

Concord Consortium

Rogers Hall, Naomi Miyake, Noel Enyedy

Changing How We Teach and Learn With Handheld Computers Carolyn Staudt, 2005 Crystal clear examples that are rich in content and aligned to standards...from a leading expert in the field. Alan November Author and Consultant Create a dynamic, interactive environment that extends beyond the classroom! In this digital era, how can educators seamlessly incorporate technology into everyday classroom use? What tools will empower students, promote digital equity, and extend thoughtful learning? The economical solution is handheld and other portable technologies. In this resource, educators learn how to build learning experiences that use technology to support thinking, data analysis, and information retrieval and sharing for standards-linked learning both in and beyond the classroom. *Changing How We Teach and Learn With Handheld Computers* shows how handheld computing can broaden the locales and communities in which students can grow in academic understanding. These tools enable students to collaborate and network while promoting the extension of learning beyond the time and space of a classroom. Carolyn Staudt, a leading expert in technology integration, gives educators practical applications through: Surefire learning activities in all content areas Resources for downloading student-friendly software Beaming and data sharing tips Step-by-step processes for manipulating and displaying data Field knowledge from classrooms already employing handhelds Handheld devices are already a part of the students' world. Now educators can embrace this technology and create a powerful learning environment that leaves no student behind.

Education and Technology [2 volumes] Ann Kovalchick, Kara Dawson, 2003-12-05 This two-volume encyclopedia presents over 200 entries that highlight the ways in which educational and communication practices shape our uses of technology. From the hand-cranked mimeograph to digital video, educators have touted each technological advance as the key to improving education. Yet often our students seem no better educated today than they were in the days of ink wells and feather pens. How can we use technology to achieve real gains in student performance? In this new encyclopedia, the only book on educational technology designed for the nonexpert, scholars in the field describe, in jargon-free terms, how educational practices have shaped our uses of technology—and vice versa. They discuss the traditions that are the core knowledge base of the field along with the theoretical, commercial, and social perspectives. In a variety of educational contexts—kindergarten through postsecondary education, corporate and industrial training, and distance education—they evaluate the latest technologies and products. Most importantly, they provide clear insights into educational technologies both as delivery systems (two-way microwave video, for example) and as content design strategies (like web-based instruction).

Proceedings of the 25th Annual Cognitive Science Society Richard Alterman, David Kirsch, 2013-12-16 This volume features the complete text of the material presented at the Twenty-Fifth Annual Conference of the Cognitive Science Society. As in previous years, the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals, presenting a multifaceted view of cognitive science. This volume includes all papers, posters, and summaries of symposia presented at the leading conference that brings cognitive scientists together. The theme of this year's conference was the social, cultural, and contextual elements of cognition, including topics on collaboration, cultural learning, distributed cognition, and interaction.

Computer Support for Collaborative Learning Gerry Stahl, 2023-01-13 Computer Support for Collaborative Learning (CSCL) is a field of study centrally concerned with meaning and the practices of meaning-making in the context of joint activity, and the ways in which these practices are mediated through designed artifacts. This volume includes abstracts of papers that were presented during interactive poster sessions at CSCL 2002. Documenting an extremely heterogeneous, productive phase of inquiry with broad social consequences, these proceedings reflect the current state of CSCL research--particularly in North America and Western Europe.

Encyclopedia of Education and Human Development Stephen J. Farenga, Daniel Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

Essential Elements Bonnie Elbaum, Cynthia McIntyre, Alese Smith, 2002 See:

Making Community Connections Connie L. Knapp, Orton Family Foundation. Community Mapping Program, 2003 Making Community Connections: The Orton Family Foundation Community Mapping Program is designed to bring teams of teachers and their students together with community members to study a problem, a resource, a condition -- any matter of interest and importance to the community. The school work includes gathering and examining existing information, discovering new facts through field investigation, and mapping the resource using GIS/GPS tools. Not only do the students meet and work with community mentors and experts who participate in the classroom and help with the field studies, they also typically hold public forums to gather input on the resource and their work. At the end of the semester or project the students hold a public forum to present their work in a variety of forms (including video conferences, speeches and presentations, reading of narratives, display of hand-drawn maps, GIS maps, etc.), providing a body of research to the community, which can be used to address immediate concerns and help plan for the future. The use of the word mapping in the name of the program indicates the importance of, and the commitment to, the use of GIS/GPS mapping technology. The Orton Family Foundation Community Mapping Program has found that the use of technology, and particularly this mapping technology, excites students and provides a powerful incentive to participate. However, the program, this book, and place-based education in general call for more than just the mapping of resources; they entail a more inclusive and integrative look at the world we all live in. Invariably, the Community Mapping Program makes more clearly visible the connections of the many and varied factors influencing or affecting the particular object of study. Concepts of sustainability, responsibility, integration, and the larger picture find their way into classroom discussions and are then mapped in a variety of ways. The materials in *Making Community Connections* have been constructed to provide a solid foundation and flexible framework for original projects created and developed by students, their teachers, and their communities, allowing explorations and investigations of places and problems of interest and concern to them. Book jacket.

