Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment

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Adult Learners’ and Instructors’ Attitudes Toward Computers and Perceived Classroom Climate

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Students’ Attitudes Toward Their Instructors’ Accents in L2 Spanish and French

Lifelong Education and the Training of Teachers

Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning

Clinical Nursing Instructors' Perceptions of Students' Attitudes Toward Selected Interpersonal Relationships

Conference proceedings. ICT for language learning

The Experiences of International Faculty in Institutions of Higher Education

Attitudes toward Non-Native English Teachers

Talking Style

Written for faculty, instructors, and trainers in any distance learning environment, Building Learning Communities in Cyberspace shows how to create a virtual classroom environment that helps students excel academically, while fostering a sense of community. This practical, hands-on guide is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses. Despite being highly debated in applied linguistics and L2 teaching literature, the controversial issue of (non)nateness still remains unresolved. Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm, which still exerts a strong influence in the language teaching profession. Written by well-known researchers and teacher educators from all over the world, both NSs and NNSs, the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges. The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education. It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind: the improvement of second language teaching and teacher education. In today’s world, being a NS or NNS should not really matter but rather teachers’ professional competences. This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students. Educational psychology is the scientific study of how people learn and how teachers can foster learning. An understanding of these principles and how they can be applied to classroom situations is as crucial as it ever has been for the contemporary Australian school teacher, form early childhood through to secondary school. This open access thematic report identifies factors and conditions that can help schools and education systems promote tolerance in a globalized world. The IEA’s International Civic and Citizenship Study (ICCS) is a comparative research program designed to investigate the ways in which young people are prepared to undertake their roles as citizens, and provides a wealth of data permitting not only comparison between countries but also comparisons between schools within countries, and students within countries. Advanced analytical methods provide insights into relationships between students’ attitudes towards cultural diversity and the characteristics of the students themselves, their families, their teachers and school principals. The rich diversity of educational and cultural contexts in the 38 countries who participated in ICCS 2009 are also acknowledged and addressed. Readers interested in civic education and adolescents’ attitudes towards cultural diversity will find the theoretical perspectives explored engaging. For readers interested in methodology, the advanced analytical methods employed present textbook examples of how to address cross-cultural comparability of measurement instruments and multilevel data structures in international large-scale assessments (ILSA). Meanwhile, those interested in educational policy should find the identification and comparison of malleable factors across education systems that contribute to positive student attitudes towards cultural diversity a useful and thought-provoking resource. The current learning environment is substantially different than what existed for most of the 20th century. Learners and teachers today must navigate in perpetually changing contexts where education is influenced by technological advancement and obsolescence,
economic barriers, a changing employment landscape, and even international politics. Studies indicate that employers seek to hire graduates with strong skills in areas coalescing around international awareness, creativity, communication, leadership, and teamwork. Skills and experiences in these areas are necessary preparation for the current economy and to pursue jobs that do not exist yet, while providing some insulation against the obsolescence of industries that lack these characteristics. These interpersonal skills are not often the subject of students’ degrees, yet there are opportunities in online education to cultivate them. With increased interest in new career options comes the need to reconsider how to teach subjects in the increasingly online environment. Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment is a critical reference book that navigates today’s dynamic education requirements and provides examples of how online learning can foster growth in skill areas necessary for career advancement through effective course design. Moreover, it helps educators gain insight into online pedagogy and course design for the 21st century learner and prepares them to convert traditional courses and enhance existing online courses, thereby supporting students’ growth and development in the highly dynamic online learning environment. Focusing on specific learning activities, assessments, engagement, communication techniques, and more, this book provides a valuable resource for those seeking to upgrade teaching and learning into the online environment, those that seek better employment outcomes for their students, and those seeking to explore contemporary online course design strategies or examples. This includes teachers, instructional designers, curriculum developers, academicians, researchers, and students.

