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Instructors And Learners Attitudes Toward E Learning

This concurrent mixed methods research study examined the impact of a Teacher Research Experience (TRE) on science teacher beliefs about science, scientific research, science teaching, and student attitudes toward science. Surveys, interviews, reflective journals, and classroom observations of six teachers involved in a TRE were utilized to examine

changes in beliefs as a result of participation in the TRE. Student attitudes were measured with a pre and post survey.

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.
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.

An Investigation on Pasifika Students' Attitudes Towards Reading Comprehension English Medium Instruction Teacher Attitudes on Including Students with Behavior Intervention Plans in a High-school Inclusive Classroom

Building Learning Communities in Cyberspace Enhancing Adult Motivation to Learn

The purpose of this research study was to examine the relationship between the attitudes of public school teachers and the inclusion of students with autism in the general education classroom highlighting individual teacher characteristics that correlated with agreement or disagreement with inclusion.

Participants included regular and special education teachers currently teaching in a South Central Kentucky educational cooperative. Data were collected from the

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purposive population using a demographic questionnaire and a modified version of the Teacher Attitudes Toward Inclusion Scale (TATIS, Cullen, Gregory, & Noto, 2010). Teacher attitude toward inclusion of students with autism as measured by the modified TATIS was overall positive. Most teachers agreed that both regular and special education teachers were responsible for educating students with autism, and over half were willing to make classroom modifications to meet the individual needs of students with autism. A statistically significant correlation was present between teacher perceptions of professional roles and functions and the following

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characteristics: degree, age, years of teaching experience, having a student with autism in class, severity level of autism, adequate autism training, and formal autism training. A statistically significant correlation was noted between teacher beliefs about the efficacy of inclusion and the following teacher characteristics: frequency of contact with a person with autism, adequate autism training, and formal autism training. A statistically significant correlation was highlighted between teacher perceptions of students with autism and the teacher characteristic of adequate autism training. A statistically significant correlation was noted with the TATIS Full

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Scale score and the following teacher characteristics: severity level of autism, adequate autism training, and formal autism training. A statistically significant difference was noted between regular and special education teachers when assessing teacher perceptions of professional roles and functions and teacher beliefs about the efficacy of inclusion. This research suggests that teachers are generally positive toward inclusion of students with autism. A number of specific findings were also found as a result of this research. As examples, the TATIS factor structure was supported with the current, larger" sample of teachers. Older teachers

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with more teaching experience tended to be less accepting of inclusive practices while special education teachers tended to be more accepting of inclusive practices than regular education teachers. Perhaps most importantly, it was found that a lack of adequate and formal training on autism was consistently related to less positive attitudes toward inclusion. Such a finding has clear implications for school districts wanting to increase positive attitudes toward inclusion of students with autism in regular education classrooms. Research indicates that attitudes of both teachers and learners play an essential role in language learning.

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Accordingly, this study attempts to elicit EFL 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.

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

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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

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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

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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.

Relationships Between High School

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Students' Perception of Teacher Effectiveness, Attitudes Towards Hospitality and Intent to Select Hospitality as a Career Code Switching. The Relationship between personality traits and attitudes toward switching behaviour

Attitudes Toward Non-Native English Teachers Talking Style Adult Learners' and Instructors' Attitudes Toward Computers and Perceived Classroom Climate Saudi Arabian Students' Attitudes Toward Americans

Efl Instructors' & Learners' Attitudes to Authentic Reading Materials

Student academic writing is at

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the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education. Teaching Academic Writing is a 'toolkit' designed to help higher education lecturers and tutors teach writing to their students. Containing a range of diverse teaching strategies, the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in

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more depth about the assessment tasks they set and the feedback they give to students. The authors explore a wide variety of text types, from essays and reflective diaries to research projects and laboratory reports. The book draws on recent research in the fields of academic literacy, second language learning, and linguistics. It is grounded in recent developments such as the increasing diversity of the student body, the use of the Internet, electronic tuition, and issues related to distance learning in an era of increasing globalisation. Written by

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experienced teachers of writing, language, and linguistics, *Teaching Academic Writing* will be of interest to anyone involved in teaching academic writing in higher education.

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

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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).

