Chat With A Tutor

Stefano A. Cerri,Guy Gouarderes,Fabio Paraguacu

Talking about Writing Beverly Lyon Clark,1985

Greenwood's Guide for Tutors; 3rd Edition Mark Greenwood,

Managing Stress in Secondary Schools Anthony James,2021-03-30 Managing Stress in Secondary Schools: A Whole-School Approach for Staff and Students, second edition, introduces a practical stress management programme for use in schools and colleges. Drawing from current theory and evidence-based practice on anxiety, stress and mental health, it offers student lesson plans, plus a staff self-training session, with concrete activities to develop crucial stress management skills in both staff and students. The programme provides direct training in stress reduction skills, supported by online resources, designed to fit into timetabled PSHE lessons. Key features of this manual include: Simple and flexible lesson plans that can be performed either at the start of timetabled PSHE lessons or as full stress management lessons on their own. A staff self-training session plan that serves both as preparation for leading lessons with students and facilitates the development of stress management skills among staff. Downloadable audio relaxation recordings. Downloadable handouts to encourage students' relaxation practice at home. Downloadable PowerPoint slides to guide tuition. With lessons covering the causes and effects, as well as strategies on preventing and managing stress, this is an invaluable resource for teachers and other school staff involved in the PSHE curriculum. It would be of particular interest to those supporting students preparing for exams.

Online Tutor 2.0: Methodologies and Case Studies for Successful Learning García-Peñalvo, Francisco José,2014-03-31 After centuries of rethinking education and learning, the current theory is based on technology's approach to and affect on the planned interaction between knowledge trainers and trainees. Online Tutor 2.0: Methodologies and Case Studies for Successful Learning demonstrates, through the exposure of successful cases in online education and training, the necessity of the human factor, particularly in teaching/tutoring roles, for ensuring the development of quality and excellent learning activities. The didactic patterns derived from these experiences and methodologies will provide a basis for a more powerful and efficient new generation of technology-based learning solutions for high school teachers, university professors, researchers, and students at all levels of education.

Intelligent Tutoring Systems Stefano A. Cerri,Guy Gouarderes,Fabio Paraguacu,2007-10-23 This book constitutes the refereed proceedings of the 6th International Conference on Intelligent Tutoring Systems, ITS 2002, held in Biarritz, France, and San Sebastian, Spain, in June 2002 The 93 revised full papers presented together with 5 invited papers and 16 posters were carefully reviewed and selected from 167 full paper submissions. The papers address all current issues in the interdisciplinary field of intelligent tutoring systems. The book offers topical sections on agents, architectures, Web, authoring, learning, dialogue, evaluation, narrative, and motivation and emotions.

Proceedings of the 9th International Conference on Computer Supported Collaborative Learning Claire O'Malley,2009

Methodologies and Intelligent Systems for Technology Enhanced Learning, 9th International Conference Rosella Gennari,Pierpaolo Vittorini,Fernando De la Prieta,Tania Di Mascio,Marco Temperini,Ricardo Azambuja Silveira,Demetrio Arturo Ovalle Carranza,2019-06-24 This book, which gathers the outcomes of the 9th International Conference on Methodologies and Intelligent Systems for Technology Enhanced Learning and its related workshops, expands on the topics of the evidence-based TEL workshop series in order to provide an open forum for discussing intelligent systems for TEL, their roots in novel learning theories, empirical methodologies for their design and evaluation, stand-alone solutions, and web-based ones. The Conference was hosted by the University of Salamanca and was held in Ávila (Spain) from the 26th to the 28th of June 2019. Its goal was to bring together researchers and developers from industry, education, and the academic world to report on the latest scientific research, technical advances, and methodologies. We wish to thank the sponsors: IEEE Systems Man and Cybernetics Society, Spain Section Chapter and the IEEE Spain Section (Technical Co-Sponsor), IBM, Indra, Viewnext, Global Exchange, AEPIA, APPIA and AIR institute.

