Iportfolio Creative Portfolio Viewer

Sally Fincher,Marian Petre,Martyn Clark

Weaving Knowledge Together Carol Peterson Haviland,Maria Notarangelo,Lene Whitley-Putz,Thia Wolf,2021-12-16 First published in 1998. In a 1996 review article in College English, Elizabeth Rankin contrasted the method and epistemology of two recent books on writing pedagogy, describing one as grounded in the experience of student writers and teachers and the other as academic. Rankin's labels highlight one of the leading sources of tension in composition research—the tension between practice and theory—a tension that echoes in writing center research and publications. This collection of chapters seeks to build on the inherent collaborativeness of writing centers, capturing the voices of the student writers and tutors who are at the core of writing center work.

The Future of Affirmative Action Richard D. Kahlenberg,2014 As the United States experiences dramatic demographic change--and as our society's income inequality continues to rise--promoting racial, ethnic, and economic inclusion at selective colleges has become more important than ever. At the same time, however, many Americans--including several members of the U.S. Supreme Court--are uneasy with explicitly using race as a factor in college admissions. The Court's decision in Fisher v. University of Texas emphasized that universities can use race in admissions only when necessary, and that universities bear the ultimate burden of demonstrating, before turning to racial classifications, that available, workable race-neutral alternatives do not suffice. With race-based admission programs increasingly curtailed, The Future of Affirmative Action explores race-neutral approaches as a method of promoting college diversity after Fisher decision. The volume suggests that Fisher might on the one hand be a further challenge to the use of racial criteria in admissions, but on the other presents a new opportunity to tackle, at long last, the burgeoning economic divisions in our system of higher education, and in society as a whole. Contributions from: Danielle Allen (Princeton); John Brittain (University of the District of Columbia) and Benjamin Landy (MSNBC.com); Nancy Cantor and Peter Englot (Rutgers-Newark); Anthony P. Carnevale, Stephen J. Rose, and Jeff Strohl (Georgetown University); Dalton Conley (New York University); Arthur L. Coleman and Teresa E. Taylor (EducationCounsel LLC); Matthew N. Gaertner (Pearson); Sara Goldrick-Rab (University of Wisconsin-Madison); Scott Greytak (Campinha Bacote LLC); Catharine Hill (Vassar); Richard D. Kahlenberg (The Century Foundation); Richard L. McCormick (Rutgers); Nancy G. McDuff (University of Georgia); Halley Potter (The Century Foundation); Alexandria Walton Radford (RTI International) and Jessica Howell (College Board); Richard Sander (UCLA School of Law); and Marta Tienda (Princeton).

Html5 & Css3 for Beginners Icode Academy,2017-07-05 In CSS3, author Peter Shaw provides an overview of the latest features available for custom cascading style sheets. You'll learn to style several components of an HTML document, including color, size, layout, font, position, and more. Basic content generation, gradients, and calculations are also covered. This updated and expanded second edition of Book provides a user-friendly introduction to the subject, Taking a clear structural framework, it guides the reader through the subject's core elements. A flowing writing style combines with the use of illustrations and diagrams throughout the text to ensure the reader understands even the most complex of concepts. This succinct and enlightening overview is a required reading for all those interested in the subject . We hope you find this book useful in shaping your future career & Business.

The Secondary Mortgage Market United States. Federal Home Loan Bank Board. Office of Community Investment,1981

Encyclopedia of Education and Information Technologies Arthur Tatnall,2020-05-24 This encyclopedia aims to offer researchers an indication of the breadth and importance of information systems in education, including the way IT is being used, and could be used to enable learning and teaching. The encyclopedia covers all aspects of the interaction between education and information technologies, including IT in kindergartens, primary and secondary schools, universities, training colleges, industry training, distance education and further education. It also covers teaching and computing, the use of IT in many different subject areas, the use of IT in educational administration, and national policies of IT and education.