This book, first published in 1994, examines how children use home computers, and proposes steps to facilitate a better educational use of available technology. An examination of Everett M. Rogers’s (1995) Theory of the Diffusion of Innovations suggests that there is a positive relationship among students’ attitudes, perceptions, and expectations toward instructional technology in relation to the diffusion of innovations. Furthermore, the evidence shows that there is a high correlation between acceptance of diffusion and students’ attitudes, acceptance of diffusion and students’ perceptions, and acceptance of diffusion and students’ expectations toward instructional technology. The relative advantage of an innovation can be influenced by social prestige, convenience, and satisfaction with an innovation. In this comprehensive resource, Raymond J. Wlodkowski and Margery B. Ginsberg describe how to meet the challenge of teaching intensive and accelerated courses to nontraditional learners and working adults. By making motivation and cultural relevance essential to instruction, they clearly show what instructors can do to enhance learning in classes that can last from three to six hours. Teaching Intensive and Accelerated Courses makes full use of the authors’ twenty years of experience researching and teaching accelerated courses, along with selected strategies from Wlodkowski’s classic Enhancing Adult Motivation to Learn, to offer tried-and-true practices instructors can use to provide continuously engaging learning. Praise for Teaching Intensive and Accelerated Courses “Part-time teachers who work in accelerated degree programs are an enormous—and grossly underserved—group of adult education faculty. In this indispensable text, Wlodkowski and Ginsberg, two teachers with extensive firsthand experience of accelerated learning formats, provide an accessible, practical, and highly readable guide to engaging learners in these programs. Warm, wise, and down-to-earth, this will be an invaluable resource for teachers in these programs and for faculty developers everywhere.”—Stephen D. Brookfield, Distinguished University Professor, University of St. Thomas, Minnesota

“Whether you are an experienced teacher of accelerated courses or about to become a new one, I can't think of a better guide and standard-setter than this book. Wlodkowski and Ginsberg have created an instructional theory with practices that mirror the very principles and processes they advocate. Central to their thesis is the need to create conditions that will allow adults' natural desire to learn to emerge; in my view, this perspective is often lost in adult learning courses in the name of efficiency or productivity. That is one of the many reasons this book is refreshing in both its approach and the values it espouses.”—Pamela Tate, president and CEO, The Council for Adult and Experiential Learning

“What a helpful resource for faculty professional development! The information is strategic without being formulaic. New faculty can use this book as a resource to design their materials and to use their existing skills to help adults learn. The parts of this book that focus on graduate students are extremely insightful.”—Victoria Gardner, director, Office of Multicultural Affairs, University of Washington School of Medicine

