

cooperative learning in higher education

*Across the Disciplines,
Across the Academy*

edited by
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Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education

Arturo Cuomo



Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education:

Cooperative Learning in Higher Education Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning. If you've been interested in cooperative learning but wondered how it would work in your discipline, this book provides the necessary theory and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels. The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon and cross-reference each other's chapters describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

Teaching Google Scholar Paige Alfonzo, 2016-07-25 Teaching Google Scholar in your library instructional sessions can increase students' information and digital literacy skills. Students' familiarity with Google Scholar's interface works to the instructor's advantage and allows more time to address students' information needs and teach foundational information literacy skills and less time teaching a new database with a less intuitive database interface. Teaching Google Scholar: A Practical Guide for Librarians will illustrate instructional methods and incorporate step-by-step guides and examples for teaching Google Scholar. It begins with providing you with essential background: What Google Scholar is, How to set up Google Scholar using OpenURL, How to design Google Scholar instructional sessions, How to incorporate active learning activities using Google Scholar. After reading it, you will be ready to teach students critical skills including how to Use specific Google Scholar search operators, Incorporate search logic, Extract citation data, generate citations, and save citations to Google's My Library and/or a citation management program. Use Google Scholar tools including cited by alerts, library links, and library search. Google Scholar is a powerful research tool and will only become more popular in the coming years. Learning how to properly teach students how to utilize this search engine in their research will greatly benefit them in their college career and help promote life-long learning. Google Scholar instruction is a must in today's modern information literacy classroom.

Clickers in the Classroom David S. Goldstein, Peter D. Wallis, 2023-07-03 With classroom response systems or CRSs also known as Student Response Systems, Individual Response Systems, or informally clickers in use in higher education for some 20 years, there is now both ample research and a wealth of examples and ideas to draw on for faculty who are contemplating their use or exploring new ways to

integrate them in their teaching The research demonstrates that integrated purposefully in courses the use of clickers aligns with what neuroscience tells us about the formation of memory and the development of learning In addition they elicit contributions from otherwise reticent students and enhance collaboration even in large lecture courses foster more honest responses to discussion prompts increase students engagement and satisfaction with the classroom environment and provide an instantaneous method of formative assessment This book presents a brief history of the development of CRSs and a survey of empirical research to provide a context for current best practices and then presents seven chapters providing authentic effective examples of the use of clickers across a wide range of academic disciplines demonstrating how they can be effective in helping students to recognize their misconceptions and grasp fundamental concepts Like all pedagogical interventions classroom response systems are no panacea and the experienced contributors candidly describe avoidable pitfalls while demonstrating how clickers can deepen student learning and how by providing instantaneous feedback they enable teachers to make adjustments on the fly to better address student understandings or misunderstandings The final chapter explores pros and cons of response systems that use mobile devices and smart phones and the book concludes with an annotated list of further resources such as books articles and videos

SoTL in Action Nancy L. Chick, 2023-07-03 What are the foundational moments of meaningful scholarship of teaching and learning SoTL projects How do teacher scholars collect develop and share useful insights about student learning How do they work through the pinch points that frustrate confuse or elude many SoTL practitioners By unpacking SoTL processes through rich narratives that illustrate what they look like this collection offers inspiration to anyone at any stage of engagement with SoTL This book takes discussions of SoTL to a new level Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen what they look like what they mean and what we can do about them Going beyond definitions how to theory and debates about methods and standards the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work These procedural vignettes present powerful examples of what doing SoTL looks like when done well The authors represent a range of disciplines the humanities social sciences natural sciences and professions and a mixture of familiar and unfamiliar names Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment the questions they asked as they refined their approaches and the theoretical and observational tools they employed to conduct their research Each introduces a specific critical moment in doing SoTL taking the reader through the author s reflections concerns and choices in doing meaningful SoTL work The aim is to support potential practitioners inform educational developers who teach new SoTL practitioners and inspire experienced SoTL scholars to reflect on their own practice This is a compelling collection for anyone interested in practitioner reflection intentional design and advancing the field of SoTL and the quality of teaching and learning