This research examined attitudes to determine factors influencing teachers' attitudes toward including students with behavior intervention plans in inclusive high-school classrooms. For Research Question 1 one-way ANOVAs analyzed quantitative data with no significant differences found and qualitative data discovered common patterns that BIPs are

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appropriate for students who endanger, and disrupt the learning. For RQ2 independent samples t test analyzed quantitative data and found significant differences. RQ3 qualitative data determined majority of general and special education teachers believe that inclusion provides advantages for students with behavior intervention plans when there is efficient collaboration. This study uncovered factors influencing teachers' attitudes towards inclusion relating to students with BIPs. Descriptors: inclusion, general education, special education, BIPs.

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A study on Students', TEachers'
and Parents' attitudes

A STYDY ON ATTITUDE OF
COLLEGE STUDENTS
TOWARDS E-LEARNING IN
RELATION TO SELECTED
VARIABLES

A Survey of Parents', Patrons',
Teachers', and Students'
Attitudes Toward the Urbandale
Community Schools

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

An Expectancy-attribution
Theory Analysis

Service Learning and Its Effect
on Students' Attitudes Towards
Learning

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.

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a

backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores

how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale."
Guangwei Hu, National

***Institute of Education,
Singapore Additional
online resources are
available at www.oup.com/elt/teacher/emi
Ernesto
Macaro is Professor of
Applied Linguistics at the
University of Oxford and
is the founding Director
of the Centre for
Research and
Development on English
Medium Instruction at
the university. Oxford
Applied Linguistics Series
Advisers: Anne Burns and
Diane Larsen-Freeman
Recent Tools for
Computer- and Mobile-***

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***Assisted Foreign
Language Learning IGI
Global
Attitudes Towards
Inclusive Schooling
Teacher Attitudes Toward
Teaching Special
Education Students in
Their K-2 Classrooms in
an Urban Setting
Clinical Nursing
Instructors' Perceptions
of Students' Attitudes
Toward Selected
Interpersonal
Relationships
A Toolkit for Higher
Education
Enhancing Recruitment,***

***Retention, and
Integration of
International Talent
Effects of Perceived
Country of Origin,
Educational Status, and
Native Speakerness on
American College Student
Attitudes Toward Non-
native Instructors***

**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**

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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

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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.

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The Purpose: The purpose of this study is to develop an original validated Lickert-type attitudinal survey instrument and administer it to selected samples of teachers and students in the Mid-Willamette Valley of Oregon to determine their attitude toward the "purposes," "functions," and "responsibilities" of student councils and place these results in juxtaposition for analysis.

Scope and Limitations: The data and results may be generalizable to other school populations of similar socio-economic characteristics providing the basic assumptions and definitions are accepted. Generalization of the results to schools with low socio-economic levels, large urban schools, bilingual student bodies or isolated rural areas might well be invalid.

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Procedures: A 73 item survey instrument was developed utilizing statements from the literature and suggestions from colleagues and students. The questionnaire was validated and field tested prior to administration. Respondents represented five large districts and five smaller rural school districts. Questionnaires were administered to whole class rooms of heterogeneously grouped seniors and either eighth or ninth grade junior high students, depending on school organization. Sample size included 365 faculty and 1367 students. data was submitted to the computer for a T test between mean responses which were tested at the .05 level of significance.

Conclusions: 1) There is a high degree of opinion agreement

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between faculty members and students at both junior and senior high levels concerning the "purposes" of student council. 2) Responses concerning "function" revealed agreement between faculty and students that the council should serve as a forum for opening up communication and should review issues that arise between faculty and students. Neither group desired to disband the student council. Significant opinion disagreement increased on the "function" factor. Students appeared to want to expand council involvement to areas previously considered by staff members as their domain. Students want involvement in significant areas such as curriculum development, instructional evaluation, and policy

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formation on grading, attendance, and other areas which directly affect them. Faculty seemed reluctant to open up these areas to student influence. Senior high faculty and student opinions were very similar to junior high faculty and students. Students with council experience were more convinced than their inexperienced classmates that the council should expand its area of involvement. Experience with council programs had little effect on faculty opinions toward opening up traditionally closed areas to student involvement. 3) Student average responses fell in the "no-responsibility" category in only one case of 35 items. Student attitudes strongly indicate that they believe they should responsibility with the faculty in nearly all

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activities and decisions which concern them. Disagreement between faculty and students arises on issues concerning the decision-making process, policy formation, and evaluation. Recommendations: Regardless of the organization pattern that may evolve, if student representative government is to be effective it must deal with mature issues and real problems of the school. Channels of communication must be opened to solicit student thinking, deliberation, and involvement in nearly all areas of the school operation including those traditionally considered off-limits to student input. Physical education teaching and learning efforts obviously target the student. Like parents, teachers, administrators and any other

