

Learn Education 2020 Com Student Log In

This book provides an essential source for higher education teachers and student affair professionals in China and around the globe, who seek to deepen their understanding of Chinese undergraduate students they work with so as to promote their learning and development. Drawn from interview data with 64 college students in five colleges along with survey data with more than 23,000 students from 21 institutions in mainland China, this book examines student learning and college experiences from the students' own perspectives. Researchers with a focus on Chinese higher education have reported on large-scale student surveys that have sprouted in recent years. While these surveys facilitate national and international comparison, uphold academic rigor and shift institutional attention towards student learning, this book will investigate the same important topic but with a different approach that seeks to understand college student life as told by themselves. Beyond Subject Matters: What I Have Learned in College? Student Learning and Development in Curricular Programs Student Learning and Development in Co-curricular and Extra-curricular Activities Student Learning and Development at Work, at Play and in Relationships c

This book offers a comprehensive overview of current, innovative approaches to assessing domain-specific and generic student learning and learning outcomes in higher education. The presented work from all projects of the KoKoHs program, the most significant research initiative in German higher education since 2011, describes established tools and empirical results.

Continuous professional development is of great importance if one is to develop quality professional work. This book contains some of the latest research advances related to the field of Physical Education and Sports. In today's globalized world, continuous and permanent education is necessary and essential to complement the initial training and previous experience. In this book, you can find a wide range of works focused on innovative teaching methodologies and psychological variables to take into account to improve classes and training. These studies on the most forward-looking technological advances in physical activity and sports are useful for those who seek to be up-to-date on this type of research. In addition, these studies will be useful to consult regarding current lifestyle, the creation of healthy habits, the promotion of physical activity in one's free time, and the importance of leading an active life.

This book analyzes the performance of South Asian educational systems and identifies the causes and correlates of student learning outcomes. Drawing on successful initiatives both in the region and elsewhere in the world, it offers an insightful approach to setting priorities for enhancing the quality of school education in South Asia.

COVID-19 is profoundly affecting the ways in which we live, learn, plan, and develop. What does COVID-19 mean for the future of digital information use and delivery, and for more traditional forms of library provision? Libraries, Digital Information, and COVID gives immediate and long-term solutions for librarians responding to the challenge of COVID-19. The book helps library leaders prepare for a post-COVID-19 world, giving guidance on developing sustainable solutions. The need for sustainable digital access has now become acute, and while offering a physical space will remain important, current events are likely to trigger a shift toward off-site working and study, making online access to information more crucial. Libraries have already been providing access to digital information as a premium service. New forms and use of materials all serve to eliminate the need for direct contact in a physical space. Such spaces will come to be predicated on evolving systems of digital information, as critical needs are met by remote delivery of goods and services. Intensified financial pressure will also shape the future, with a reassessment of information and its commercial value. In response, there will be a massification of provision through increased cooperation and collaboration. These significant transitions are driving professionals to rethink and question their identities, values, and purpose. This book responds to these issues by examining the practicalities of running a library during and after the pandemic, answering questions such as: What do we know so far? How are institutions coping? Where are providers placing themselves on the digital/print and the remote/face-to-face continuums? This edited volume gives analysis and examples from around the globe on how libraries are managing to deliver access and services during COVID-19. This practical and thoughtful book provides a framework within which library directors and their staff can plan sustainable services and collections for an uncertain future. Focuses on the immediate practicalities of service provision under COVID-19 Considers longer-term strategic responses to emerging challenges Identifies key concerns and problems for librarians and library leaders Analyzes approaches to COVID-19 planning Presents and examines exemplars of best practice from around the world Offers practical models and a useful framework for the future

How can we help teachers use classroom assessments to gather appropriate evidence for all valued learning goals, and to use those assessments not just to measure learning but to promote it? This book provides an answer in a practical, proven, and principled Assessment Planning Framework that moves away from solely multiple-choice tests toward a wide range of approaches to classroom assessment activities, including performance-based assessments. The Framework examines four different types of learning goals, considers various purposes and audiences for assessment information, reviews five categories of classroom assessment methods, and presents options for communicating actionable results. To the authors, the primary purpose of classroom assessment is to inform teaching and learning, rather than simply to assign grades. This concise resource will be a reliable go-to reference for teachers, school leaders, mentors, and coaches in guiding classroom assessment practices and understanding their underlying principles. Book Features: Builds on the classic book Understanding by Design, written by Grant Wiggins and Jay McTighe. Offers a practical, nontechnical presentation appropriate for teacher preparation and busy practitioners (K–16). Explores different purposes for, and methods of, classroom assessment and grading. Addresses assessment of academic standards as well as transdisciplinary outcomes, such as 21st-century skills. Describes the principles and practices underlying standards-based grading.

Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning. The i2Flex classroom model, a variation of blended learning, allows non-interactive teaching activities to take place without teachers' direct involvement, freeing up time for more meaningful teacher-student and student-student interactions. There is evidence that i2Flex leads to increased student engagement and motivation as well as better exploitation of teachers' and classroom time leading to the development of higher order cognitive skills as well as study skills for students' future needs related to citizenship, college, and careers. The Handbook of Research on K-12 Blended and Virtual Learning Through the i2Flex Classroom Model focuses not only on how to design, deliver, and evaluate courses, but also on how to assess teacher performance in a blended i2Flex way at the K12 level. The book will discuss the implementation of the i2Flex (isquareFlex), a non-traditional learning methodology, which integrates internet-based delivery of content and instruction with faculty-guided, student-independent learning in combination with face-to-face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework. While highlighting new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, educational technology developers, and students interested in how the i2Flex model was implemented in classrooms and the effects of this learning model.

This book constitutes the refereed proceedings of the 9th International Workshop on Learning Technology for Education Challenges, LTEC 2021, held in Kaohsiung, Taiwan, in July 2021. The 11 revised full papers and 6 short papers presented were carefully reviewed and selected from 83 submissions. The papers are organized in the following topical

sections: learning tools and environment; e-learning and transferability strategies; serious games technologies; learning practices and knowledge transfer.

Active blended learning (ABL) is a pedagogical approach that combines sensemaking activities with focused interactions in appropriate learning settings. ABL has become a great learning tool as it is easily accessible online, with digitally rich environments, close peer and tutor interactions, and accommodations per individual learner needs. It encompasses a variety of concepts, methods, and techniques, such as collaborative learning, experiential learning, problem-based learning, team-based learning, and flipped classrooms. ABL is a tool used by educators to develop learner autonomy, engaging students in knowledge construction, reflection, and critique. In the current educational climate, there is a strong case for the implementation of ABL. *Cases on Active Blended Learning in Higher Education* explores strategies and methods to implement ABL in higher education. It will provide insights into teaching practice by describing the experiences and reflections of academics from around the world. The chapters analyze enablers, barriers to engagement, outcomes, implications, and recommendations to benefit from ABL in different contexts, as well as associated concepts and models. While highlighting topics such as personalized university courses, remote service learning, team-based learning, and universal design, this book is ideal for in-service and preservice teachers, administrators, instructional designers, teacher educators, practitioners, researchers, academicians, and students interested in pedagogical approaches aligned to ABL and how this works in higher education institutions.

While the issue of advancing equity occupies the pages of many education journals across the world and pursuing it in schools and classrooms is a common instructional goal, there is an obvious absence of established school policies combined with pedagogies on how to achieve educational equity.

"A 22-volume, highly illustrated, A-Z general encyclopedia for all ages, featuring sections on how to use World Book, other research aids, pronunciation key, a student guide to better writing, speaking, and research skills, and comprehensive index"--

Keeping students focused can be difficult in a world filled with distractions -- which is why a renowned educator created a scientific solution to one of every teacher's biggest problems. Why is it so hard to get students to pay attention? Conventional wisdom blames iPhones, insisting that access to technology has ruined students' ability to focus. The logical response is to ban electronics in class. But acclaimed educator James M. Lang argues that this solution obscures a deeper problem: how we teach is often at odds with how students learn. Classrooms are designed to force students into long periods of intense focus, but emerging science reveals that the brain is wired for distraction. We learn best when able to actively seek and synthesize new information. In *Distracted*, Lang rethinks the practice of teaching, revealing how educators can structure their classrooms less as distraction-free zones and more as environments where they can actively cultivate their students' attention. Brimming with ideas and grounded in new research, *Distracted* offers an innovative plan for the most important lesson of all: how to learn.