The SAGE Encyclopedia of Educational Technology J. Michael Spector, 2015-01-29 The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning. While using innovative technology to educate individuals is certainly not a new topic, how it is approached, adapted, and used toward the services of achieving real gains in student performance is extremely pertinent. This two-volume encyclopedia explores such issues, focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices, services, and specific techniques. As technology evolves and becomes even more low-cost, easy-to-use, and more accessible, the education sector will evolve alongside it. For instance, issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia. Features: A collection of 300-350 entries are organized in A-to-Z fashion in 2 volumes available in a choice of print or electronic formats. Entries, authored by key figures in the field, conclude with cross references and further readings. A detailed index, the Reader's Guide themes, and cross references combine for search-and-browse in the electronic version. This reference encyclopedia is a reliable and precise source on educational technology and a must-have reference for all academic libraries.

Universal Design for Learning in the Classroom Tracey E. Hall, Anne Meyer, David H. Rose, 2012-08-24 This book has been replaced by Universal Design for Learning in the Classroom, Second Edition, ISBN 978-1-4625-5396-9.

Application of Visual Data in K-16 Science Classrooms Kevin D. Finson, Jon Pedersen, 2015-03-01 This book examines visual data use with students (PK-16) as well as in pre-service in-service science teacher preparation. Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation. Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators' thinking), and there are some scattered examples of studies exploring the use of visual data in science classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.

Meeting the Challenges to Measurement in an Era of Accountability Henry Braun, 2016-01-29 Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The Open Access version of this book, available at <http://www.taylorfrancis.com>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

Models and Modeling Myint Swe Khine, Issa M. Saleh, 2011-03-01 The process of developing models, known as modeling, allows scientists to visualize difficult concepts, explain complex phenomena and clarify intricate theories. In recent years, science educators have greatly increased their use of modeling in teaching, especially real-time dynamic modeling, which is central to a scientific investigation. Modeling in science teaching is being used in an array of fields, everything from primary sciences to tertiary chemistry to college physics, and it is sure to play an increasing role in the future of education. *Models and Modeling: Cognitive Tools for Scientific Enquiry* is a comprehensive introduction to the use of models and modeling in science education. It identifies and describes many different modeling tools and presents recent applications of modeling as a cognitive tool for scientific enquiry.

Planning for Two Transformations in Education and Learning Technology National Research Council, Division on Engineering and Physical Sciences, Computer Science and Telecommunications Board, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Center for Education, Committee on Improving Learning with Information Technology, 2003-08-15 In response to concerns about the continued unrealized potential of IT in K-12 education, the National Research Council's Division of Behavioral and Social Sciences and Education, Center for Education (CFE), Board on Behavioral, Cognitive, and Sensory Sciences (BBCSS), and Computer Science and Telecommunications Board (CSTB) undertook a collaborative project to help the IT, education research, and practitioner communities work together to find ways of improving the use of IT in K-12 education for the benefit of all students.

The Role of Laboratory Work in Improving Physics Teaching and Learning Dagmara Sokołowska, Marisa Micheli, 2018-11-03 This book explores in detail the role of laboratory work in physics teaching and learning. Compelling recent research work is presented on the value of experimentation in the learning process, with description of important research-based proposals on how to achieve improvements in both teaching and learning. The book comprises a rigorously chosen selection of papers from a conference organized by the International Research Group on Physics Teaching (GIREP), an organization that promotes enhancement of the quality of physics teaching and learning at all educational levels and in all contexts. The topics covered are wide ranging. Examples

include the roles of open inquiry experiments and advanced lab experiments, the value of computer modeling in physics teaching, the use of web-based interactive video activities and smartphones in the lab, the effectiveness of low-cost experiments, and assessment for learning through experimentation. The presented research-based proposals will be of interest to all who seek to improve physics teaching and learning.

