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Characteristics Of A Good College Research Paper

Praised for its practical
strategies, real-world emphasis,

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and focus on critical thinking, this successful 4-in-1 text (rhetoric, reading, research guide, and handbook) prepares students for writing in college and in the workplace. THE SUNDANCE WRITER, FIFTH EDITION,

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provides students with essential skills needed for writing in college and beyond, including critical thinking and reading, as well as writing for academic and workplace audiences. The fifth edition features an important

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restructuring of content that allows students to proceed more quickly to writing projects and to incorporating research into their writing. Important Notice: Media content referenced within the product description or the

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product text may not be available
in the ebook version.

Handbook of College and
University Teaching: A Global
Perspective presents
international perspectives on
critical issues impacting teaching

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and learning in diverse higher education environments, all with a unique global view. The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating

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the next generation of college students. Education experts from around the world share their perspectives on college and university teaching, illuminating international differences and similarities. The chapters are

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organized around a model developed by James Groccia, which focuses on seven interrelated variables, including teacher, learner, learning process, learning context, course content, instructional processes,

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and learning outcomes. Using this logical model as the organizational structure of the book provides a guide for systemic thinking about what actions one should take, or suggest others take, when

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planning activities to improve teaching and learning, curriculum development, and assessment. Thoroughly revised and updated, a comprehensive college guide teaches students how to select the college or university that fits

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their needs, apply effectively,
and prepare for the college
experience. Original.

APL: Developing more flexible
colleges

Non-traditional Students'
Opinions about the Most

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Important Characteristics of
Good College Teachers
Characteristic Preferences in
Mate Selection Among College
Students: A Comparison Study
Spanning the Late Twentieth
Century Into the Early Twenty-

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first Century

Handbook of Research on the
Changing Role of College and
University Leadership

A Guide to Better Schools

Elaine Anne Muller.

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Within this research, a version of the person-environment fit model, adapted for use in higher education, was tested. It was postulated that stable personality characteristics (represented by the Big-Five

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personality traits) interact with engagement with the college environment, resulting in good or bad fit, as measured by semester-to-semester persistence and cumulative grade point average (GPA).

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Data were collected via a self-report online survey containing questions about personality characteristics, degree of academic effort made, degree and quality of perceived campus support,

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number and quality of faculty-student interactions, and number and quality of college peer relationships. The final sample was comprised of 129 students from San Diego area postsecondary institutions.

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Hierarchical multiple regression was used to determine the degree to which personality characteristics interacted with level of engagement with the college environment to predict

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cumulative GPA. The degree to which various biodemographic variables (e.g., ethnicity, gender, level of parental education) predicted GPA was also examined using ANOVA. Due to small sample size (n =

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6), all results reported represent findings for a sample of students who intended to persist in college. Results indicated that agreeableness, conscientiousness, and engagement with faculty, peers

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and campus environment significantly predicted cumulative GPA for students who intended to enroll in the upcoming semester of college. Institutions are encouraged to employ this person-

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***environment fit model in
pinpointing students who are
at greater risk of academic
failure and devise strategies to
assist them in attaining
academic goals based on the
strategic assessment of***

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personality and environment interactions.

Higher education has changed significantly over the past 50 years, and the individuals who provide leadership for these institutions has similarly

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changed. The pathway to the college presidency, once the domain of academic administration, has diversified as an increasing number of development officers, student affairs and enrollment

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***management professionals,
and even politicians have
become common in the role. It
is important to understand
who the presidents are in the
current environment and the
challenges they face.***

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Challenges such as dealing with the COVID-19 pandemic, enrollment shortfalls, Title IX, and athletic scandals have risen to the forefront and have contributed to the issues and role of college and university

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leadership. The Handbook of Research on the Changing Role of College and University Leadership provides important research on the topic of college and university leadership, especially focusing

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on the changing role of the college president. The chapters discuss college leadership as it is now and how it will evolve into the future. Topics included are the role of the president at various types

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of universities, their involvement within university functions and activities, and the duties they must carry out and challenges they face. This book is ideal for professionals and researchers working in

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***higher education, including
faculty members who
specialize in education, public
administration, the social
sciences, and management,
along with teachers,
administrators, teacher***

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***educators, practitioners,
researchers, academicians, and
students who are interested in
college and university
leadership and how this role is
transforming.***

A Research Paper Presented to

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***the Graduate Faculty of
Winona State College***

***A study of certain
characteristics of "good"
teachers in a junior college as
compared with a control group
Creating and capturing the***

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possibilities in the early years

The Characteristics of

Effective Learning

The Educational Monthly of

Canada

Characteristics of a Good

District School

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Every teacher seeks to be an effective teacher.