This book comprises the latest achievements in research and development in educational robotics presented at the 12th International Conference on Robotics in Education (RiE), which was carried out as a purely virtual conference from April 28 to 30, 2021. Researchers and educators find valuable methodologies and tools for robotics in education that encourage learning in the fields of science, technology, engineering, arts, and mathematics (STEAM) through the design, creation, and programming of tangible artifacts for creating personally meaningful objects and addressing real-world societal needs. This also involves the introduction of technologies ranging from robotics platforms to programming environments and languages. Evaluation results prove the impact of robotics on the students' interests and competence development. The presented approaches cover the whole educative range from kindergarten, primary and secondary school, to the university level and beyond.

Student engagement relies on the students and their willingness to participate in the learning process and can be enhanced through the application of various technologies within learning environments. However, strategies for implementing these technologies need research and development to be implemented effectively. *The Handbook of Research on Fostering Student Engagement With Instructional Technology in Higher Education* is a comprehensive academic publication that focuses on the engagement of learners with academics in higher education and especially how this engagement can be fostered with the integration of new technologies. Featuring an array of topics such as gamification, digital literacy, and social networking, this book is ideal for instructors, educators, administrators, curriculum developers, instructional designers, IT consultants, educational software developers, researchers, academicians, and students.

The outbreak of the pandemic around the world came with national measures to deal with the health emergency that caused and will continue to cause important disruption in education for students, teachers, and policymakers. Digital technologies can provide innovative solutions that can prevent the negative effects of lockdowns of countries and regions on education. It is important to analyze digital solutions and experiences for distance learning and to better understand the available resources and best practices to deal effectively with the challenges of digital learning for both learners and academic staff. It is important that countries promote digital excellence and explore the opportunities that information technologies can provide to education institutions, especially in the post-pandemic scenario, and the major transformations it will bring to citizens, societies, and economies. *The Handbook of Research on Analyzing IT Opportunities for Inclusive Digital Learning* explores the new demands of labor markets in the digital economy, how educational institutions can respond to these new opportunities and threats, the development of new teaching and learning methods, and finally, the development of digital skills and competences. It also discusses the challenges and opportunities caused by the pandemic in the area of education and how information technologies can transform education and develop a new workforce with the required digital skills and competences and knowledge to fit the post-pandemic labor market. This book highlights topics including

knowledge management systems, learning technologies, personalized learning, and more within the context of diverse student populations. It is a valuable reference tool for academics, researchers, lecturers, decision makers, policymakers, and practitioners interested in new theories, research findings, and case studies for understanding inclusive digital learning and the opportunities for digital technologies in education.

The movement away from teacher-centered toward student-centered learning and teaching (SCLT) in higher education has intensified in recent decades. Yet in spite of its widespread use in literature and policy documents, SCLT remains somewhat poorly defined, under-researched and often misinterpreted. Against this backdrop, The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education offers an original, comprehensive and up-to-date overview of the fundamentals of SCLT and its discussion and applications in policy and practice. Bringing together 71 scholars from around the world, the volume offers a most comprehensive and up-to-date overview of the fundamentals of SCLT and its applications in policy and practice; provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment; and critically discusses challenges, new directions and developments in pedagogy, course and study program design, classroom practice, assessment and institutional policy. An essential resource, this book uniquely offers researchers, educators and students in higher education new insights into the roots, latest thinking, practices and evidence surrounding SCLT in higher education.

"Never before, the entire history of the American theater, has so much of the truth of black people's lives been seen on the stage," observed James Baldwin shortly before *A Raisin in the Sun* opened on Broadway in 1959. Indeed Lorraine Hansberry's award-winning drama about the hopes and aspirations of a struggling, working-class family living on the South Side of Chicago connected profoundly with the psyche of black America--and changed American theater forever. The play's title comes from a line in Langston Hughes's poem "Harlem," which warns that a dream deferred might "dry up/like a raisin in the sun." "The events of every passing year add resonance to *A Raisin in the Sun*," said The New York Times. "It is as if history is conspiring to make the play a classic." This Modern Library edition presents the fully restored, uncut version of Hansberry's landmark work with an introduction by Robert Nemiroff.

This volume uses case studies and students' lived experiences to document the impacts of coronavirus (COVID-19) on international students and explore future challenges and opportunities for student mobility within higher education. Responding to the growing need for new insights and perspectives to improve higher education policy and practice in the era of COVID-19, this text analyses the changing roles and responsibilities of institutions and international education leaders post-2020. Initial chapters highlight key issues for students that have arisen as a result of the global health crisis such as learning, well-being, and the changed emotional, legal, and financial implications of study abroad. Subsequent chapters confront potential longer-term implications of students' experiences during COVID-19, and provide critical reflection on internationalization and the opportunities that COVID-19 has presented for tertiary education systems around the world to learn from one another. This timely volume will benefit researchers, academics, and educators with an interest in online teaching and e-learning, curriculum design, and more specifically those involved with international and comparative education. Those involved with educational policy and practice, specifically related to pandemic education, will also benefit from this volume.

