaining 66% of the variance in the teaching presence for the general education group. Both teaching presence sub-construct facilitation and the social presence sub-construct group cohesive were significant predictors, explaining 73% of the variability of the cognitive presence in the major-specific group, and 75% of the variability of the cognitive presence in the general education group. Once each CoI sub-construct was aligned to previously established indicators, this study defined specific pedagogical benchmarks to each predictor variable to provide instructional suggestions specific to a major-specific or general education online course.The satisfaction construct was introduced in Manuscript 3, to better understand the relationship between the students' perceived CoI presences and course satisfaction. Used in conjunction with the CoI instrument, online community college students enrolled in education (major-specific) or freshmen orientation (general education) online courses were surveyed to provide a stronger understanding of their online learning experience. A Pearson product-moment correlation coefficient was calculated for each of the paired associations between the CoI presences and the satisfaction construct. Analysis showed a significant, strong positive correlation between the teaching presence and the satisfaction construct. The cognitive presence showed a slightly less significant, strong positive correlation to the satisfaction construct. The social presence also displayed a significant, strong positive correlation to

the satisfaction construct. A Pearson product-moment correlation coefficient was calculated for each of the paired associations between the CoI sub-presences and the satisfaction construct. For each pairwise comparison, a significant correlation was found. The two strongest associations occurred between the teaching presence's sub-construct facilitation and satisfaction; and the cognitive presence's sub-construct resolution and satisfaction.Multiple linear regression was used to further investigate the strengths of the associations between variables. The results indicated the teaching and social presences explained 70% of the variability of the satisfaction construct. When multiple linear regression was conducted using the satisfaction construct and CoI sub-constructs, two predictive variables were identified. In this model, the teaching presence sub-construct facilitation and the cognitive presence sub-construct resolution were significant predictors, explaining 70% of the variance of the satisfaction construct. A one-way ANOVA was calculated for each demographic item and the satisfaction construct. No significant differences were found between the demographic items and the satisfaction construct.

INVESTIGATING THE ROLES OF SCHOOL MANAGEMENT TEAMS IN CURRICULUM DELIVERY

IGI Global **The COVID-19 pandemic has introduced a new paradigm in education that has forced school management teams to re-imagine their curricula delivery functions and obligations during and post COVID-19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented, and managed. Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning, implementation, and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it envisages innovative strategies, best practices, and addresses problems in the planning, implementation, and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation, and management during and post COVID-19; curriculum delivery in assessment and alternative assessment; and reimagining inclusivity in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers, and post-graduate students.**

HANDBOOK OF RESEARCH ON ACTIVE LEARNING AND STUDENT ENGAGEMENT IN HIGHER EDUCATION

IGI Global **Active learning occurs when a learning task can be related in a non-arbitrary manner to what the learner already knows and when there is a personal recognition of the links between concepts. The most important**

element of active learning is not so much in how information is presented, but how new information is integrated into an existing knowledge base. In order to successfully implement active learning into higher education, its effect on student engagement must be studied and considered. The Handbook of Research on Active Learning and Student Engagement in Higher Education focuses on assessing the effectiveness of active learning and constructivist teaching to promote student engagement and provides a wide range of strategies and frameworks to help educators and other practitioners examine the benefits, challenges, and opportunities for using active learning approaches to maximize student learning. Covering topics such as online learning environments and engagement approaches, this major reference work is ideal for academicians, practitioners, researchers, librarians, industry professionals, educators, and students.