Research indicates that attitudes of both teachers and learners play an essential role in language learning. Accordingly, this study attempts to elicit ESL learners' and teachers' beliefs and attitudes regarding the use of authentic reading materials at the college level in Saudi Arabia. The results of the study contribute to the general fields of foreign language instruction and applied linguistics. I have read this book cautiously and I found it delightful and I really appreciate the author's effort in assessing the Teachers' and Learners' attitude towards using Authentic Materials in Teaching and Learning reading skills at higher institutions. Besides, I believe that this book can be used as reference materials and open a way for language teachers to prepare and design original materials for classroom purpose. In addition, this book can serve as an opening door for further researcher to conduct a research on the Language Skills areas and fill the gap (Fisseha Negasy MA). Attitudes towards learning in education are considered as both determinants and consequences of learning experiences. In school settings, a student's attitude towards learning can influence their entire experiences of education affecting their overall achievement levels and hence, whole life. This study investigated the attitudes of Year 3 Pasifika students and their teachers towards the teaching and learning of reading comprehension. Six students, three Samoan and three Tongan and their two teachers from one school were involved. The rationale for the study was to better understand student and teacher attitudes and implications these might have on motivation to read and understand texts. To capture these attitudes, semi-structured interviews were conducted using a Fijian methodology known as 'Talanoa' because of its qualitative, ecological, oral interactive approach to research in Pasifika culture especially in a face-to-face conversation. The results from student interviews suggest that while all students were keen to read all types of texts, their choice of favourite text is very much dependent on past familiarisations and socialisations thus developing an independent ability to make effective connections.
with prior knowledge and experience. The second is that all students liked being read to by their teacher especially when the teacher reads with expression for understanding and motivation. From teacher interviews, teachers focused mainly on student literacy 'lacks' including those of their parents rather than on what students bring to classroom teaching and learning. Their interpretations of student and parent attitudes to teaching and learning of reading comprehension suggest that teachers knew their students and their parents well. However, they did not know them well enough to decipher student and parent preferences for learning and academic success. In the student case studies, it was found that while both students liked reading, the high achieving student, taught by one teacher was a more avid and independent reader preferring more informational texts than the low achieving student who was taught by the other teacher. The findings reinforce the importance of student attitudes and student voice in their learning and success of reading comprehension and, equally important the beliefs and attitudes of their teachers towards the teaching of reading comprehension. The purpose of this study was to collect and analyze data from practicing mainstream K-12 teachers currently enrolled in graduate courses at a large, urban, Midwest university regarding four categories of their attitudes toward English language learners: (a) inclusion of ELLs, (b) the second language acquisition process/language and language learning, (c) modification of coursework, and (d) ESL professional development. Though studies on teacher attitudes toward ELLs remain sparse, research on this topic is important for two reasons. First, as the rigor of grade level curriculum increases (i.e. high school graduation requirements, state MEAP testing, NCLB) understanding complexities of ELLs and background knowledge of the language acquisition process can be beneficial for educators, parents, and students in educational reform efforts of ELLs, whose academic performance currently substantially lags behind their native English speaking peers. Second, an examination of teacher attitudes toward English language learners might provide support for the importance of requiring coursework in the areas of language acquisition and methodology for all preservice teachers at institutions that offer teacher preparation programs. At the time of this study, the National Council for Accreditation of Teacher Education (NCATE) did not require this type of coursework. Three statistically significant findings emerged from this research study regarding teacher attitudes toward English Language Learners: (a) past coursework in ESL positively impacts teachers' attitudes toward ELLs; (b) professional development was positively associated with past coursework in ESL; (c) an association was found between teacher's attitudes toward professional development and the number of graduate and undergraduate credit hours that deal specifically with language minority students. These findings confirmed the value for teachers to take courses in ESL, and also suggested the need for state policy makers to consider requiring coursework in ESL for preservice teachers. As the influx of ELLs continues to impact public schools throughout the nation, school systems and educators must be appropriately prepared. The use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction. The tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning. Computer-assisted language learning and mobile-assisted language learning have greatly collaborated to foster language instruction out of the classroom environment, offering possibilities for distance learning and expanding in-class time. Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development. Highlighting a wide array of topics such as gamification, mobile technologies, and virtual reality, this book is essential for language educators, educational software developers, IT consultants, K-20 institutions, principals, professionals, academicians, researchers, curriculum designers, and students. No Child Left Behind (NCLB) has created a situation in which teachers are required to educate English Language Learners (ELLs) at the same level of proficiency as native speakers. However, there is a paucity of research concerning teacher attitudes regarding ELLs, and thus, little is known about how these attitudes will impact instruction. The purpose of this study was to examine regular education teachers' attitudes toward the inclusion of ELLs in the regular education classroom. More specifically this study sought to understand whether teacher attitudes were influenced by the specific instructional factors of support, expertise, and time. The study was conducted in conjunction with a large, metropolitan school system in Tennessee. In the study, several schools were selected based on their ELL populations over the past three years. Teachers at these schools were invited to participate in the study, and were asked to respond to a survey instrument which was adapted from the Opinions Relative to Integration (ORI). The adapted ORI was used to quantify teacher attitudes regarding the inclusion of ELLs in regular education classrooms, and the results were subsequently used to generate an index score of teacher acceptance of ELLs in the regular education classroom. Additionally, teachers were asked to respond to a survey instrument which examined whether the teacher felt they had the necessary amounts of support, expertise, and time to teach ELLs. The data were analyzed using a three-way ANOVA, and the results suggest that teachers' attitudes are influenced by a scarcity of instructional factors. This paper discusses the extent to which the three specific instructional factors of support, expertise, and time influenced teacher attitudes. Additionally, the paper considers how educational leaders might use these findings to improve teacher attitudes toward ELLs. The purpose of the current study was to examine the effects of adapting the instructional congruence model on the English Language Learners' (ELL) attitudes and achievement in science. Changes in teacher's views and practices were documented. The mixed-method approach was adapted. Data sources were the "Attitude Towards Science" survey,VNOS-C questionnaire, Luykx and Lee (2007) observational instrument, Gee (1997) discussion categories, video recordings, and pre- and post-tests. A science teacher and a class of 24 ELL female students in a charter school participated in this research. The results of this study indicated that student achievement increased significantly and students' attitudes improved in all contexts. At the conclusion of the study, all teacher's views on NOS were reported to be informed, teacher's practices were rated higher, and different classroom
interactions increased significantly. The instructional congruence model in science education has been successful in reaching different learners, improving students’ attitudes and achievement in science and enhancing teacher’s views and practices. This model has significant potential for meeting the challenging goals of reformed science education. The purpose of this study was to examine the attitudes of general education and special education teachers of kindergarten to second grade toward students with disabilities within their classes in 35 elementary schools in one New York City public school district. The instrument used was the Attitudes Towards Teaching All Students (ATTAS-mm) survey, which incorporated questions on teachers’ attitudes toward students with disabilities as well as the number of years of teaching experience, special education experience, and the amount of participation in special education coursework to determine influence on teacher attitude. The data were analyzed using one-way and two-way ANOVAs to determine the differences of attitudes of the teachers toward students with special needs in their classrooms, and whether teaching experience, special education experience, and/or the amount of professional development had a positive impact on the attitude of the teachers. The results of this study revealed differences in general education and special education teacher attitude toward students with disabilities. In the Affective domain and the Behavioral domain, correlations were statistically significant. The analysis also revealed the unexpected finding that relationships in the Cognitive dimension were not significant. Results of this study can be used in teacher preparation programs for early childhood teachers and in professional learning opportunities for schools and school districts. Specifically, teachers must be prepared to teach students with special needs. According to Avalos (2011), professional learning for teachers is strongly recommended. Schools can facilitate the process, which is strengthened through experiences such as courses and educational learning opportunities. This study demonstrated the number of special education courses, and special education experience had a positive relationship to the attitudes of teachers. The negative, but statistically significant relationship between teaching experience and attitude demonstrated the need for hands-on teaching experiences. College teacher education programs should include additional courses that contain strategies to teach students with special needs and also include student teaching in special education settings for all teachers, not just special education teachers. Research Paper (postgraduate) from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, grade: Tertiary, course: Doctor of Education, language: English, abstract: Performance-based