Despite the promise of competency-based education (CBE), learner-centered issues related to support, retention, and program completion rates remain problematic. In addition, the infrastructure for higher education, including issues related to faculty (intellectual property, workload, and curriculum), pose barriers and challenges in the design, development, implementation, and delivery of CBE. In response, administrators, faculty, designers, and developers of competency-based experiences must incorporate innovative strategies that are foreign to the traditional institution. A strong emphasis on retention and graduation rates must surround the student with support, starting with the design and development of the CBE system. There are few resources that can help prepare instructional designers, advisors, academic administrators, and faculty to meet the many challenges of designing, developing, implementing, and managing CBE. *Career Ready Education Through Experiential Learning* is an essential reference book that includes strategies for design and development of competency-based education (CBE) programs, as well as administrative and delivery strategies as examples of how CBE can be implemented. Through a strong theoretical framework, chapters present the best practices, strategies, and practical tips as examples and scenarios that can be used in higher education settings. While highlighting education courses, programs, and lessons across various institutions and educational domains, this book is ideal for higher education administrators and policy designers/implementors, instructional designers, curriculum developers, faculty, public policy leaders, students in curriculum and instruction and instructional technology programs, along with researchers and practitioners interested in CBE and experiential learning in higher education.

Motivation is an important factor in and for all education levels. However, as learners in online distance education milieus are away from both teachers, other learners, and the learning environments physically, this concept becomes more important for online education. Motivating learners in distance education and keeping their motivation alive throughout the learning process is an issue that should be emphasized and taken care of for teachers and instructional designers. At this point, although there are many approaches, models, and theories regarding enhancing and sustaining motivation and engagement in the education processes, it is seen that there is not enough work and/or effective and efficient strategies that can be applied in online distance learning environments. *Motivation, Volition, and Engagement in Online Distance Learning* evaluates motivational obstacles in online distance education both theoretically and practically, identifies the strengths and weaknesses of the online education environments regarding motivation, and provides actionable motivational and volitional strategies for online educators. This book offers coverage of topics such as learning theories, motivation research,

and synchronous online learning environments, making it a valuable resource for researchers, professionals, decision makers, institutions in all education levels, academicians, pre-service teachers, and most importantly, online educators from various disciplines and learners from all educational landscapes.

Education systems operate in a world that is constantly evolving towards new equilibria, yet short-term crises may disrupt, accelerate or divert longer-term evolutions. This Framework for Responsiveness and Resilience in Education Policy aims to support policy makers to balance the urgent challenge of building eco-systems that adapt in the face of disruption and change (resilience), and the important challenge of navigating the ongoing evolution from industrial to post-industrial societies and economies (responsiveness). This book constitutes the refereed proceedings of the 13th International Conference on Blended Learning, ICBL 2020, held in Bangkok, in August 2020. The 33 papers presented were carefully reviewed and selected from 70 submissions. The conference theme of ICBL 2020 is Blended Learning : Education in a Smart Learning Environment. The papers are organized in topical sections named: Blended Learning, Hybrid Learning, Online Learning, Enriched and Smart Learning, Learning Management System and Content and Instructional Design.

Writing in an evocative, accessible, and concise manner, Veletsianos concretely demonstrates why it is so important to pay closer attention to the stories of students—who may have instructive and insightful ideas about the future of education.

New Student Literacies amid COVID-19 explores how institutions needed to defend teaching, learning, research and innovation, and implement transdisciplinary approaches to address such complexities together with wider knowledge sharing to unlock solutions.