Blended Learning and Online Tutoring Janet MacDonald,2017-03-02 Blended learning provides the flexibility to accommodate the varied requirements of pedagogies, disciplines and levels of course, together with the needs of a wide variety of learners. However, anyone concerned with the integration of online tutoring to support students appropriately may need to reassess current practice. This book adopts a pragmatic and common-sense approach to blended learning by situating the use of online media within a well-grounded teaching and learning strategy. It provides practical ideas for the successful implementation of blended strategies, including good practice in both asynchronous and synchronous tutoring, appropriate assessment design for developing successful blended learners, and innovative approaches to professional development for distance tutors. It is illustrated with a wide variety of examples and comments from students and practitioners in both distance and campus-based environments in 13 different countries. Since the first edition was published in 2006, there has been great interest in Web 2.0 technologies and their potential for use in an educational environment. This second edition has therefore incorporated many new examples of good practice, making use of a combination of tried and tested tools as well as blogs and wikis for supporting students. There has also been a recent rise in the use of activity-based learning and interest in its potential for supporting students in distance and online environments. The new edition incorporates many new exemplars of learning activity design in Part Three, to illustrate approaches to the development of critical, independent learners.

Adaptive Instructional Systems. Design and Evaluation Robert A. Sottilare,Jessica Schwarz,2021-07-03 This two-volume set LNCS 12792 and 12793 constitutes the refereed proceedings of the Third International Conference on Adaptive Instructional Systems, AIS 2021, held as Part of the 23rd International Conference, HCI International 2021, which took place in July 2021. Due to COVID-19 pandemic the conference was held virtually. The total of 1276 papers and 241 posters included in the 39 HCII 2021 proceedings volumes was carefully reviewed and selected from 5222 submissions. The papers of AIS 2021, Part I, are organized in topical sections named: Conceptual Models and Instructional Approaches for AIS; Designing and Developing AIS; Evaluation of AIS; Adaptation Strategies and Methods in AIS. Chapter "Personalized Mastery Learning Ecosystems: Using Bloom's Four Objects of Change to Drive Learning in Adaptive Instructional Systems" is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

Novel Developments in Web-Based Learning Technologies: Tools for Modern Teaching Karacapilidis, Nikos,2010-01-31 This book explores a series of issues related to the current state, objectives and future trends of collaborative

learning--Provided by publisher.

TESOL Student Teacher Discourse Elaine Riordan,2018-05-15 This book explores the use of online and face-to-face interactions in language teacher education (LTE) by assessing the formation and practices of a community of practice (CoP), and evaluating the roles discussions between student teachers and a peer tutor can play in terms of identity formation, articulating narratives, reflective practices, and maintaining affective relationships. The specific context within which this is embedded is a Teaching English to Speakers of Other Languages (TESOL) programme, often known as English Language Teaching (ELT), at a third-level Irish institution. The data drawn on come from student teachers on a master's (MA) programme who interacted with a peer tutor (the researcher) via a number of modes (face-to-face and online). The approach to data analysis is a corpus-based discourse analytical one, which examines the linguistic features of student teacher and peer tutor talk; the features of CoP practices in the discourse; and how different modes of communication shape the nature of this discourse. Perceptive data from the student teachers is used to outline their reactions to the modes of communication and the activities they participated in.

E-Learning Methodologies and Computer Applications in Archaeology Politis, Dionysios,2008-04-30 Tools of data comparison and analysis are critical in the field of archaeology, and the integration of technological advancements such as geographic information systems, intelligent systems, and virtual reality reconstructions with the teaching of archaeology is crucial to the effective utilization of resources in the field. E-Learning Methodologies and Computer Applications in Archaeology presents innovative instructional approaches for archaeological e-learning based on networked technologies, providing researchers, scholars, and professionals a comprehensive global perspective on the resources, development, application, and implications of information communication technology in multimedia-based educational products and services in archaeology.

Towards Ubiquitous Learning Carlos Delgado Kloos,Denis Gillet,Raquel M. Crespo García,Fridolin Wild,Martin Wolpers,2011-09-09 This book constitutes the refereed proceedings of the 6th European Conference on Technology Enhanced Learning, EC-TEL 2011, held in Palermo, Italy, in September 2010. The 30 revised full papers presented were carefully reviewed and selected from 158 submissions. The book also includes 12 short papers, 8 poster papers, and 2 invited paper. There are many interesting papers on topics such as web 2.0 and social media, recommender systems, learning analytics, collaborative learning, interoperability of tools, etc.

