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To meet the dynamic academic demands of twenty-first century digital learners, many institutions of higher learning are offering more online classes than ever before that are accessible to both traditional and non-traditional learners. As such, a growing demand for online courses implies that participating institutions provide faculty with appropriate professional development programs to ensure the design and delivery of quality online courses. The Handbook of Research on Virtual Training and Mentoring of Online Instructors is a critical scholarly resource that highlights the issues, challenges, and online engagement experiences to enhance effective teaching and learning in this learning environment. Featuring coverage on a broad range of topics such as media literacy, professional development, and virtual learning environments, this book is geared towards educational administrators, educators, and instructional designers interested in quality online

instruction. An instructor's guide for teaching Oracle DBA certification candidates, this book is highly technical and written for Oracle Certified Professional (OCP) DBA instructors who want to ensure that their students successfully pass their Oracle OCP certification exam. Covering those OCP topics that students find the most challenging, instructors will find targeted Oracle OCP testing content, test taking tips, and actual OCP test content. Other test topics covered include database architectures, design review meetings, software installation, database objects, backup and recovery, and tuning and performance. Findings of a national survey of continuing legal education. Vols. for 19-1931/32 include railway estimates. First published in 1990. List of members in 15th-26th. Improve your teaching and communication skills with this guide which is recommended reading by the Driver and Vehicle Standards Agency (DVSA) for the Approved Driving Instructor (ADI) examinations. Practical Teaching Skills for Driving Instructors is an indispensable handbook for all new and established driving instructors. Fully revised and updated for this 12th edition, it provides all the necessary advice to help driving instructors and anyone involved in driver training to communicate effectively with learners. Containing essential guidance on teaching, communication and coaching skills, Practical Teaching Skills for Driving Instructors is ideal for both experienced and trainee driving instructors. It explains how people learn and how to tailor the teaching approach to different needs. With sections on how structuring lessons, it covers the whole teaching process, from early stage lessons through to the final test. The companion title to the bestselling The Driving Instructor's Handbook, it will help you develop and improve your ability to teach drivers how to drive. This new edition of the bestselling Pocket Guide to Teaching for Medical Instructors by the Advanced Life Support Group and Resuscitation Council (UK) provides an updated guide for instructors teaching on life support courses. Compiled by authors experienced in designing highly

respected and successful courses, this guide gives sound, clear advice on the most effective methods of teaching. Content covers an introduction to the basic principles of teaching and deals in detail with a number of modes of teaching on courses. Lectures, skill stations, role play, workshops, discussions and e-learning are all explored and in each case practical guidance is given to help the reader to become a more effective teacher. Though designed for trainees on life support instructor courses, *Pocket Guide to Teaching for Medical Instructors* contains practical guidance applicable to any health professional interested in becoming a more effective teacher. Inclusive instruction is teaching that recognizes and affirms a student's social identity as an important influence on teaching and learning processes, and that works to create an environment in which students are able to learn from the course, their peers, and the teacher while still being their authentic selves. It works to disrupt traditional notions of who succeeds in the classroom and the systemic inequities inherent in traditional educational practices.— Full-time Academic Professional, Doctorate-granting University, Education This book uniquely offers the distilled wisdom of scores of instructors across ranks, disciplines and institution types, whose contributions are organized into a thematic framework that progressively introduces the reader to the key dispositions, principles and practices for creating the inclusive classroom environments (in person and online) that will help their students succeed. The authors asked the hundreds of instructors whom they surveyed as part of a national study to define what inclusive teaching meant to them and what inclusive teaching approaches they implemented in their courses. The instructors' voices ring loudly as the authors draw on their responses, building on their experiences and expertise to frame the conversation about what inclusive teachers do. The authors in addition describe their own insights and practices, integrating and discussing current literature relevant to inclusive teaching to ensure a research-supported

approach. Inclusive teaching is no longer an option but a vital teaching competency as our classrooms fill with racially diverse, first generation, and low income and working class students who need a sense of belonging and recognition to thrive and contribute to the construction of knowledge. The book unfolds as an informal journey that allows the reader to see into other teachers' practices. With questions for reflection embedded throughout the book, the authors provide the reader with an inviting and thoughtful guide to develop their own inclusive teaching practices. By utilizing the concepts and principles in this book readers will be able to take steps to transform their courses into spaces that are equitable and welcoming, and adopt practical strategies to address the various inclusion issues that can arise. The book will also appeal to educational developers and staff who support instructors in their inclusive teaching efforts. It should find a place in reflective workshops, book clubs and learning communities exploring this important topic. "This book so condenses and systematizes general military instruction and the work done at Plattsburg so that it may be easily utilized in training other troops. No broad claim for originality is made except in the arrangement of all available material; the bibliography makes acknowledgment to all texts so utilized. Besides bringing helpful reminders to new officers regarding the elements of modern warfare, much of the material will be found of radical importance, as it is practically new and never before condensed. " -Introduction Endorsed by EuropeActive, this text includes fundamentals and best practices of concepts, duties and responsibilities that fitness instructors perform on the job. The content applies to level 3 of the European Qualifications Framework. The Pocket Guide to Teaching for Clinical Instructors, 3rd edition, provides a concise introduction to teaching. Written by experienced medical educators from the Advanced Life Support Group and Resuscitation Council (UK), this best-selling guide gives comprehensive and practical advice on the most effective teaching

methods. Pocket Guide to Teaching for Clinical Instructors covers basic principles and practical aspects of teaching in a variety of modalities. This edition includes material which reflects current developments within instructor courses and includes new material on feedback, an awareness of non-technical skills, the teaching of teams and supporting learners. This book is essential reading for anyone interested in teaching doctors and healthcare professionals in any context. It is aimed at the relative newcomer to the teaching role in all its variety and provides essential, practical advice as to how to get the best out of learners.

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