Every teacher wants to have a positive, remarkable, and lasting influence on students' lives. But what makes for

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an effective teacher?

***What role does teacher
preparation play in
teacher effectiveness?***

***What do effective
teachers do during
planning, instruction, and***

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***assessment? How do they
create a learning
environment that
engages and supports
students? And how do
effective teachers
interact with their***

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***students to promote the
best opportunities and
results for all? In
Qualities of Effective
Teachers, 3rd edition,
James H. Stronge
explores these questions***

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and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses: Professional

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**knowledge Instructional
planning Instructional
delivery Assessment
Learning environment
Professionalism Stronge
also examines
characteristics of**

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effective teachers of at-risk students and high-ability students. To bridge the gap between research and practice, he includes checklists of skills and positive

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***qualities associated with
effective teacher
performance as well as
red flags that indicate
that teachers may not be
reaching their full
potential in the***

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classroom. This resource is for any educator interested in improving teaching. It offers research-based advice for teachers who wish to improve their own

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***performance, as well
guidance for teacher
leaders and supervisors,
school administrators and
department heads, staff
development specialists,
teacher and***

File Type PDF Characteristics
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***administrator educators,
human resource
specialists, and education
policymakers and their
staffs. Anyone who has a
vested interest in
students and their***

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success can gain valuable insight and practical tools to ensure positive outcomes for all students. New to the 3rd edition: Introduction of the Framework for

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***Effective Teaching and its
six domains—professional
knowledge; instructional
planning; instructional
delivery; assessment;
learning environment;
professionalism Chapter***

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***vignettes updated to
illustrate the domains of
the Framework for
Effective Teaching
Updated reference charts
at the end of chapters,
keyed to the subdomains***

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***of the Framework for
Effective Teaching and
expanded to include
references for 21 century
teachers Twenty-nine
sidebars interspersed
throughout chapters that***

File Type PDF Characteristics
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***provide state-of-the-art
supplementary text on
effective teaching
practices and research
findings Updated Teacher
Skills Assessment
Checklist, keyed to the***

File Type PDF Characteristics
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***domains of the
Framework for Effective
Teaching Updated Part 2
presents positive
qualities and red flags
associated with effective
teachers, keyed to the***

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***domains of the
Framework for Effective
Teaching More than 1,000
entries in the References
Praise for Generation on
a Tightrope "Over the last
four decades, Arthur***

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Levine has become the premier analyst of continuities and changes in the American college student population. In this impressive and comprehensive volume,

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***Levine and coauthor
Diane R. Dean provide an
authoritative and richly
textured picture of the
much-discussed current
generation." —Howard
Gardner, Hobbs Professor***

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***of Cognition and
Education, Harvard
Graduate School of
Education "Arthur Levine
and Diane R. Dean take
the long view of today's
generation of college***

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students. This is a brilliant examination of what has shaped our young people, what they are doing with the tools they have, and where they are headed. It is a

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diagnosis of what ails them, a celebration of their strengths, and a compelling and generous prescription for their future—and ours."

—Henry Louis Gates, Jr.,

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***Alphonse Fletcher
University Professor,
Harvard University
"Through this captivating
portrait of the
aspirations, values, and
unique needs of today's***

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***college students, Levine
and Dean's clearly
written and engaging
book ought to generate a
national discussion of
how higher education can
be restructured in order***

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***to respond to and
prepare the next
generation of college-
educated adults—not only
for effective functioning
in the workplace, but also
to live lives as whole***

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***human beings who can
help to lead our society
to a healthier place."***

***—Alexander W. Astin and
Helen S. Astin,
Distinguished Professors
of Higher Education***

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***emeriti, UCLA; authors,
Cultivating the Spirit:
How Higher Education
Can Enhance Students'
Inner Lives "I can't say
enough about how
important this work is.***

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This book is right on the mark for what needs to be known and understood about today's college students by those who are responsible for educating the future