Artificial Intelligence in Education Rosemary Luckin,Kenneth R. Koedinger,Jim E. Greer,2007 The nature of technology has changed since Artificial Intelligence in Education (AIED) was conceptualized as a research community and Interactive Learning Environments were initially developed.

Being an E-learner in Health and Social Care Julie Santy,Liz Smith,2007-04-12 E-learning is a new, exciting and increasingly popular way of learning for health and social care professionals, both in the pre- and post-qualification stages. However, many people are apprehensive about what it involves and whether they will be able to study effectively in this way. This book is designed to help students and their tutors to become acquainted with the issues and methods around being an online learner in health and social care. It gives practical advice and provides guidance on developing skills and attitudes for successful online learning within health and social care. Based on the authors' experience of teaching online, the book includes numerous tips and case studies. Topics discussed include: skills and responsibilities for successful online learning the virtual learning environment and using online resources clinical, professional and communication skills online assessment and evaluation. Being an E-learner in Health and Social Care is essential reading for all students undertaking online courses or continuing professional development in nursing, public health, social work, social care and health psychology.

Technology Supported Learning and Teaching: A Staff Perspective O'Donoghue, John,2006-03-31 This book enumerates the difficulties in implementing technology within the educational curriculum in the context of institutional policy and procedures--Provided by publisher.

Applied E-Learning and E-Teaching in Higher Education Donnelly, Roisin,McSweeney, Fiona,2008-07-31 This book presents international practices in the development and use of applied e-Learning and e-Teaching in the classroom in order to enhance student experience, add value to teaching practices, and illuminate best practices in the area of e-Assessment. This book provides insight into e-Learning and e-Teaching practices while exploring the roles of academic staff in adoption and application--Provided by publisher.

Addressing Global Challenges and Quality Education Carlos Alario-Hoyos,María Jesús Rodríguez-Triana,Maren Scheffel,Inmaculada Arnedillo-Sánchez,Sebastian Maximilian Dennerlein,2020-09-07 This book constitutes the proceedings of the 15th European Conference on Technology Enhanced Learning, EC-TEL 2020, held in Heidelberg, Germany, in September 2020. The 24 research papers and 20 demo and 5 poster papers presented in this volume were carefully reviewed and selected from 91 submissions. The European Conference on Technology-Enhance Learning, which celebrates its 15th anniversary this year, is committed to address global challenges and quality education. The papers deal with the Sustainable Development Goals, particularly SDG 4 and SDG 10, to help to reduce the existing gaps and inequalities between countries and regions from around the world in terms of inclusiveness, equity, access, and quality of education. The chapters: "Designing an Online Self-Assessment for Informed Study Decisions: The User Perspective"; "Living with Learning Difficulties: Two Case Studies Exploring the Relationship Between Emotion and Performance in Students With Learning Difficulties"; "Applying Instructional Design Principles on Augmented Reality Cards for Computer Science Education"; and "Teaching Simulation Literacy With Evacuations - Concept, Technology, and Material for a Novel Approach" are available open access under a Creative Commons Attribution 4.0 International License via link.springer.com. Due to the Corona pandemic EC-TEL 2020 was held as an virtual event.

Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium and Blue Sky Ning Wang,Genaro Rebolledo-Mendez,Vania Dimitrova,Noboru Matsuda,Olga C. Santos,2023-06-29 This volume constitutes poster papers and late breaking results presented during the 24th International Conference on Artificial Intelligence in Education, AIED 2023, Tokyo, Japan, July 3–7, 2023. The 65 poster papers presented were carefully reviewed and selected from 311 submissions. This set of posters was complemented with the other poster contributions submitted for the Poster and Late Breaking results track of the AIED 2023 conference.

The Bedford Guide for Writing Tutors Leigh Ryan,Lisa Zimmerelli,2015-12-04 With expanded coverage of teaching in the information age and teaching multilingual writers, as well as a new chapter on research in the writing center, the Sixth Edition of The Bedford Guide for Writing Tutors addresses the needs of writing tutors as both teachers

and scholars. This concise and practical introduction to tutoring in today's diverse, multimodal writing environment includes numerous exercises and activities to help tutors develop their tutoring techniques and reflect on their teaching philosophies. Meanwhile, cartoons and tutoring examples throughout the text engage and entertain both experienced users and new tutors alike.

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