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Li spent two semesters taking virtual instruction in her hometown of Chengdu ... A common issue these students faced while adjusting to distance learning was the time difference.

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In this text, the applications and implications of learning theories are explained and illustrated using examples ranging from primary school instruction to corporate training. A theme of the book is reflective practice, designed to foster a critical and reflective mode of thinking when considering any approach to learning and instruction.

The Third Edition of this popular text continues its in-depth, practical coverage with a focus on learning and instruction that presents The latest psychological and educational models and research. Psychology of Learning for Instruction, Third Edition, focuses on the applications and implications of the learning theories. Using excellent examples ranging from primary school instruction to corporate training, this text combines the latest thinking and research to give readers the opportunity to explore the individual theories as viewed by the experts. Readers are encouraged to apply "reflective practice," which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction. Provides readers with the practical knowledge needed to apply learning theories to instruction. KEY TOPICS: This text addresses learning as it relates to behavior, cognition, development, biology, motivation and instruction. MARKET: Pre-service and in-service teachers, and educational psychologists.

"This book is about learning, but it is also about instruction and how knowledge about the psychology of learning helps to ensure the quality and effectiveness of instruction"--

The Third Edition of this popular text continues its in-depth, practical coverage with a focus on learning and instruction that presents The latest psychological and educational models and research to the students of today's learning society. Psychology of Learning for Instruction, Third Edition, focuses on the applications and implications of the learning theories. Using excellent examples ranging from primary school instruction to corporate training, this text combines the latest thinking and research to give students the opportunity to explore the individual theories as viewed by the experts. Students are encouraged to apply "reflective practice," which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction.

This is a book about human learning, intended to be useful to teachers and prospective teachers. The contents of this book will provide a framework that can serve well in organizing thought and the accumulation of knowledge about teaching. Learning is described in terms of the information processing model of learning and memory. This model posits a number of internal processes that are subject to the influence of external events. The book should find its greatest usefulness in undergraduate courses in educational psychology and as an adjunct to graduate offerings in this subject. It might also be used as a supplementary text in courses in human learning, instructional methods, instructional design, and educational technology as well for the continuing education of teachers.

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LEARN HOW TO DESIGN ELEARNING THAT DELIVERS RESULTS (AND DOESN'T SUCK)! When you're tasked with creating your very first eLearning course, it can be hard (and downright scary) trying to figure out where to begin. You likely have a million questions running through your head. How do you plan your project and set it up for success? How do you collect learning content from your subject matter experts? Why do you need an eLearning storyboard, and how do you write one? How do you develop a prototype of your eLearning course? And, what the heck is a prototype anyway? When and where should you include interactivity? When should you let your SMEs review your course? And what's a "SME" again? And what do you do when they don't give you feedback? Trying to get answers to all of these questions can quickly leave you saying to yourself, "I don't think I'm cut out for this eLearning thing!" But, here's some good news: you're not alone! The truth is, most eLearning designers entered fell, stumbled, and dropped into the world of eLearning entirely by accident. This is where the second edition of The eLearning Designer's Handbook can help! In this book, Tim Slade will show you that the eLearning development process doesn't have to be as complicated as it might seem. If you're new to eLearning, Tim will walk you through the complete eLearning design and development process, providing you practical tips and advice, based on his own experience working as an eLearning designer for over a decade. With the second edition of The eLearning Designer's Handbook, you'll discover how to... Plan your eLearning project by conducting a kickoff meeting with your stakeholders. Conduct a needs analysis and recommend a training solution. Draft an eLearning project plan and development timeline. Define the learning objectives and create a blended training solution. Collect and organize your learning content into a design document. Create a course outline and draft a storyboard of your eLearning course. Create a prototype and develop your course with an eLearning authoring tool. Incorporate interactivity into your eLearning course. Reduce cognitive load and increase learning retention. Deliver and measure the effectiveness of your eLearning course. Conduct a retrospective at the end of your project. So, what's new in the second edition? With the second edition of The eLearning Designer's Handbook, Tim Slade went back to the drawing board to rewrite and redesign every single page of the book. Not only does the second edition include a boatload of new content on instructional design best practices, but it also includes even more practical content geared towards new eLearning designers. With the second edition of The eLearning Designer's Handbook, you'll get... 3X more content Full-color print Real-world examples More tools and templates

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To ensure that all students receive quality instruction, Teaching Students with High-Incidence Disabilities prepares preservice teachers to teach students with learning disabilities, emotional behavioral disorders, intellectual disabilities, attention deficit hyperactivity, and high functioning autism. It also serves as a reference for those who have already received formal preparation in how to teach special needs students. Focusing on research-based instructional strategies, Mary Anne Prater gives explicit instructions and includes models throughout in the form of scripted lesson plans. The book also has a broad emphasis on diversity, with a section in each chapter devoted to exploring how instructional strategies can be modified to accommodate diverse exceptional students. Real-world classrooms are brought into focus using teacher tips, embedded case studies, and technology spotlights to enhance student learning.

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