assessment is the thrust of Higher Education Institutions in the Philippines. Rural schools are faced with variety of pressures that are competing for attention within the community. This research assessed students’ attitudes towards performance-based assessment. It also aimed that instructional material will be developed. It utilized descriptive-quantitative research design and used weighted mean, t-test for two independent groups and Pearson r. Respondents of the study were 29 teachers and 238 students. The assessment ratings of students towards their attitude on the four types of assessment is significantly different from the assessment ratings of the teachers. The assessment ratings of students towards their attitude on performance-based assessment is not significantly different from the assessment ratings of the teachers. The students’ attitude on the four types of assessment as assessed by the students have significant relationship with the students’ attitude on performance-based assessment. The students’ attitude on the four types of assessment as assessed by the teachers have no significant relationship with the students’ attitude on performance-based assessment. The school officials should encourage teachers to always exhibit positive teaching behavior to further learning of students. An instructional material can be developed emphasizing the usage of performance-based assessment tools. This volume identifies resources, models, and specific practices for improving teacher preparation for work with second language learners. It shows how faculty positioned themselves to learn from resources, experts, preservice teachers, their own practice, and each other. The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge, improve their courses, and understand their influence on the preservice teachers they serve. The book addresses challenges others are likely to experience while improving teacher preparation, including preservice teacher resistance, the challenge of adding to already-packaged courses, the difficulty of recruiting and retaining busy faculty members, and the question of how to best frame the larger issues. The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs. Finally, the book demonstrates a data-driven approach that makes this work consistent with many institutions’ mandate to produce research and to collect evidence supporting accreditation. The purpose of this research study was to examine if students who participated in curricular service learning projects guided by a teacher would have significantly more positive attitudes about learning than those students who did service learning without the guidance of a teacher (community service)? A service learning project is generally defined as a thoughtfully organized community service experience than enhances what teachers have chosen as the objectives, standards and curriculum in their classrooms. Service learning projects focus on providing students with the opportunities to develop knowledge, skills, and attitudes that can be applied to real-life situations. The sample for this study consisted of students who had participated in either service learning or community service projects. The sample also consisted of teachers who had implemented a service learning project with their students. The students and teachers came from an urban public high school in Chicago in which students are required to complete forty hours of service learning in order to graduate. This research study incorporated both quantitative and qualitative methods and data analysis. The annual Service Learning Survey administered by the sample high school was analyzed using t-Tests while also comparing percentages between the responses to the survey from the two groups of one hundred and thirty four students – forty nine self-identified service learning students and eighty five self-identified community service students. Focus groups were conducted in order to have a more in-depth and holistic analysis of the experiences of the students. There were three focus group sessions: ten students who did service learning, ten students who did community service, and ten teachers who implemented a service learning project with their students. The systematic
analysis of the data from the focus groups included an inferential content analysis of the responses based on the dimensions of the attitudes towards learning as identified in the framework of the research study. The analysis of the quantitative data collected showed that the percentage of students answering strongly agree or agree was considerably higher with the service learning students than with the community service students. Overall, thirteen of the eighteen questions had service learning students answering more positively than the community service students. With the t-Tests, although there was no statistically significant difference when analyzing strongly agree and agree answers, there was a statistical difference for the service learning students on three questions when analyzing agree answers only. The inferential content analysis of the qualitative data from the student and teacher focus groups suggested that the students who did service learning had more positive attitudes toward their learning than the students who did community service. Scholarly Research paper from the year 2014 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 12, course: EFL, language: English, abstract: The aim of this study is to investigate the attitudes of the students' as well as the teachers' use of their mother tongue (henceforth L1) in learning English as a foreign language (henceforth EFL) classrooms amongst the students of The Schools of the Islamic Educational College. The use of the students' mother tongue in learning English as a foreign language has been controversial for a long time. There have been various opinions about the utilizing of L1 in EFL classrooms. Recently, it has been noticed that