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***leaders and citizens of
the world." —Gwen
Dungy, executive
director, emeritus,
NASPA, Student Affairs
Administrators in Higher
Education "Generation on***

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***a Tightrope: A Portrait of
Today's College Student
is a must-read for college
presidents,
administrators, and
professors as well as
parents, employers, and***

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***government leaders—who
all have a stake in
student success.***

***Understanding who
today's college students
are is essential as we
collaboratively develop***

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***and deliver the education
that will prepare this
generation to build our
future." —Nancy L.
Zimpher, chancellor,
State University of New
York***

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What is the impact of college attendance on students' personal, social, academic, and vocational development? Do different types of colleges produce

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different outcomes? How important is the curriculum as opposed to the student peer group and the faculty? How are students affected by the quality and quantity of

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***their personal
involvement in the
academic and
extracurricular life of the
institution? In 1977,
Alexander Astin
attempted to answer***

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these and other key questions in Four Critical Years, a book the Journal of Higher Education has since called the most frequently cited work in the higher education

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literature. In What Matters in College? Astin presents a completely new and expanded study of how students change and develop in college - and reveals how colleges

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***can enhance that
development. Based on a
study of more than
20,000 students, 25,000
faculty members, and 200
institutions, the book
shows how academic***

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***programs, faculty,
student peer groups, and
other variables affect
students' college
experiences. He examines
more than 190
environmental***

File Type PDF Characteristics
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***characteristics of
institutions and details
how these factors can
shape students'
personality and self-
concept, patterns of
behavior, values and***

File Type PDF Characteristics
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***beliefs, academic and
cognitive development,
career development, and
satisfaction with the
college environment.
Software Engineering and
Knowledge Engineering:***

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***Theory and Practice
Studies in College and
University Staff
Evaluation
An Analysis of the
Characteristics which
Comprise a Good***

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***Disciplinarian in the Field
of Industrial Arts
Selected Characteristics,
Experiences, and
Perceptions
Statistics of Land-grant
Colleges and Universities***

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***The New System for
Discovering the Best
College Fit at the Best
Price***

The most crucial choice a high school graduate makes is whether to attend college or to go to work.

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Here is the most sophisticated study of the complexities behind that decision. Based on a unique data set of nearly 23,000 seniors from more than 1,300 high schools who were tracked over several years, the book treats the

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following questions in detail: Who goes to college? Does low family income prevent some young people from enrolling, or does scholarship aid offset financial need? How important are scholastic aptitude scores, high

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school class rank, race, and socioeconomic background in determining college applications and admissions? Do test scores predict success in higher education? Using the data from the National Longitudinal Study

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of the Class of 1972, the authors present a set of interrelated analyses of student and institutional behavior, each focused on a particular aspect of the process of choosing and being chosen by a college. Among their

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interesting findings: most high school graduates would be admitted to some four-year college of average quality, were they to apply; applicants do not necessarily prefer the highest-quality school; high school class

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rank and SAT scores are equally important in college admissions; federal scholarship aid has had only a small effect on enrollments at four-year colleges but a much stronger effect on attendance at two-year colleges; the attention

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paid to SAT scores in admissions is commensurate with the power of the scores in predicting persistence to a degree. This clearly written book is an important source of information on a perpetually interesting topic.

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The keystones for provision in the new era of Further Education will be flexibility of response, open access, equality of opportunity, and valuing and accrediting alternative ways of learning - all linked together within the

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concepts of providing life-long learning opportunities. The provision of APL, along with the support services needed to ensure its success, can be used as the 'acid test' of whether a college is truly open and accessible to a

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variety of learners. Written by an experienced manager, this book offers invaluable advice for other managers and senior staff engaged in transforming their colleges to meet students' needs. This study examined conceptions

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of a good college student, parent-student communication about college, academic achievement, college student retention, and college generation status among first-year college students. 344 undergraduates described the

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characteristics and skills of a good college student. In addition, they reported the frequency, perceived helpfulness, and quality (instrumental and emotional support) of parent-student communication about college.

