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Handbook has proven to be an essential resource for graduate students, researchers, teachers, administrators, consultants, educational technology designers, and Jonathon P. Rowe, Richard M. Ryan, Ruth C. Clark, Michele D. Dickey, Hamadi Henderson, Bruce D. Homer, Fengfeng Ke, Younsu Kim, Charles E. Kinzer, Eric Klopfer, James C. Lester, Kristina Loderer, Richard E. Mayer, Bradford W. Mott, Nicholas V. Thompson, Steven L. Thorne, A. M. Tsaasan

- Maggie McVay Lynch - 2020-12-15

- R. Keith Sawyer - 2014-11-17


- David Jonassen - 2008-09-25

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The statistics profession is at a unique point in history. The need for valid statistical tools is greater than ever; data sets are massive, often measuring hundreds of thousands of measurements for a single subject. The field is ready to move towards clear objective benchmarks under which tools can be evaluated. Targeted learning allows (1) the full generalization and utilization of cross-validation as an estimator selection tool so that the subjective choices made by humans are now made by the machine, and (2) targeting the fitting of the probability distribution of the data toward the target parameter representing the scientific question of interest. This book is aimed at both statisticians and applied researchers interested in causal inference and general effect estimation for observational and experimental data. Part I is an accessible introduction to super learning and the targeted maximum likelihood estimator, including related concepts necessary to understand and apply these methods. Parts II-IX handle complex data structures and topics applied researchers will immediately recognize from their own research, including time-to-event outcomes, direct and indirect effects, positivity violations, case-control studies, censored data, longitudinal data, and genomic studies.

Vocational Teacher Education in Central Asia - Jesse Drummer - 2018-03-06

This book is open access under a CC-BY license. The volume presents papers on vocational education, project-based learning and science didactic approaches, illustrating with sample cases, and with a special focus on Central Asian states. Thematically embedded in the area of Technical Vocational Education and Training (TVET), the book examines the following main topics: project-based learning (PBL), specific didactics with a linkage to food technologies and laboratory didactics, media and new technologies in TVET, evaluation of competencies including aspects of measurement, examination issues, and labour market and private sector issues in TVET, and research methods with a focus on empirical research and the role of scientific networks. It presents outcomes from TVET programmes at various universities, colleges, and teacher training institutes in Central Asia.

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Studio Thinking 2 - Lois Hetland - 2015-04-24

* The first edition of this book was featured in the New York Times and the Boston Globe for its groundbreaking research on the positive effects of art education on student learning across the curriculum. Capitalizing on observations and conversations with educators who have used the Studio Thinking Framework in diverse settings, this expanded edition features new material, including: The addition of an exhibition of Exclusions, a fourth Studio Structure for Learning (along with Demonstrations, Lectures, Students-at-Work, and Critiques). Explanation and examples of the dispositional elements of each Habit, including skill, alertness (noticing appropriate times to put skills to use), and inclination (the drive or motivation to employ skills). A chart aligning Habits to the English Language Arts and Mathematics Common Core. Descriptions of how the Framework has been used inside and outside of schools in curriculum planning, teaching, and assessment across arts and non-arts disciplines. A full-color insert with new examples of student art. Studio Thinking 2 will help advocates explain arts education to policymakers, help art teachers develop and refine their teaching and assessment practices, and assist educators in other disciplines to learn from existing practices in arts education. Lois Hetland is professor and chair of art education at Massachusetts College of Art and Design and senior research affiliate at Project Zero. Harvard Graduate School of Education. Ellen Winner is professor and chair of psychology at Boston College and a senior research associate at Project Zero. Shirley Veeneman is an instructor in visual arts at Phillips Academy in Andover, Massachusetts. Kimberly M. Sheridan is an assistant professor in the College of Education and Human Development and the College of Visual and Performing Arts at George Mason University. "Our decade of using the Studio Thinking Framework in California's schools positions us for success in this new era because of the foundation of reflective, creative, and critical thinking developed in our schools and districts." — From the Foreword to the Second Edition by Louise Music, Executive Director of Integrated Learning, Alameda County Office of Education, Hayward, CA "Studio Thinking" is a vision not only of learning in the arts but what could be learning most anywhere. — From the Foreword to the First Edition by Harvard, Cooperative, Professor of Education, Harvard Graduate School of Education, and Senior Co-Director of Harvard Project Zero. Praise for the First Edition of Studio Thinking — "Winner and Hetland have set out to show what it means to take education in the arts seriously, in its own right." — The New York Times "This book is very educational and would be helpful to art teachers in promoting quality teaching in their classrooms." — School Arts Magazine "Studio Thinking makes a major contribution to the field." — Arts & Learning Review "The research into Studio Thinkig's groundbreaking and important because it is anchored in the actual practice of teaching artists. The ideas into Studio Thinking continue to provide a vehicle with which to navigate and understand the complex work in which we are all engaged." — Teaching Artists Journal "Hetland and her colleagues reveal dozens of practical measures that could be adopted by any arts program, inside or outside of the school. This is a bold new step in arts education." — David R. Olson, Professor Emeritus, University of Toronto "Will be at the top of the list of essential texts in arts education. I know of no other work in art education with this combination of authenticity and insight." — Lars Lidström, Stockholm Institute of Education "The eight studio habits of mind should become a conceptual framework for all preschool and visual education programs; this book should be read by all early and experienced art educators." — Mary Ann Stankiewicz, The Pennsylvania State University. Studio Thinking 1 - Lois Hetland - 2015-04-24