some teachers tend to use so much of their mother tongue (Arabic) in EFL classrooms which has been reflected to the students' tendency towards accepting this trend within an EFL classrooms. An attempt has been made to review the students' as well as the teachers' perspectives regarding this issue. A questionnaire has been distributed amongst the students to highlight the different opinions and reactions about the use of Arabic in their EFL lessons. In addition, teachers of the seventh and tenth grades and some students have been interviewed for the same purpose. The results showed that there are positive students' attitudes towards using Arabic in EFL classes. The students in the study preferred the use of Arabic for various situations and reasons. The target teachers show rigidity about the use of Arabic although they admit that a rare use of Arabic might exist in their classes under certain circumstances. Recommendations as well as some future solutions are discussed. Diverse learners with exceptional needs require a specialized curriculum that will help them to develop, socially and intellectually, in a way that traditional pedagogical practice is unable to fulfill. As educational technologies and theoretical approaches to learning continue to advance, so do the opportunities for exceptional children. Curriculum Development for Gifted Education Programs is a critical scholarly resource that examines the development of coursework for gifted and talented students. Featuring coverage on a broad range of topics, such as constructivism, diversity responsive method, and teacher training, this book is geared towards academicians, researchers, gifted education teachers, supervisors, directors, and administrators. With the implementation of IDEA (Individuals with Disabilities Education Act) in 1975, educating students in the least restrictive environment has become common practice among schools. This leads to the inclusion of students with disabilities in the general education classroom. The following study evaluates the impact that inclusion has on general education teachers. 22 general education teachers were surveyed to determine how inclusion affects their attitude toward multiple variables, including stress level, planning time, enjoyment of teaching, and perceived value of students with special needs. The study found that the majority of teachers feel that students with disabilities are a valuable part of the classroom and are enjoyable to teach. The teachers feel that general education students learn better when students with disabilities are included in the classroom. However, having special needs students included in the classroom takes additional planning time and causes teachers to feel more stressed. Furthermore, the study compares the opinions of teachers with 1-10 years of teaching experience and teachers with 11 or more years of teaching experience. It is concluded that additional professional development opportunists and training should be given to general education teachers to help them successfully implement inclusion. As part of an ongoing study on learners' and instructors' attitudes toward the use of computers and mobile devices in second-language (L2) learning situations, our purpose here is to identify how language instructors value the use of computers and mobile devices in their teaching. We compare the responses of a survey administered during the past four years to instructors within two faculties of a private university in Tokyo, Japan, with the responses collected from a similar survey administered in 2014 to instructors solicited through various Computer-Assisted Language Learning (CALL) organizations. The response rate for the in-house survey during the first three years was low; however, in 2015 the response rate was much higher, with responses from both full-time and part-time staff totaling 34. The survey responses from the CALL organizations totaled 121. The respondents' places of employment ranged from Europe to the Asia Pacific Rim. In addition to offering an interpretation of a sampling of the Likert scale items found on the surveys, the authors concentrate on comparing the comments offered by instructors regarding which skills they focus on in the CALL classroom, as well as what applications they encourage their students to use on their mobile devices. [For full proceedings, see ED564162.] Responding to the growing need for recruitment and retention of international talent in higher education institutions globally, this volume documents the experiences and contribution of international graduate students, researchers, and faculty. This text foregrounds perspectives around recruitment, transition, integration, professional development, and the retention of scholars originating from, or arriving in, countries including China, Australia, Iraq, Japan, and the US. By investigating the support systems that are in place to assist foreign-born faculty members in institutes of higher education, the text provides important insights for departments and institutions as they look to successfully attract and retain global academic talent. Moreover, the scientific and practical implications of the research presented in the text directly informs institutional policy, working towards more effective, inclusive, and equitable ways to support international faculty. This text will benefit researchers, academics, and educators with an interest in higher education, international and comparative education, and, more specifically, those involved with faculty development programs. The text will also support further