LEARNING ONLINE

WHAT RESEARCH TELLS US ABOUT WHETHER, WHEN AND HOW

Routledge **At a time when more and more of what people learn both in formal courses and in everyday life is mediated by technology, Learning Online provides a much-needed guide to different forms and applications of online learning. This book describes how online learning is being used in both K-12 and higher education settings as well as in learning outside of school. Particular online learning technologies, such as MOOCs (massive open online courses), multi-player games, learning analytics, and adaptive online practice environments, are described in terms of design principles, implementation, and contexts of use. Learning Online synthesizes research findings on the effectiveness of different types of online learning, but a major message of the book is that student outcomes arise from the joint influence of implementation, context, and learner characteristics interacting with technology--not from technology alone. The book describes available research about how best to implement different forms of online learning for specific kinds of students, subject areas, and contexts. Building on available evidence regarding practices that make online and blended learning more effective in different contexts, Learning Online draws implications for institutional and state policies that would promote judicious uses of online learning and effective implementation models. This in-depth research work concludes with a call for an online learning implementation research agenda, combining education institutions and research partners in a collaborative effort to generate and share evidence on effective practices.**

CRIMINAL INVESTIGATION (JUSTICE SERIES), STUDENT VALUE EDITION WITH MYCJLAB WITH PEARSON ETEXT -- ACCESS CARD PACKAGE

Prentice Hall **Brief. Affordable. Visual. Criminal Investigation, 2/e, provides**

an affordable, thought-provoking look at criminal investigations that uses clear writing and eye-catching visuals to get your students straight to the important concepts. By focusing on these core concepts, students will gain true understanding of the material, without becoming overwhelmed with unnecessary information. Lyman presents information that parallels the steps and considerations observed in an actual criminal investigation, blending scientific theories of crime detection with a practical approach to criminal investigation. The book's conversation-starting pedagogy encourages active participation in learning, moving students beyond memorization by engaging them in the latest research findings and current events shaping the field. Also available with MyCJLab® This title is also available with MyCJLab- an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. This powerful homework and test manager lets you create, import, and manage online homework assignments, quizzes, and tests that are automatically graded. You can choose from a wide range of assignment options, including time limits, proctoring, and maximum number of attempts allowed. The bottom line: MyCJLab means less time grading and more time teaching.

DISTANCE EDUCATION: A SYSTEMS VIEW OF ONLINE LEARNING

Cengage Learning **The most comprehensive and authoritative text on the subject, DISTANCE EDUCATION, Third Edition, retains its emphasis on a systems approach to the organization and selection of material. The text is researched-based and grounded in solid principles of teaching and learning. The authors apply their broad experience and expertise as they explain how to design and teach courses online--including the latest technologies employed, characteristics of learners, organizational structures, and current policy and global perspectives. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.**

ISSUES IN EDUCATION BY SUBJECT, PROFESSION, AND VOCATION: 2013 EDITION

ScholarlyEditions **Issues in Education by Subject, Profession, and Vocation: 2013 Edition is a ScholarlyEditions™ book that delivers timely, authoritative, and comprehensive information about Health Education Research. The editors have built Issues in Education by Subject, Profession, and Vocation: 2013 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Health Education Research in this book to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Education by Subject, Profession, and Vocation: 2013 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the**

content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at http://www.ScholarlyEditions.com/.

PEARSON ETEXT APPLICATIONS AND INVESTIGATIONS IN EARTH SCIENCE ACCESS CARD

Pearson **Explore Earth's systems with flexible, hands-on exercises. Designed to accompany Tarbuck and Lutgens' Earth Science and Foundations of Earth Science , this manual can also be used for any Earth science lab course and in conjunction with any text. It minimizes the need for faculty instruction in the lab, freeing instructors to interact directly with students. Widely praised for its concise coverage and dynamic illustrations by Dennis Tasa, the text contains twenty-four step-by-step exercises that reinforce major topics in geology, oceanography, meteorology, and astronomy. For introductory Earth Science lab courses. Pearson eText allows educators to easily share their own notes with students so they see the connection between their reading and what they learn in class -- motivating them to keep reading, and keep learning. Portable access lets students study on the go, even offline. And, student usage analytics offer insight into how students use the eText, helping educators tailor their instruction. NOTE: This ISBN is for the Pearson eText access card. For students purchasing this product from an online retailer, Pearson eText is a fully digital delivery of Pearson content and should only be purchased when required by your instructor. In addition to your purchase, you will need a course invite link, provided by your instructor, to register for and use Pearson eText.**