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directly or indirectly involved parties, students do have opinions based on their experience on their respective physical education classes and physical education in general. These opinions, or so-called attitudes, are important to research due to their potential of giving insight to the learner's perspective, which may also serve as an authentic feedback from the student. This study investigated German secondary school students' attitudes toward physical education. Results have the intention to reveal what attitudes towards physical education German students have and which factors influence these attitudes. The study sample contained students from the different school types Gymnasium, Realschule, and

Haupt-/Werkrealschule. The students were surveyed via questionnaire that was developed based on validated research instruments from prior studies in the field. Data was analyzed integrating independent variables such as students' gender, physical education grade, grade point average, body mass index, socioeconomic status, type of school, citizenship, and the exercise and physical activity behavior of students, their parents and their peers.

**Analysis of Students' Attitudes on Performance-Based Assessment Teachers' Attitudes Toward Individual Student Potential and Relationship with Students' Attitudes
Mainstream Teacher Attitudes**

**Toward English Language Learners
A Handbook for Science Teachers
A Study of Teacher Influence on
Student Attitudes Toward Science
and on Student Understanding of
the Nature of Science
Students' Attitudes Toward Their
Instructors' Accents in L2 Spanish
and French**

The aspects of the learning environment have the potential to be an important influence in the career decision-making process of students. Teacher effectiveness was also revealed as a component of student success. However, the connection between teachers' effectiveness and student's career development exhibited a gap in the literature. The idea that a teachers' effectiveness in the classroom can have a direct impact on a students' decision to choose a vocation, particularly hospitality, as a post secondary career

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path has not been thoroughly examined. The purpose of this study was to explore possible relationships between student perception of teacher effectiveness and student attitudes toward hospitality as a career path. This study had three objectives. First, the study explored whether teachers attitude towards a career had an influence on their effectiveness in teaching. Second, the study explored if a student's attitude towards the career area influenced their perception of the teacher's effectiveness in the classroom. Third, the study looked at student's intent to choose hospitality as a post secondary career choice. The participants for this study were teachers and students involved with the Distributive Education Clubs of America. Membership in the high school division of DECA is restricted to students with a career interest in hospitality, finance, sales, service,

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management and entrepreneurship.

Analysis of the results indicated there is a significant relationship between the variables of teacher perception of effectiveness, student perception of teacher effectiveness, attitude towards hospitality as a career and intent to select hospitality as a career.

The classic interdisciplinary reference on adult education, updated for today's learning environment Enhancing Adult Motivation to Learn provides adult educators with the information and strategies they need to guide non-traditional students toward positive educational outcomes. Providing a clear framework, guidelines for instructional planning, real-world examples, and cutting-edge ideas, this book fills the need for intrinsically motivating instruction targeted specifically toward adults returning to school. This new fourth

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edition sharpens the focus on community colleges, where most first-generation college students and working adults begin their higher education, and explores the rising use of technology and alternative delivery methods including a new chapter covering online instruction. Since the publication of its first edition, this book has become a classic reference for understanding adult motivation in educational and training settings. As more and more adults re-enter the educational system, instructors and trainers will find extraordinary value in this exploration at the intersection of research and practice. Examine the latest neuroscience and psychological research pertaining to adult motivation and learning Delve into alternative formats including online learning, interactive learning materials, and more Elicit and encourage adult intrinsic motivation using the Motivational

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Framework for Culturally Responsive Teaching and sixty practical, research-backed strategies Adopt a culturally responsive instructional approach for an inclusive and equitable learning environment. Adult students differ from traditional students in motivation, attitude, experience, and more; this, combined with an increasingly diverse body of students as well electronic delivery methods, makes today's teaching environment a new landscape for instructors to navigate. Enhancing Adult Motivation to Learn provides a clear guide to success for instructors and students alike.