discussion and reflection around multicultural education, international teaching and learning, and educational policy more broadly. Scientific Study from the year 2018 in the subject English Language and Literature Studies - Linguistics, Urmia University (Urmia University of Medical Sciences), course: English Teaching, language: English, abstract: This study aimed to investigate medical students’ attitudes toward some teachers’ talking features regarding their gender in Iranian context. To do so, 60 male and 60 female medical students of Urmia University of Medical Sciences (UMSU) participated in the research. A researcher made Likert-type questionnaire which was initially piloted was used to gather the data. Comparing the four different factors regarding the features of teacher talk, it was revealed that visual and extra-linguistic information factor, lexical and syntactic familiarity, speed of speech, and the use of Persian language had the highest to the lowest mean score, respectively. It was also indicated that female students rather than male students were significantly more in favor of speed of speech and lexical and syntactic familiarity. New to this edition is the blending of a neuroscientific understanding of motivation and learning with an instructional approach responsive to linguistically and culturally different adult learners. Based on the most current educational and biological research, Enhancing Adult Motivation to Learn addresses issues that focus on deepening learner motivation and helping adults to want to learn. In the book, Raymond J. Wlodkowski offers a clear framework and sixty practical, research-based strategies that are designed to elicit and encourage learner motivation. In addition, the book is filled with practical examples, guidelines for instructional planning, and cutting-edge ideas for assessment and transfer of learning. Lifelong Education and the Training of Teachers: Developing a Curriculum for Teacher Education on the Basis of the Principles of Lifelong Education focuses on the role of teachers and their training relative to educational changes. The selection particularly explains the influence of teachers on the delivery of educational services and on the personal, social, and productive lives of their pupils. The book first discusses the defects in traditional education, practicability of lifelong education, and the relationship of lifelong education and the school. The manuscript also takes a look at lifelong education and training of teachers, including roles and responsibilities of teachers, implications for teacher training curriculum, concepts in teacher education, and implications for teaching practice. The text focuses on changes in theory courses and practice teaching, as well as teaching and learning processes, content of the changes, fostering educability, and broadened concept of practice teaching. The manuscript also reviews the changes in the institutions. Concerns include need for institutional changes, organizational changes, and relationship with other institutions. The book is a vital reference for readers interested in the education and training of teachers. Research Paper (undergraduate) from the year 2017 in the subject Communications - Language, grade: A, Urmia University (Urmia University of Medical Sciences), course: TEFL, language: English, abstract: This study aimed at investigating the MA EFL learners' attitudes toward some features of teacher talk regarding gender and experience of teaching in Iranian context. During the study, MA students of TEFL courses in Urmia University were selected as the population of the study. To begin with, 60 male and 60 female EFL MA students were selected as the participants. The instrument used in this study was a researcher made questionnaire which was initially piloted. The questionnaires were distributed among the subjects at the end of their class time with the cooperation of their English teachers in some classes. It took the participants roughly 20 minutes to fill out the questionnaire which included Likert-type questions. Based on the findings of the study it was revealed that the most and least important factor for the students regarding the teachers talk are visual and extra-linguistic information the use of Persian language respectively. Additionally, comparing the four different factors regarding the features of teacher talk, it was revealed that Visual and extra-linguistic information factor, Lexical and syntactic familiarity, Speed of speech and the use of Persian language had the highest to the lowest mean score respectively. It was also indicated that female students rather than male students were significantly more in favor of speed of speech and lexical and syntactic familiarity. Moreover, it was concluded that teaching experienced students rather than non-experienced students had higher mean scores in attitudes to Visual and extra-linguistic information. Health information systems are now widely used around the world to raise the quality of healthcare, reduce medical error rates and improve access to health information and services, and health informatics is now recognized as a separate and unique area of disciplinary study and professional practice. This book presents the proceedings of the 2011 Information Technology and Communications in Health (ITCH) conference, in Victoria, BC, Canada in February 2011. Health informatics issues are not unique to one country or one organization and with its theme of International Perspectives, this conference provides a unique opportunity to share the lessons learned by both developed and developing countries. Effective use of scarce healthcare resources, ensuring the long-term sustainability of healthcare systems and moving the science of health informatics forward are discussed, and the conference also addresses key issues at the intersection of technology and healthcare such as; privacy, ethics, patient safety, efficiency and effectiveness, which are common to healthcare providers worldwide. The improvement of healthcare systems which employ health informatics technology is dependent upon such international exchanges and solution-sharing, and this book will be of interest to all those involved in providing better healthcare worldwide.

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