The first edition of this bestseller was featured in the New York Times and the Boston Globe for its groundbreaking research on the positive effects of art education on student learning across the curriculum. Capitalizing on observations and conversations with educators who have used the Studio Thinking Framework in diverse settings, this expanded edition features new material, including: The addition of an exhibition of Exclusions, a fourth Studio Structure for Learning (along with Demonstrations, Lectures, Students-at-Work, and Critiques). Explanation and examples of the dispositional elements of each Habit, including skill, alertness (noticing appropriate times to put skills to use), and inclination (the drive or motivation to employ skills). A chart aligning Habits to the English Language Arts and Mathematics Common Core. Descriptions of how the Framework has been used inside and outside of schools in curriculum planning, teaching, and assessment across arts and non-arts disciplines. A full-color insert with new examples of student art. Studio Thinking 2 will help advocates explain arts education to policymakers, help art teachers develop and refine their teaching and assessment practices, and assist educators in other disciplines to learn from existing practices in arts education. Lois Hetland is professor and chair of art education at Massachusetts College of Art and Design and senior research affiliate at Project Zero. Harvard Graduate School of Education. Ellen Winner is professor and chair of psychology at Boston College and a senior research associate at Project Zero. Shirley Veeneman is an instructor in visual arts at Phillips Academy in Andover, Massachusetts. Kimberly M. Sheridan is an assistant professor in the College of Education and Human Development and the College of Visual and Performing Arts at George Mason University. "Our decade of using the Studio Thinking Framework in California's schools positions us for success in this new era because of the foundation of reflective, creative, and critical thinking developed in our schools and districts." — From the Foreword to the Second Edition by Louise Music, Executive Director of Integrated Learning, Alameda County Office of Education, Hayward, CA "Studio Thinking" is a vision not only of learning in the arts but what could be learning most anywhere. — From the Foreword to the First Edition by Harvard, Cooperative, Professor of Education, Harvard Graduate School of Education, and Senior Co-Director of Harvard Project Zero. Praise for the First Edition of Studio Thinking — "Winner and Hetland have set out to show what it means to take education in the arts seriously, in its own right." — The New York Times "This book is very educational and would be helpful to art teachers in promoting quality teaching in their classrooms." — School Arts Magazine "Studio Thinking makes a major contribution to the field." — Arts & Learning Review "The research into Studio Thinking's groundbreaking and important because it is anchored in the actual practice of teaching artists. The ideas into Studio Thinking continue to provide a vehicle with which to navigate and understand the complex work in which we are all engaged." — Teaching Artists Journal "Hetland and her colleagues reveal dozens of practical measures that could be adopted by any arts program, inside or outside of the school. This is a bold new step in arts education." — David R. Olson, Professor Emeritus, University of Toronto "Will be at the top of the list of essential texts in arts education. I know of no other work in art education with this combination of authenticity and insight." — Lars Lidström, Stockholm Institute of Education "The eight studio habits of mind should become a conceptual framework for all preschool and visual education programs; this book should be read by all early and experienced art educators." — Mary Ann Stankiewicz, The Pennsylvania State University.