A strong mathematics background is essential for job opportunities and advancement in a developing country like Malaysia. It gives students the confidence and ability to solve problems and become rational as well as critical in their thinking. However, Malaysian students'

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mathematics achievement is relatively low as compared to other school subjects. This difference is more pronounced in rural schools. Previous studies have highlighted the relationship between students' attitude and achievement in mathematics. Hence, it is important to investigate the contributing factors that affect students' attitudes towards mathematics. This book is adapted and modified from a PhD thesis entitled: "Factors affecting students' attitude towards mathematics in Sabah, Malaysia" of the first author. In this book, the relationships among perceived parental influences, teacher affective support, classroom instruction, gender, SES, students' previous achievement and students' attitude towards mathematics are portrayed using Structural Equation Modeling approach. Findings from the study can be utilised to understand the complex interplay of relationships that

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form students' attitude towards mathematics, including factors that can be addressed by the classroom mathematics teacher. This book will be useful for secondary school mathematics teachers, researchers, school administrators, students, and policymakers.

Teachers' and Learners' Attitudes

Towards Authentic Materials

Teaching Academic Writing

A Comparison of Junior and Senior High

School Student Attitudes with Faculty

Attitudes Toward Purposes, Functions and

Responsibilities of the Student Council

Student Attitudes, Student Anxieties, and

How to Address Them

Comparisons of Teacher Control Ideology

and Student Attitudes in Elementary

Christian Schools

Attitudes and Perceptions toward Physical

Education: A Study in Secondary School

Students

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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

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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

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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

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education teachers.

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

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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,

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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.

Academic Paper from the year 2018 in the subject English Language and Literature Studies - Linguistics, Urmia University (International Students Admission Department), course: TEFL, language: English, abstract: The purpose of this study is to investigate the relationship between MA English students' personality traits (PT) and their attitudes toward university teachers' code switching (CS) in Urmia, Iran. In addition to that

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purpose, the correlation between each sub-scale of PT, including extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience, and teachers' CS is analyzed. Finally, the overall attitudes of MA TEFL English students toward CS behavior are discussed, as well. To this end, 150 MA English students (70 males and 80 females) from State and Azad universities of Urmia City participated in this study. Two instruments were used for data collection: In order to measure students' PT, the Big Five Inventory designed by John & Srivastava, 1999, was administered. Secondly, to measure students' attitudes toward teachers' CS, the questionnaire developed by Mingfa Yoa (2011) was used. According to the results, no significant relationship was

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found between the PT of students and their attitudes toward teachers' CS.

Furthermore, there was no significant relationship between students' PT and their attitudes toward CS regarding the five sub-scales of PT. The findings of the study indicate that the majority of students have similar attitudes toward the CS phenomenon. Their overall attitudes were positive toward teachers' CS, and the majority of students agreed with CS in EFL settings. As a result, it was revealed that CS is an acceptable behavior in the EFL context from MA TEFL students' perspectives.

Effective Strategies for the Online Classroom

Contributing Factors Affecting Students Attitudes towards Mathematics in Sabah

Overcoming Obstacles and Enriching

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*A Study of the Relationship Between
Teacher Morale and Student Attitudes
Toward Their School Environment
Teacher Attitudes Toward
Mainstreaming of Secondary Students
K-12 Specials Teachers' Attitudes
Towards and Reported Use of
Modifications for English Language
Learners*

*This research project compared teacher
attitude using the Pupil Control Ideology
Form with student attitude using the
Arlin-Hills Student Attitude Survey.*

*P.C.I. Forms were collected from 834
teachers from 95 elementary Christian
schools in several states. A total of 1074
student attitude surveys were collected
from Christian school students in grades
4th through 6th from groups of
Christian schools determined to be high*

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P.C.I. schools and low P.C.I. schools. The null hypothesis of no relationship between the attitudes of students for high P.C.I. schools and for low P.C.I. schools was accepted. The test of null hypothesis was the Multivariate Analysis of Variance (MANOVA) using a 2x3x2 factorial design. The results of the MANOVA provided evidence to accept the null hypothesis based on the significance at the .05 level. Interaction effects of grade level and sex differences were significant beyond the .05 level, as were grade, sex and P.C.I. interaction for some measures of student attitude. Most of the variance in this case, however, is attributed to grade level and sex interaction effect and not to high and low P.C.I. Several important factors did emerge from the study. It

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was determined, as in other studies using the P.C.I., that pupil control ideology of teachers has wide variance across individual teachers, classrooms, and schools. The Arlin-Hills instruments also provided wide variance of scores on a similar basis. The student attitude scores of students tend to diminish from 4th through 6th grades. The attitude of students toward teachers and learning processes can be combined as a possible measure of climate due to high correlation between those two measures. However, student attitude toward teachers and toward learning processes should not be combined with student attitude toward mathematics and language arts because of reverse correlations. As the first major study of this type conducted within the Christian

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schools associations, the study provides a foundation beginning for additional research.