STUDENTS' EXPERIENCES OF E-LEARNING IN HIGHER EDUCATION

THE ECOLOGY OF SUSTAINABLE INNOVATION

Routledge **Students' Experiences of e-learning in Higher Education helps higher education instructors and university managers understand how e-learning relates to, and can be integrated with, other student experiences of learning. Grounded in relevant international research, the book is distinctive in that it foregrounds students' experiences of learning, emphasizing the importance of how students interpret the challenges set before them, along with their conceptions of learning and their approaches to learning. The way students interpret task requirements greatly affects learning outcomes, and those interpretations are in turn influenced by how students read the larger environment in which they study. The authors argue that a systemic understanding is necessary for the effective design and management of modern learning environments, whether lectures, seminars, laboratories or private study. This ecological understanding must also acknowledge, though, the agency of learners as active**

interpreters of their environment and its culture, values and challenges. Students' Experiences of e-learning in Higher Education reports research outcomes that locate e-learning within the broader ecology of higher education and: Offers a holistic treatment of e-learning in higher education, reflecting the need for integrating e-learning and other aspects of the student learning experience Reports research on students' experiences with e-learning conducted by authors in the United States, Europe, and Australia Synthesizes key themes in recent international research and summarizes their implications for teachers and managers.

MAKING THE MOVE TO K-12 ONLINE TEACHING

RESEARCH-BASED STRATEGIES AND PRACTICES

Prentice Hall **Click here to take a guided tour of Making the Move! Written specifically for K-12 teachers, this book covers all aspects of online education. Unique in its focus on K-12 learning, this book shows educators how to transform their teaching as they move from traditional face-to-face classrooms to online settings. Taking into account what teachers know about effective traditional classrooms, Kerry Rice guides the reader step by step through the change showing how familiar concepts, such as setting the tone, building community, course design, lesson planning and assessment, must be re-examined in the context of the online classroom. With the simple premise that teachers need practical information to move beyond traditional practices, it provides an overview of the key principles of effective online instruction, emphasizes the power of the learner-centered approach, and discusses the technology tools that make online delivery and design possible. Filled with checklists, guidelines, vignettes and sample lessons, the book guides educators through the changing landscape of education as they make the move to K-12 online teaching. Key Features · Coverage of all aspects of K-12 online education shows educators how to move classrooms from traditional to online settings and how to build 21st century skills such as problem solving, synthesizing, use of networks and workgroups, cultural and global awareness and the ability to communicate effectively in multiple media. · An overview of key principles of effective online instruction emphasizes the power of learner-centeredness and how this framework drives online teaching and its core methods such as active participation, collaboration and community building, and authentic assessments. · A chapter devoted to the essential tools for teaching online (Chapter 3) describes important technology such as learning management systems, asynchronous communication tools, synchronous communication tools, presentation tools, collaboration tools, networking tools, and multimedia creation tools--complete with multiple images and screenshots. A chapter devoted to online lesson development (Chapter 7) walks the reader through the process of course design and lesson planning, illustrating how key learner-centered concepts can be incorporated into lesson development. · A chapter devoted to learners with**

special needs (Chapter 8) covers laws and statutes for individuals with disabilities, identifying students with special needs, differentiation instruction for struggling students, various types of learning difficulties and assistive technology. · A unique chapter devoted to digital citizenship (Chapter 9) discusses the concepts of digital equity, digital literacy and Internet safety. · Voices from the Field vignettes feature comments and quotes from teachers and add a real world approach to the text. · Multiple checklists, guidelines, and examples provide practical application for teachers. · Sample lessons and strategies offer suggestions that can be implemented immediately in the online learning environment. · Learning activities encourage e-portfolio developmentand allow for practice and reflection as well as the collection of artifacts that provide evidence of learning and comprehension.

ISSUES IN EDUCATION BY SUBJECT, PROFESSION, AND VOCATION: 2012 EDITION

ScholarlyEditions **Issues in Education by Subject, Profession, and Vocation: 2012 Edition is a ScholarlyEditions™ eBook that delivers timely, authoritative, and comprehensive information about Language Learning. The editors have built Issues in Education by Subject, Profession, and Vocation: 2012 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Language Learning in this eBook to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Education by Subject, Profession, and Vocation: 2012 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at http://www.ScholarlyEditions.com/.**

QUARTERLY REVIEW OF DISTANCE EDUCATION

VOLUME 16 #4

IAP **The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full-length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines distance education as institutionally-based formal education in which the learning group is separated and interactive**

technologies are used to unite the learning group.