Even More Brain-powered Science Thomas O'Brien, 2011 The third of Thomas O'Brien's books designed for 50Co12 grade science teachers, *Even More Brain-Powered Science* uses questions and inquiry-oriented discrepant events or experiments or demonstrations in which the outcomes are not what students expect or to dispute misconceptions and challenge students to think about, discuss, and examine the real outcomes of the experiments. O'Brien has developed interactive activities many of which use inexpensive materials or to engage the natural curiosity of both teachers and students and create new levels of scientific understanding.

The Art of Teaching Science Jack Hassard, Michael Dias, 2013-07-04 The *Art of Teaching Science* emphasizes a humanistic, experiential, and constructivist approach to teaching and learning, and integrates a wide variety of pedagogical tools. Becoming a science teacher is a creative process, and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers, mentors, and instructors, and through hands-on, minds-on activities designed to foster a collaborative, thoughtful learning environment. This second edition retains key features such as inquiry-based activities and case studies throughout, while simultaneously adding new material on the impact of standardized testing on inquiry-based science, and explicit links to science teaching standards. Also included are expanded resources like a comprehensive website, a streamlined format and updated content, making the experiential tools in the book even more useful for both pre- and in-service science teachers. Special Features: Each chapter is organized into two sections: one that focuses on content and theme; and one that contains a variety of strategies for extending chapter concepts outside the classroom. Case studies open each chapter to highlight real-world scenarios and to connect theory to teaching practice. Contains 33 Inquiry Activities that provide opportunities to explore the dimensions of science teaching and increase professional expertise. Problems and Extensions, On the Web Resources and Readings guide students to further critical investigation of important concepts and topics. An extensive companion website includes even more student and instructor resources, such as interviews with practicing science teachers, articles from the literature, chapter PowerPoint slides, syllabus helpers, additional case studies, activities, and more. Visit <http://www.routledge.com/textbooks/9780415965286> to access this additional material.

Cumulative List of Organizations Described in Section 170 (c) of the Internal Revenue Code of 1954, 2003

Cumulative List of Organizations Described in Section 170 (c) of the Internal Revenue Code of 1986, 1996

Designs for Learning Environments of the Future Michael Jacobson, Peter Reimann, 2010-03-10 Few things are as certain as societal changes—and the pressing need for educators to prepare students with the knowledge and ways of thinking necessary for the challenges in a changing world. In the forward-thinking pages of *Designs for Learning Environments of the Future*, international teams of researchers present emerging developments and findings in learning sciences and technologies at the infrastructure, curricular, and classroom levels. Focusing on ideas about designing innovative environments for learning in areas such as biology, engineering, genetics, mathematics, and computer science, the book surveys a range of learning technologies being explored around the world—a spectrum as diverse as digital media, computer modeling, and 3D virtual worlds—and addresses challenges arising from their design and use. The editors' holistic perspective frames these innovations as not only discrete technologies but as flexible learning environments that foster student engagement, participation, and collaboration. Contributors describe possibilities for teaching and learning in these and other cutting-edge areas: Working with hypermodels and model-based reasoning Using visual representations in teaching abstract concepts Designing strategies for learning in virtual worlds Supporting net-based collaborative teams Integrating innovative learning technologies into schools Developing personal learning communities *Designs for Learning Environments of the Future* will enhance the work of a wide range of professionals, including researchers and graduate students in the learning and cognitive sciences, and educators in the physical and social sciences.

Proceedings of Computer Support for Collaborative Learning '97 (cscl '97) Rogers Hall, Naomi Miyake, Noel Enyedy, 1998-07-01

The Top Books of the Year Concord Consortium The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous compelling novels captivating the hearts of readers worldwide. Let's delve into the realm of top-selling books, exploring the fascinating narratives that have captivated audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover masterfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. Concord Consortium : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's absorbing storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens' "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, entrancing readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of captivating stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. *The Secret History* is a exceptional and suspenseful novel that will keep you speculating until the very end. The novel is a warning tale

about the dangers of obsession and the power of evil.

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