High-Impact ePortfolio Practice Bret Eynon,Laura M. Gambino,2023-07-03 Published in association

with At a moment when over half of US colleges are employing ePortfolios, the time is ripe to develop their full potential to advance integrative learning and broad institutional change. The authors outline how to deploy the ePortfolio as a high-impact practice and describe widely-applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings.Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network, Eynon and Gambino present a wealth of data and revealing case studies. Their broad-based evidence demonstrates that, implemented with a purposeful framework, ePortfolios correlate strongly with increased retention and graduation rates, broadened student engagement in deep learning processes, and advanced faculty and institutional learning. The core of the book presents a comprehensive research-based framework, along with practical examples and strategies for implementation, and identifies the key considerations that need to be addressed in the areas of Pedagogy, Professional Development, Outcomes Assessment, Technology and Scaling Up. The authors identify how the ePortfolio experience enhances other high-impact practices (HIPs) by creating unique opportunities for connection and synthesis across courses, semesters and co-curricular experiences. Using ePortfolio to integrate learning across multiple HIPs enables students reflect and construct a cohesive signature learning experience.This is an invaluable resource for classroom faculty and educational leaders interested in transformative education for 21st century learners.

Language Teaching Awareness Jerry G. Gebhard,Robert Oprandy,1999-09-28 This book helps language teachers become more aware of their teaching beliefs, attitudes, and practices. The hardback edition helps teachers explore their teaching beliefs, attitudes, and practices. It provides teachers with the kind of knowledge and guidelines that can empower them to make more informed teaching decisions. As such, teacher educators will find this a practical book to use in training courses.

Murmurs at Every Turn Raymond Moore,1981 Book comprises chiefly the photographic work of Raymond Moore.

Goals-Based Wealth Management Jean L. P. Brunel,2015-02-20 Take a more active role in strategic asset allocation Goals-Based Wealth Management is a manual for protecting and growing client wealth in a way that changes both the services and profitability of the firm. Written by a 35-year veteran of international wealth education and analysis, this informative guide explains a new approach to wealth management that allows individuals to take on a more active role in the allocation of their assets. Coverage includes a detailed examination of the goals-based approach, including what works and what needs to be revisited, and a clear, understandable model that allows advisors to help individuals to navigate complex processes. The companion website offers ancillary readings, practice management checklists, and assessments that help readers secure a deep understanding of the key ideas that make goals-based wealth management work. The goals-based wealth management approach was pioneered in 2002, but has seen a slow evolution and only modest refinements largely due to a lack of wide-scale adoption. This book takes the first steps toward finalizing the approach, by delineating the effective and ineffective aspects of traditional approaches, and proposing changes that could bring better value to practitioners and their clients. Understand the challenges faced by the affluent and wealthy Examine strategic asset allocation and investment policy formulation Learn a model for dealing with the asset allocation process Learn why the structure of the typical advisory firm needs to change High-net-worth individuals face very specific challenges. Goals-Based Wealth Management focuses on how those challenges can be overcome while adhering to their goals, incorporating constraints, and working within the individual's frame of reference to drive strategic allocation of their financial assets.

Education for a Digital World David G. Harper,BC Campus,Sandy Hirtz,Commonwealth of Learning (Canada),2008 This is a comprehensive collection of proven strategies and tools for effective online teaching, based on the principles of learning as a social process. It offers practical, contemporary guidance to support e-learning decision-making, instructional choices, as well as program and course planning, and development.

<u>Documenting Learning with ePortfolios</u> Tracy Penny Light,Helen L. Chen,John C. Ittelson,2011-12-27 Documenting Learning with ePortfolios Documenting Learning with ePortfolios provides higher education instructors with a theory-to-practice approach to understanding the pedagogy behind ePortfolios and to helping students use them to record and reflect on their learning in multiple contexts. The authors outline a framework of six critical iterative tasks to undertake when implementing ePortfolios for student success. Filled with real-life models of successful ePortfolio projects, the book also includes guidance for faculty development to support the use of ePortfolios and covers the place of ePortfolios in institutional assessment efforts. Finally, the authors offer considerations for deciding on which technological tools to deploy in implementing a successful ePortfolio initiative. These authors achieve the very rare accomplishment of combining their years of practical experience, broad conceptual and research underpinnings, and incredibly useful examples and applications into a single, concise volume for enhancing student learning through an ePortfolio approach to our shared educational purpose. —TERREL L. RHODES, vice president, Office of Quality, Curriculum, and Assessment, Association of American Colleges and Universities Educators keep asking for more information about how to use electronic portfolios. This book provides answers, guidelines, examples, and scholarly insights about learning based in the wisdom of the ePortfolio community of practice—what a powerful addition to our collective knowledge! I am thankful to the authors for this boost to our field and for providing a blueprint for implementers to follow. —TRENT BATSON, executive director, The Association for Authentic, Experiential and Evidence-Based Learning