PRINCIPLES & PRACTICE OF PHYSICS

Pearson Higher Ed **Based on his storied research and teaching, Eric Mazur's Principles & Practice of Physics builds an understanding of physics that is both thorough and accessible. Unique organization and pedagogy allow students to develop a true conceptual understanding of physics alongside the quantitative skills needed in the course. New learning architecture: The book is structured to help students learn physics in an organized way that encourages comprehension and reduces distraction. Physics on a contemporary foundation: Traditional texts delay the introduction of ideas that we now see as unifying and foundational. This text builds physics on those unifying foundations, helping students to develop an understanding that is stronger, deeper, and fundamentally simpler. Research-based instruction: This text uses a range of research-based instructional techniques to teach physics in the most effective manner possible. The result is a groundbreaking book that puts physics first, thereby making it more accessible to students and easier for instructors to teach. Build an integrated, conceptual understanding of physics: Help students gain a deeper understanding of the unified laws that govern our physical world through the innovative chapter structure and pioneering table of contents. Encourage informed problem solving: The separate Practice Volume empowers students to reason more effectively and better solve problems.**

HANDBOOK OF RESEARCH ON DETERMINING THE RELIABILITY OF ONLINE ASSESSMENT AND DISTANCE LEARNING

IGI Global **Though in the past online learning was considered of poorer professional quality than classroom learning, it has become a useful and, in some cases, vital tool for promoting the inclusivity of education. Some of its benefits include allowing greater accessibility to educational resources previously unattainable by those in rural areas, and in current times, it has proven to be a critical asset as universities shut down due to natural disasters and pandemics. Examining the current state of distance learning and determining online assessment tools and processes that can enhance the online learning experience are clearly crucial for the advancement of modern education. The Handbook of Research on Determining the Reliability of Online Assessment and Distance Learning is a collection of pioneering investigations on the methods and applications of digital technologies in the realm of education. It provides a clear and extensive analysis of issues regarding online learning while also offering frameworks to solve these addressed problems. Moreover, the book reviews and evaluates the present and intended future of distance learning, focusing on the societal and employer perspective versus the academic proposals. While highlighting topics including hybrid teaching, blended learning, and telelearning, this book is ideally designed for teachers, academicians,**

researchers, educational administrators, and students.

ASSESSING THE ROLE OF MOBILE TECHNOLOGIES AND DISTANCE LEARNING IN HIGHER EDUCATION

IGI Global **In recent years, the use of information technologies, mobile devices, and social media, along with the evolving needs of students, professionals, and academics, has grown rapidly. New ways of bringing learning content to students, new learning environments, and new teaching practices are necessary to keep up with these changes. Assessing the Role of Mobile Technologies and Distance Learning in Higher Education provides a comprehensive understanding of m-learning processes by discussing challenges in higher education and the role of information technologies for effective learning. This reference book offers both real experiences and theoretical input for academicians, professionals, students, practitioners, policymakers, and managers.**