Teaching Principles of Microeconomics Mark Maier, Phil Ruder, 2023-01-06 Abundant with practical advice and ready to

use teaching examples this dynamic guide will help both new and experienced instructors of Principles of Microeconomics to reconsider and refine their courses Mark Maier and Phil Ruder assemble the wisdom of 25 eminent scholars of economic education on how best to introduce students to the discipline and inspire a long lasting passion for microeconomics

Self-Directed Learning in the era of the COVID-19 pandemic Josef de Beer, Neal Petersen, Elsa Mentz, Robert J. Balfour, 2023-03-01 The book is devoted to scholarship in the field of pre service teacher education with a specific focus on research into the enhancement of self directed learning and contributes to the discourse on creating a disposition towards self directed learning during the social and academic integration of first year students within higher education institutions Two chapters also deal with research on the development of self directed learning and nuanced understandings of the chosen professions of Law and Health Sciences students The target audience is scholars working in the fields of teacher education self directed learning engaging pedagogies problem based learning cooperative learning and gamification Whereas social constructivist learning theory served as an overarching theoretical framework for the virtual excursions the various chapters in the book also draw on other secondary theories such as self determination theory social interdependence theory gender theory and the with fitness model of Kounin 1970

Hitting Pause Gail Taylor Rice, 2023-07-03 Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures or indeed of any form of instruction whether a presentation or in an experiential setting This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention reinforce key points and review learning It also provides 65 adaptable pause ideas to use at the opening of class mid way through or as closers Starting with brain science research on attention span and cognitive load Rice bases her book on two fundamental principles shorter segments of instruction are better than longer ones and learners who actively participate in instruction learn better than those who don't Pausing helps teachers apply these principles and create student engagement without requiring major changes in their lesson plans With careful planning they can integrate pauses into learning sessions with ease and significantly reinforce student learning They will also gain feedback on students comprehension Rice sets out the characteristics of good pauses gives advice on how to plan them and how to introduce them to maximum effect She provides compelling examples and concludes with a repertory of pauses readers can easily modify and apply to any discipline This book contains a compendium of strategies that any teacher can fruitfully use to reinforce learning as well as a stepping stone to those seeking to transition to more active learning methods It Makes the case for using pauses Identifies the primary functions of pauses focusing refocusing enhancing retention or closing off the learning experience Provides research evidence from cognitive science and educational psychology Provides practical guidance for creating quick active learning breaks Distinguishes between starting middle and closing pauses Includes descriptions with suggested applications of 65 pauses

Just in Time Teaching Scott Simkins, Mark Maier, 2023-07-03 Just in Time Teaching JiTT is a pedagogical approach that requires students to answer questions related to

an upcoming class a few hours beforehand using an online course management system While the phrase just in time may evoke shades of slap dash work and cut corners JiTT pedagogy is just the opposite It helps students to view learning as a process that takes time introspection and persistence Students who experience JiTT come to class better prepared and report that it helps to focus and organize their out of class studying Their responses to JiTT questions make gaps in their learning visible to the teacher prior to class enabling him or her to address learning gaps while the material is still fresh in students minds hence the label just in time JiTT questions differ from traditional homework problems in being designed not only to build cognitive skills but also to help students confront misconceptions make connections to previous knowledge and develop metacognitive thinking practices Students consequently spend more time on course concepts and ideas but also read their textbooks in ways that result in more effective and deeper learning Starting the class with students work also dramatically changes the classroom learning environment creating greater student engagement This book demonstrates that JiTT has broad appeal across the academy Part I provides a broad overview of JiTT introducing the pedagogy and exploring various dimensions of its use without regard to discipline Part II of the book demonstrates JiTT s remarkable cross disciplinary impact with examples of applications in physics biology the geosciences economics history and the humanities Just in Time Teaching article from The Hispanic Outlook in Higher Education Reprinted with permission from Hispanic Outlook in Higher Education Magazine www.hispanicoutlook.com