Learning, Curriculum and Employability in Higher Education Peter Knight,Mantz Yorke,2004 Anyone with a responsibility for curriculum development or policy making within higher education who wants to advance learning and promote employability amongst their students will find this book absolutely essential reading.

Computer Science Project Work Sally Fincher,Marian Petre,Martyn Clark,2013-03-14 Ninety percent of any Computing Science academic staff are involved with project work at some stage of their working life. Often they have no previous experience of how to handle it, and there are no written guidelines or reference books at the moment. Knowledge and practical experiences are often only disseminated from one institution to another when staff change jobs. This book is the first reference work to fill that gap in the market. It will be of use to lecturers and course designers who want to improve their handling of project work in specific courses, and to department heads and deans who want to learn about overall strategic issues and experiences from other institutions.

E-Portfolios in Higher Education Tushar Chaudhuri,Béatrice Cabau,2017-03-30 This book shares the collective experience of integrating electronic portfolios as assessment tools and as instruments for life-long learning in courses across various disciplines in higher education. It enables readers to trace the evolution of e-portfolios over the last ten years and to deal with the challenges faced by instructors and students when implementing e-portfolios in their respective courses. Further, the book suggests flexible ways of dealing with those challenges. It also highlights the relevance of electronic portfolios for the needs and demands of contemporary societies. As such, it speaks to a large target audience from a range of disciplines, roles and geographical contexts within the wider context of higher education in Asia and around the globe.

Assessment, Learning And Employability Knight, Peter,Yorke, Mantz,2003-10-01 Clearly set out in three specific sections, this book argues that that existing grading practices cannot cope with the expectations laid upon them, while the potential of formative assessment for the support of learning is not fully realised, discusses how institutions need to respond in policy terms to the challenges that have been posed.

Electronic Portfolios 2.0 Darren Cambridge,Kathleen Blake Yancey,Barbara Cambridge,2023-07-03 Higher education institutions of all kinds—across the United States and around the world—have rapidly expanded the use of electronic portfolios in a broad range of applications including general education, the major, personal planning, freshman learning communities, advising, assessing, and career planning.Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios. Using qualitative and quantitative methods, the

contributors to this book—all of whom have been engaged with the Inter/National Coalition for Electronic Portfolio Research—have undertaken research on how eportfolios influence learning and the learning environment for students, faculty members, and institutions.This book features emergent results of studies from 20 institutions that have examined effects on student reflection, integrative learning, establishing identity, organizational learning, and designs for learning supported by technology. It also describes how institutions have responded to multiple challenges in eportfolio development, from engaging faculty to going to scale. These studies exemplify how eportfolios can spark disciplinary identity, increase retention, address accountability, improve writing, and contribute to accreditation. The chapters demonstrate the applications of eportfolios at community colleges, small private colleges, comprehensive universities, research universities, and a state system.

Assessment of Higher Order Thinking Skills Gregory J. Schraw,Daniel R. Robinson,Daniel H. Robinson,2011 A volume in Current Perspectives on Cognition, Learning, and Instruction Series Editors Gregory Schraw, University of Nevada, Las Vegas and Daniel H. Robinson, The University of Texas at Austin This volume examines the assessment of higher order thinking skills from the perspectives of applied cognitive psychology and measurement theory. The volume considers a variety of higher order thinking skills, including problem solving, critical thinking, argumentation, decision making, creativity, metacognition, and self-regulation Fourteen chapters by experts in learning and measurement comprise four sections which address conceptual approaches to understanding higher order thinking skills, cognitively oriented assessment models, thinking in the content domains, and practical assessment issues. The volume discusses models of thinking skills, as well as applied issues related to the construction, validation, administration and scoring of perfomancebased, selected-response, and constructed-response assessments. The goal of the volume is to promote a better theoretical understanding of higher order thinking in order to facilitate instruction and assessment of those skills among students in all K-12 content domains, as well as professional licensure and cetification settings.