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Student GPA and second year retention data were obtained from university records. Findings revealed that for the overall sample, the five most important (i.e., highest rated) characteristics and behaviors that a good student

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should have were time management, getting papers done, doing well on quizzes and exams, studying for quizzes and exams, and writing papers that satisfy professor's requirements. Results further showed that the number

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of social skills and self-care behaviors that students used to describe a good college student predicted first year GPA. In addition, there was no significant relation between conceptions of a good college student

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characteristics and first-to-second year retention. Other findings revealed that first-generation college students (parents did not attend college) did not differ from non-first-generation college students in frequency of

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communication or perceived emotional support. However, first-generation students had lower GPAs and reported lower perceived helpfulness and quality of parent-adolescent communication. Higher quality of

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communication about college predicted higher GPAs in the first year in college for non-first-generation college students but not for first-generation students. These findings are discussed with regard to implications for further

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**research and practice in higher
education.**

**Community-junior College
Students Enrolled in
Occupational Programs**

**What the Best College Students
Do**

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**Generation on a Tightrope
Honoring Students' Cultural
Experiences and Resources as
Strengths**

**12 Characteristics of an Effective
Teacher**

Looking Beyond the Ivy League

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College Students in the United States accounts for contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments and a range of outcomes

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including learning, development, and achievement. Throughout the book, the differing experiences, needs, and outcome of students across the range of “traditional” (18-24 years old, full-time students) and

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non-traditional (for example, adult and returning learners, veterans, recent immigrants) are highlighted. The book is organized, for use as a stand-alone resource, around Alexander Astin's Inputs-

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***Environment-Outputs (I-E-O)
framework.***

***The characteristics of effective
learning – playing and exploring,
active learning and creating and
thinking critically – underpin
young children's learning and***

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development and are central to the revised Early Years Foundation Stage. Practitioners need to be confident of planning, observing and assessing characteristics of effective learners and understand how

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they support children's learning and development. The book explores what the characteristics of effective learning look like and how practitioners can create opportunities for children to express them. It considers the

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ways in which they connect with children's natural explorations, play, enjoyment and the environments created by adults. Throughout the focus is on building on children's own interests as practitioners plan

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for, observe and assess playing and exploring, active learning and creativity and critical thinking. Including encounters from authentic settings and provocative questions for reflective practice, the book

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covers: children's well-being and motivations creating effective learning possibilities for all children engaging children's interests the role of the adult and environment sustained shared thinking This timely new text

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aims to help practitioners and students develop their understanding of the characteristics of effective learning and show them how they can support young children in become effective and

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motivated learners.

What makes a good college teacher? This book provides an evidence-based answer to that question by presenting a set of "model teaching characteristics" that define what makes a good

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college teacher. Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology (STP), this book describes how college

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faculty from all disciplines and at all levels of experience can use these characteristics to evaluate, guide, and improve their teaching. Evidence based research supports the inclusion of each characteristic, each of

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which is illustrated through example, to help readers master the skills. Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the

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evidence. Two introductory chapters outline the model teaching characteristics followed by six chapters, each devoted to one of the characteristics: training, instructional methods, course content, assessment,

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***syllabus construction, and student evaluations. The book:
-Features in each chapter self-evaluation surveys that help readers identify gaps between the model characteristics and their own teaching, case studies***

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that illustrate common teaching problems, discussion questions that encourage critical thinking, and additional readings for further exploration. -Discusses the need to master teaching skills such as collaborative

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learning, listening, and using technology as well as discipline-specific knowledge. -Advocates for the use of student-learning outcomes to help teachers better evaluate student performance based on their achievement of

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specific learning goals. -Argues for the development of learning objectives that reflect the core of the discipline's theories and applications, strengthen basic liberal arts skills, and infuse ethical and diversity issues.

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-Discusses how to solicit student feedback and utilize these evaluations to improve teaching. Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges

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and universities, this book is also an invaluable resource for faculty development centers, college and university administrators, and college teachers of all levels and disciplines, from novice to the

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most experienced, interested in becoming more effective teachers.

***A Blueprint for Choosing the Best School for You
Proceedings of the ...
Convocation***

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Resources in Education

College Match

***The Characteristics of a Good
Elementary School***

A Global Perspective

Refining and building on the
concept in a sophisticated and

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multidisciplinary way, this book uses a funds of knowledge approach and connects it to other key conceptual frameworks in education to examine issues related to the access and transition to college, college

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persistence and success, and pedagogies in higher education. Research on funds of knowledge has become a standard reference to signal a sociocultural orientation in education that seeks to build

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strategically on the experiences, resources, and knowledge of families and children, especially those from low-income communities of color.