Fitness education is often overlooked for various reasons: no equipment, no weight room, large class size, or lack of professional development. Designing and Teaching Fitness Education Courses provides real solutions for all these issues. This book offers secondary-level physical educators innovative ideas, practical answers, and guidance in implementing fitness education programming that will meet the needs of all students. Designing and Teaching Fitness Education Courses is packed with highly useful tools and resources: 211 instructional photos showing exercises and stretches that require no equipment and are easily adapted for varying abilities 18 pacing guides that form a week-by-week blueprint for implementing a semester-long fitness education course A robust online resource with all 18 pacing guides, as well as a blank template for developing your own; 139 video demonstrations of all the book's exercises and stretches; PowerPoint presentations to show in PE classes, including video demonstrations of the book's exercises and stretches; and teacher aids and student handouts, including assignments, assessments, posters, and a 12-week personal fitness plan Teachers can use the pacing guides to develop a semester-long fitness education course that can be implemented in either a traditional or block schedule. These guides offer objectives, class discussion topics, activities, assessments, and teaching strategies for each week of an 18-week semester. All topics in the guides are aligned with SHAPE America's National Standards and Grade-Level Outcomes for K–12 Physical Education. The authors guide teachers in addressing the following priorities within a fitness education course: social and emotional learning; behavior modification principles and adherence to fitness activities; social cognitive theory; classroom management; student safety; equity, diversity, and inclusion; and social justice. Designing and Teaching Fitness Education Courses also includes a detailed chapter on nutrition education written by internationally recognized sport nutritionist Lisa Dorfman, who provides teachers a wealth of information to integrate into fitness courses. Teachers will learn how to integrate a quality fitness education curriculum into any setting (rural, urban, or suburban) and any learning model (remote, hybrid, or in-person learning). Designing and Teaching Fitness Education Courses is organized into three sections: Part I presents both theoretical and practical knowledge of fitness education; its importance in a standards-based curriculum; pedagogical and content knowledge considerations; nutrition, wellness, and consumer issues; and the general components of fitness education. Part II focuses on various components of fitness education: flexibility, strength, and cardiorespiratory fitness. This part includes stretching and muscular strength and endurance workouts, illustrated with photos in the book and videos in the online resource. Part III guides readers in enabling students to participate in community fitness and activity events to support the development of lifelong fitness habits. Through Designing and Teaching Fitness Education Courses, teachers will be able to provide appropriate fitness activities that will lead to the elevated health and wellness of students and a greater appreciation for participating in lifelong activities. Note: A code for accessing HKPropel is included with all new print books.

This booklet includes the full text of the ISTE Standards for Students, along with the Essential Conditions, profiles and scenarios.

Internal and external pressure continues to mount for college professionals to provide evidence of successful activities, programs, and services, which means that, going forward, nearly every campus professional will need to approach their work with a data-informed perspective. But you find yourself thinking “I am not a data person”. Yes, you are. Or can be with the help of Amelia Parnell. You Are a Data Person provides context for the levels at which you are currently comfortable using data, helps you identify both the areas where you should strengthen your knowledge and where you can use this knowledge in your particular university role. For example, the rising cost to deliver high-quality programs and services to students has pushed many institutions to reallocate resources to find efficiencies. Also, more institutions are intentionally connecting classroom and cocurricular learning experiences which, in some instances, requires an increased gathering of evidence that students have acquired certain skills and competencies. In addition to programs, services, and pedagogy, professionals are constantly monitoring the rates at which students are entering, remaining enrolled in, and leaving the institution, as those movements impact the institution's financial position. From teaching professors to student affairs personnel and beyond, Parnell offers tangible examples of how professionals can make data contributions at their current and future knowledge level, and will even inspire readers to take the initiative to engage in data projects. The book includes a set of

self-assessment questions and a companion set of action steps and available resources to help readers accept their identity as a data person. It also includes an annotated list of at least 20 indicators that any higher education professional can examine without sophisticated data analyses.

The best educators never stop learning about their students or their craft. In this second volume of the Routledge Great Educators Series, ten of education's most inspiring thought-leaders come together to bring you their top suggestions for improving your students' learning in the classroom and your own professional learning as an educator. You'll gain fresh insights on learning how to... · Influence others and make a greater impact as a leader. (Todd Whitaker) · "Unlearn" traditional practices that no longer serve our students. (Jeffrey Zoul) · Be vulnerable and willing to learn from and with colleagues. (Jimmy Casas) · Master your emotional intelligence to improve people skills. (Sanée Bell) · Shift the focus from grading to standards-based learning. (Garnet Hillman) · Create student-centered learning environments with flexible seating. (Kayla Dornfeld) · Balance the role of technology in your life and plug in more intentionally. (Jessica Cabeen) · Focus on the non-negotiables for success with the hardest-to-reach kids. (Brian Mendler) · Apply a cross-curricular, design-thinking approach to your curriculum. (Erin Klein) · Connect with colleagues and students for true collaboration. (Derek McCoy) The book's practical strategies and stories will inspire you on your journey to make a difference in students' lives.