Computers As Cognitive Tools Susanne P. Lajoie,Sharon J. Derry,2013-05-13 Highlighting and illustrating several important and interesting theoretical trends that have emerged in the continuing development of instructional technology, this book's organizational framework is based on the notion of two opposing camps. One evolves out of the intelligent tutoring movement, which employs artificial-intelligence technologies in the service of student modeling and precision diagnosis, and the other emerges from a constructivist/developmental perspective that promotes exploration and social interaction, but tends to reject the methods and goals of the student modelers. While the notion of opposing camps tends to create an artificial rift between groups of researchers, it represents a conceptual distinction that is inherently more interesting and informative than the relatively meaningless divide often drawn between intelligent and unintelligent instructional systems. An evident trend is that researchers in both camps view their computer learning environments as cognitive tools that can enhance learning, performance, and understanding. Cognitive tools are objects provided by the instructional environment that allow students to incorporate new auxiliary methods or symbols into their social problem solving which otherwise would be unavailable. A final section of the book represents researchers who are assimilating and accommodating the wisdom and creativity of their neighbors from both camps, perhaps forming the look of technology for the future. When the idea of model tracing in a computer-based environment is combined with appreciation for creative mind-extension cognitive tools and for how a community of learners can facilitate learning, a camp is created where AI technologists and social constructivist learning theorists can feel equally at home.

Play in the Early Years Marilyn Fleer,2017-05-01 The second edition of Play in the Early Years provides a comprehensive introduction to pedagogy and play in early years education settings. Drawing on classical and contemporary theories, this text examines social, cultural and institutional approaches to play, and explores a range of strategies for successfully integrating play into classrooms. Thoroughly revised to include the latest methods and research, this edition features new material on intentional teaching, play as learning, digital play, and discipline-specific content. Two

new chapters discuss post-structuralist and cultural-historical conceptions of play, and extended practical examples link pedagogical practice to the Early Years Learning Framework (EYLF) and the Australian Curriculum. The text is pedagogically rich, and each chapter is supported by a comprehensive companion website which provides links to videos, readings and supplementary activities. Freshly presented in a new full colour layout and written in an engaging style, Play in the Early Years remains an essential resource for pre-service students and practitioners.

Making Teaching Work Phil Race,Ruth Pickford,2007-08-08 `This concise book is strongly recommended as an invaluable source both for new teachers and for their mentors who may be well experienced, but nevertheless glad of new ideas for coping with the demanding and fundamental shifts in how teaching is undertaken and assessed' - ESCaslate Making Teaching Work provides a down-to-earth, jargon-free book for teaching staff in universities and colleges and includes reference to some of the best modern literature on assessment, teaching and feedback. By focusing on the learner in a variety of situations and contexts, the book explores how teachers can help learners to make learning happen. The authors emphasize 'teaching smarter' - helping busy, hard-pressed teachers to increase the efficiency as well as effectiveness of their work. Written with both full-time and part-time staff in mind, the book allows teaching staff to balance the various tasks which make up their workload, including the increasing paperwork and administration they encounter whilst carrying out assessment, teaching and providing feedback to students. The book addresses a wide range of aspects of assessment, learning and teaching in post-compulsory education including: - how to provide a supportive learning environment - including online learning - how to design and manage formative assessment and feedback - how to support diverse students - including addressing and achieving student satisfaction. - developing teaching - including lecturing, small-group teaching, supporting individual learning and dealing with disruptive students - how to use research to improve teaching - creatively designing curriculum - promoting student employability - broadening horizons - including widening and deepening participation - addressing and achieving student satisfaction. It is a self-sufficient and thought-provoking resource about teaching and learning for all practitioners in post-compulsory education.

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