RESEARCH ANTHOLOGY ON DEVELOPING EFFECTIVE ONLINE LEARNING COURSES

IGI Global **In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.**

HANDBOOK OF RESEARCH ON GLOBAL EDUCATION AND THE IMPACT

OF INSTITUTIONAL POLICIES ON EDUCATIONAL TECHNOLOGIES

IGI Global **Emerging technologies in education are dramatically reshaping the way we teach, learn, and create meaning—both formally and informally. The use of emerging technologies within educational contexts requires new methodological approaches to teaching, learning, and educational research. This leads educational technology developers, researchers, and practitioners to engage in the creation of diverse digital learning tools that can be used in a wide range of learning situations and scenarios. Ultimately, the goal of today's digital learning experiences includes situational experiences wherein learners and teachers symbiotically enroll in meaning-making processes. Discussion, critical reflection, and critique of these emerging technologies, tools, environments, processes, and practices require scholars to involve themselves in critical conversation about the challenges and promises afforded by emerging technologies and to engage in deliberate thinking about the critical aspects of these emerging technologies that are drastically reshaping education. The Handbook of Research on Global Education and the Impact of Institutional Policies on Educational Technologies deepens this discussion of emerging technologies in educational contexts and is centered at the intersection of educational technology, learning sciences, and socio-cultural theories. This book engages a critical conversation that will further the discussion about the pedagogical potential of emerging technologies in contemporary classrooms. Covering topics such as communication networks, online learning environments, and preservice teacher education, this text is an essential resource for educational professionals, preservice teachers, professors, teachers, students, and academicians.**

HANDBOOK OF RESEARCH ON EMERGING PRIORITIES AND TRENDS IN DISTANCE EDUCATION: COMMUNICATION, PEDAGOGY, AND TECHNOLOGY

COMMUNICATION, PEDAGOGY, AND TECHNOLOGY

IGI Global **With the rise of distance education in the post-modern world, progressive research on the best methods, tools, and technologies in the field is necessary to continue to take advantage of the pedagogical opportunities and improvements offered through remote learning platforms. The Handbook of Research on Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology focuses on the latest innovations and technological developments surrounding distance learning, instructional design, and computer-mediated communication in educational settings. This comprehensive research work will be of use to teachers, academicians, IT developers, upper-level students, and school administrators interested in the latest trends in online learning.**

APPLYING THE FLIPPED CLASSROOM MODEL TO ENGLISH LANGUAGE ARTS EDUCATION

IGI Global **The flipped classroom method, particularly when used with digital video, has recently attracted many supporters within the education field. Now more than ever, language arts educators can benefit tremendously from incorporating flipped classroom techniques into their curriculum. Applying the Flipped Classroom Model to English Language Arts Education provides a comprehensive examination of the latest strategies for incorporating the flipped classroom technique into English language courses. Highlighting innovative practices and applications in many areas, such as curriculum development, digital tools, and instructional design, this book is an ideal reference source for academicians, educators, students, practitioners, and researchers who are interested in the advancement of the flipped classroom model in curriculums.**

INVESTIGATING THE RELATIONSHIP BETWEEN LEARNING STYLES AND THE EFFECTIVENESS OF ONLINE SUPPLEMENTARY MATERIAL

BoD – Books on Demand **Scrutinizing the overall classroom achievement of language students, Hakan Cangir investigates how effective supplementary materials to computer-assisted language learning (CALL) can be. He explores the relationship between students' learning styles and their classroom achievement when supported by supplementary online material, thus shedding light on the differences in the students' approaches of using CALL material. Based on his analysis, Cangir presents fascinating pedagogical suggestions for language learning.**

HIGHER EDUCATION DROPOUT AFTER COVID-19: NEW STRATEGIES TO OPTIMIZE SUCCESS

Frontiers Media SA

PEARSON EDEXCEL A LEVEL GEOGRAPHY BOOK 1 FOURTH EDITION

Hachette UK **Cramming all new-case studies, new geographic data and reams of new questions, this new edition Pearson Edexcel A-level Geography student book will capture imaginations as it travels around the globe. This new book will help your students develop the geographical skills and knowledge they need to succeed. It has been written by our expert author team and structured to provide support for learners of all abilities. The book includes: · Activities and regular review questions to reinforce geographical knowledge and build up core geographical skills · Clear explanations to help students to grapple with tricky geographical concepts and grasp links between topics · Case studies from around the world to vividly demonstrate geographical theory in action · Exciting fieldwork projects that meet the fieldwork and investigation requirements This student book is supported by digital resources on our new digital**

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HANDBOOK OF RESEARCH ON BUILDING, GROWING, AND SUSTAINING QUALITY E-LEARNING PROGRAMS

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courses and researchers whose agenda includes examining interaction, presence, and participation in online courses.