Team Teaching Kathryn M. Plank, 2011 For those considering adopting team teaching or interested in reviewing their own practice this book offers an over view of this pedagogy its challenges and rewards and a rich range of examples in which teachers present and reflect upon their approaches The interaction of two teachers both the intellectual interaction involved in the design of the course and the pedagogical interaction in the teaching of the course creates a dynamic environment that reflects the way scholars make meaning of the world The process naturally breaks down the teacher centered classroom by creating a scholarly community in which teachers and students work together to understand important ideas and where students don t just learn content but begin to understand how knowledge is constructed grasp the connections between disciplines as well as their different perspectives see greater coherence in the curriculum and appreciate how having more than one teacher in the classroom leads naturally to dialogue and active learning Each of the five examples in this book shares the story of a course at a different institution and each is designed to reflect a number of different variables in team taught courses They represent courses in a variety of different disciplines including the sciences social sciences humanities and the arts and at a range of levels from first year seminars to graduate courses They also illustrate a number of different models for instructional teams such as faculty from the same disciplines from related disciplines from two very different disciplines from different institutions and one pairing of a faculty member and a staff member This book provides insight into the impact of team teaching on student learning and on faculty development It also addresses the challenges both pedagogical an administrative that need to be addressed for team

teaching to be effective **Resources in Education** ,1997 **Library & Information Science Abstracts** ,2008 **UME Trends** ,1993 **Exploring Signature Pedagogies** Regan A. R. Gurung,Nancy L. Chick,Aeron Haynie,2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by the articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords **Contemporary Global Perspectives on Cooperative Learning** Robyn M. Gillies,Barbara Millis,Neil Davidson,2023-03-29 This volume captures contemporary global developments in cooperative learning CL across varied educational contexts levels and disciplines Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten to tertiary education and across different subject domains With chapters from contributors throughout the Global North and South this comprehensive volume offers a wide ranging perspective and addresses a range of cooperative learning pedagogies including relational online and peer learning STAD the Jigsaw model and dialogic talk The chapters draw on novel empirical research and theory to highlight best practices in cooperative learning whilst also considering the challenges limitations and factors which drive or inhibit learner engagement and success Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to

maximum benefit to enhance students affective social cognitive and metacognitive learning Thus this book will appeal to scholars and researchers across a variety of subjects and will provide an additional benefit to in service and pre service educators who already practice cooperative learning in their classrooms as well as those who are interested in implementing the model **Current Index to Journals in Education** ,1999-10 *Collaborative Learning Techniques* Elizabeth F.

Barkley,K. Patricia Cross,Claire H. Major,2014-05-06 Engaging students in active learning is a predominant theme in today s classrooms To promote active learning teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching *Collaborative Learning Techniques* is a scholarly and well written handbook that guides teachers through all aspects of group work providing solid information on what to do how to do it and why it is important to student learning Synthesizing the relevant research and good practice literature the authors present detailed procedures for thirty collaborative learning techniques CoLTs and offer practical suggestions on a wide range of topics including how to form groups assign roles build team spirit solve problems and evaluate and grade student participation

Collaborative Learning Kenneth A. Bruffee,1999-01-13 Advocates a far reaching change in the relations between college and university professors and their students between the learned and the learning *Corporate Giving Directory* Bobdan Romaniuk,2003-04 *Cooperative Learning for Higher Education Faculty* Barbara J. Millis,Philip G. Cottell,1997-11-24 A practical manual for faculty who use a collaborative approach to education at the post secondary level Overviews the cooperative learning process with discussions of its rationale research base value and practical implementation Also describes a variety of approaches and complementary movements such as classroom research writing across the curriculum and critical thinking Annotation copyrighted by Book News Inc Portland OR **Sociological Abstracts** Leo P. Chall,2000 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers

This book delves into Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education. Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education is a crucial topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education
 - Chapter 2: Essential Elements of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education
 - Chapter 3: Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education in Everyday Life
 - Chapter 4: Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education in Specific Contexts
 - Chapter 5: Conclusion
2. In chapter 1, this book will provide an overview of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education. The first chapter will explore what Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education is, why Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education is vital, and how to effectively learn about Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education.
3. In chapter 2, the author will delve into the foundational concepts of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education. This chapter will elucidate the essential principles that must be understood to grasp Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education in its entirety.
4. In chapter 3, this book will examine the practical applications of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education in daily life. The third

chapter will showcase real-world examples of how Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education can be effectively utilized in everyday scenarios.

5. In chapter 4, this book will scrutinize the relevance of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education in specific contexts. The fourth chapter will explore how Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, this book will draw a conclusion about Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education. The final chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education.

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Cooperative Learning In Higher Education Across The Disciplines Across The Academy New Pedagogies And Practices For Teaching In Higher Education Introduction

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