Challenging existing deficit thinking in the field, the

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contribution of this unique and timely book is to apply this concept to and map future work on funds of knowledge in higher education.

College MatchA Blueprint for
Choosing the Best School for

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You Visual Characteristics of
Good and Poor Readers Among
College Students Research on
the Characteristics of Effective
College Teaching Non-traditional
Students' Opinions about the
Most Important Characteristics of

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Good College Teachers

This 3rd edition of 12

Characteristics of an Effective
Teacher includes 25 new essays
written by college students about
their favorite K-12 teacher.

These heartwarming essays are

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additional true stores of
outstanding teachers who helped
students deal with a variety of
personal, emotional, social, and
academic concerns such as:
sexual identity, bullying, ADHD,
dyslexia, hearing impairment,

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losing a parent due to cancer,
and helping students with
physical appearance needs such
as; arranging for a student to get
her hair done in order to sing at
Carnegie Hall. This 3rd edition
also includes additional stories of

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great teachers who used unique teaching techniques in order to educate the children in their classroom. After years of listening to students speak about their favorite and most memorable teacher, and after

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years of reading students' essays of teachers who made the most significant impact on their lives, the author's qualitative research has discovered 12 characteristics of an effective teacher.

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A Different Type of Leader
Right College, Right Price
Characteristics, Experiences,
and Outcomes

An Evidence-based Guide to
College and University Teaching
The Future of Teaching and

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Learning

Developing the Model Teacher
*From the bestselling author of What
the Best College Teachers Do, the
story of a new breed of amazingly
innovative courses that inspire
students and improve learning*

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*Decades of research have produced profound insights into how student learning and motivation can be unleashed—and it's not through technology or even the best of lectures. In *Super Courses*, education expert and bestselling author Ken Bain tells the fascinating story of*

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enterprising college, graduate school, and high school teachers who are using evidence-based approaches to spark deeper levels of learning, critical thinking, and creativity—whether teaching online, in class, or in the field. Visiting schools across the United States as well as in China and

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Singapore, Bain, working with his longtime collaborator, Marsha Marshall Bain, uncovers super courses throughout the humanities and sciences. At the University of Virginia, undergrads contemplate the big questions that drove Tolstoy—by working with juveniles at a maximum-

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security correctional facility. Harvard physics students learn about the universe not through lectures but from their peers in a class where even reading is a social event. And students at a Dallas high school use dance to develop growth mindsets—and many of them go on to top colleges, including

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Juilliard. Bain defines these as super courses because they all use powerful researched-based elements to build a “natural critical learning environment” that fosters intrinsic motivation, self-directed learning, and self-reflective reasoning. Complete with sample syllabi, the book shows teachers how

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they can build their own super courses. The story of a hugely important breakthrough in education, Super Courses reveals how these classes can help students reach their full potential, equip them to lead happy and productive lives, and meet the world's complex challenges.

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An evidence-based, but simple and practical textbook ideal for new teachers in college and university settings.

This study was designed to explore the preferred characteristics of mate selection. Additionally, this study sought to determine preferences by

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sex, age, and over time. As a matter of geographical convenience and also in recognition of a population ripe for mate selection, students enrolled in a semester-long, family-related, cross-listed undergraduate and graduate course at a Midwestern regional university comprised the subject base.

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After a verbal solicitation from their professor, with neither positive nor negative consequence for participation, amenable students completed a voluntary survey regarding their preferred characteristics when seeking a mate. Overall and without regard to sex, age,

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or time, the leading two characteristics were Warm and Affectionate and Good Sense of Humor. A series of independent samples one-way t-tests were performed, which showed several statistically significant differences between the sexes, among the age groups, and across time. This

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study is quite helpful in understanding which characteristics are most important for those choosing a mate.

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selected by the volume editor Prof. Yanwen Wu. On behalf of the this volume, we would like to express our sincere appreciation to all of authors and referees for their efforts reviewing the papers. Hoping you can find lots of

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profound research ideas and results on the related fields of Knowledge Engineering and Communication Technology. Describes how the "Financial Fit" program can help families determine how much college will

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