Online learning has become an increasing presence in higher education course design, with most courses combining physical real time engagement with asynchronous learning activity. Now, however, there is a greater need for this one-stop guide to critical practice in this area, as we rethink the role of digital in the social practices of university learning and teaching. This book provides a critical and contemporary 'deep dive' into the socio-material, technological and pedagogical practices at work in virtual and digital higher education. Examples are drawn from across and between disciplinary pedagogies with a focus on blended and hybrid approaches and the pivot to fully online made urgent by Covid-19 but drawing on existing best practice. The Critical Practice in Higher Education series provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

This book aims to develop a situative educational model to guide the design and implementation of powerful student-centered learning environments in higher education classrooms. Rooted in educational science, Hoidn contributes knowledge in the fields of general pedagogy, and more specifically, higher education learning and instruction. The text will support instructors, curriculum developers, faculty developers, administrators, and educational managers from all disciplines in making informed instructional decisions with regard to course design, classroom interaction, and community building and is also of relevance to educators from other formal and informal educational settings aside from higher education.

This book consists of a selection of papers that discuss the challenges in the increasingly complex world of education and various educational problems such as moral degradation, lack of literacy, pedagogical curriculum and innovation, educational technology. Moreover, the book provides papers that deal with educational innovation in the era of Society 5.0, with a view to discuss and resolve various social challenges, issues, and problems relating to educators, students, the dynamics of the education system, and social dynamics. The subject areas treated in this book are: Character Education in Society 5.0 Era, Multiliteracy Education in Society 5.0 Era, Early Childhood Education in Society 5.0 Era, Inclusive Education in Society 5.0 Era, Curriculum, Media and Educational Technology for Primary Education in Society 5.0 Era, Joyful and Meaningful Learning in Society 5.0 Era, and HOTS in Society 5.0 Era. This book will help educators, stakeholders, and also parents to cope with the challenges in education.

Online instruction is rapidly expanding the way administrators and educators think about and plan instruction. In addition, due to a pandemic, online instructional practices and learning in a virtual environment are being implemented with very little training or support. Educators are learning new tools and strategies at a quick pace, and often on their own, even through resistance. It is important to explore lessons learned through the pandemic but also of importance is sharing the virtual classroom options and instruction that align to best practices when transitioning to online instruction. Sharing these will allow educators to understand and learn that virtual instruction can benefit all, even when not used out of need, and can enhance face-to-face courses in many ways. The Handbook of Research on Lessons Learned From Transitioning to Virtual Classrooms During a Pandemic is a critical reference that presents lessons instructors have learned throughout the COVID-19 pandemic including what programs and tools were found to be the most impactful and useful and how to effectively embed virtual teaching into face-to-face teaching. With difficult choices to be made and implemented, this topic and collection of writings demonstrates the learning curve in a state of survival and also lessons and resources learned that will be useful when moving back to face-to-face instruction as a tool to continue to use. Highlighted topics include the frustrations faced during the transition, lessons learned from a variety of viewpoints, resources found and used to support instruction, online learner perspectives and thoughts, online course content, and best practices in transitioning to online instruction. This book is ideal for teachers, principals, school leaders, instructional designers, curriculum developers, higher education professors, pre-service teachers, in-service teachers, practitioners, researchers, and anyone interested in developing more effective virtual and in-classroom teaching methods.

This edited volume offers a range of insights about, practices of, and findings associated with, enriching higher education students' learning by their engagement in educational processes during and after the completion of their work integrated education experiences. That is, using post-practicum intervention to augment and enrich those learning experiences. The collected contributions here draw on the processes of trialling and evaluating educational processes that aimed to enrich the work integrated education experiences for purposes of improving students' understandings, abilities to address workplace and occupational requirements. These processes and findings from these processes across a range of disciplinary fields including pharmacy, psychology, physiotherapy, service learning, occupational therapy, journalism and business students education speak directly to educators in both workplace and educational settings across a

range of occupational sectors. These messages, which arise from educators and practitioners enacting and evaluating these interventions, offer practical suggestions as well as conceptual advances. The reach of the accounts of processes, findings and evaluations is not restricted to the occupational fields in which the interventions occurred. The lessons provided through this edited volume are intended to inform how post-practicum interventions might be enacted across a range of occupational studies.

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