*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.*

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

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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

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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.].

*Teacher Attitudes Toward English
Language Learners*

Teachers' and Learners' Attitudes

*Towards Using Authentic Materials in
Teaching and Learning Reading Skills*

*The Experiences of International Faculty
in Institutions of Higher Education*

*Instructors' Attitudes Towards CALL
and MALL in L2 Classrooms*

*A Comprehensive Guide for Teaching
All Adults*

*Teacher Research Experiences,
Epistemology, and Student Attitudes
Toward Science*

Over the last two decades, the implementation of inclusive schooling has increased significantly in European countries and worldwide. According to empirical evidence, one of the most important success factors in implementing inclusive schooling are the attitudes of the actors involved. Previous studies have shown that positive attitudes towards inclusive schooling are not only a condition for success regarding the implementation, but also an important outcome variable of inclusive education. The present study provides empirical insights into the attitudes towards

students with learning disabilities and behavioral disorders. A study called ATIS-STEP (Attitudes Towards Inclusive Schooling - Students', TEachers' and Parents' Attitudes) was conducted in the school year 2016/17 in 48 inclusive classrooms in Austria. It is the first study to provide longitudinal data that examines the attitudes of the three different stakeholder groups: students, teachers and parents. Furthermore, the interdependency of the attitudes of the three groups, as well as the influence of previous contact experience on the attitudes are analyzed and discussed. Dr. Susanne Schwab: Professorin für Methodik und Didaktik in den Förderschwerpunkten Lernen

**sowie emotionale und soziale
Entwicklung, School of Education
am Institut für Bildungsforschung
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Entwicklung im Bildungswesen
(ÖFEB). Arbeitsschwerpunkte:
Inklusionspädagogik,
Lehrerprofessionalisierung,
Soziale Partizipation.
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 that 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 iii 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.

Efforts to reduce discrimination and increase diversity on campuses, coupled with shrinking budgets causing administrators to devote more resources toward recruiting and retaining students with disabilities, are fuelling an explosion of research in the area of inclusive education. An important focus that has been largely neglected is the place of teachers with disabilities in academe. International Perspectives on Teaching with Disability brings together 25 multi-disciplinary scholars with

disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share their struggles and successes in teaching with disability. The 18 chapters are written largely from autoethnographic perspectives grounded in solid academic research but full of anecdotes and self-reflexive narratives that provide insights into the lived experiences of the authors. Woven into the narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and often problematic—ways disability is experienced, perceived and discussed in society and in the classroom; the challenges of navigating academe with disability, the value of disability

pedagogy, the positive student outcomes achieved by teaching through disability, as well as practical applications and lessons learned that will benefit educators, administrators and students preparing to become teachers. This book is written to champion the integral place and role of disabled educators in academe. Current educators with disability will be affirmed. Those with disability aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and educators will be challenged. Everyone will be informed. This book will be a welcome addition to reading lists in a wide array of academic fields including: Education, Pedagogy, Disability

**Studies, Human Resources
Management, and Sociology.
A Project for Dr. Robert L. Whitt
and Dr. Richard Lampshire in
Partial Fulfillment of the
Requirements of the Degree
Specialist in Education
International Perspectives on
Teaching with Disability
Assessing Teacher Attitude
Toward the Inclusion of Students
with Autism**

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

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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

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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.

This book is based on a

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commitment to teaching science to everybody. What may work for training professional scientists does not work for general science education. Students bring to the classrooms preconceived attitudes, as well as the emotional baggage called "science anxiety." Students may regard science as cold, unfriendly, and even inherently hostile and biased against women. This book has been designed to deal with each of these issues and results from research in both Denmark and the United States. The first chapter

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discusses student attitudes towards science and the second discusses science anxiety. The connection between the two is discussed before the introduction of constructivism as a pedagogy that can aid science learning if it also addresses attitudes and anxieties. Much of the book elucidates what the authors have learned as science teachers and science education researchers. They studied various groups including university students majoring in the sciences, mathematics, humanities, social sciences, business,

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nursing, and education; high school students; teachers' seminary students; science teachers at all levels from middle school through college; and science administrators. The insights of these groups constitute the most important feature of the book, and by sharing them, the authors hope to help their fellow science teachers to understand student attitudes about science, to recognize the connections between these and science anxiety, and to see how a pedagogy that takes these into account can improve science learning.