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KEY=RESEARCH - BRADFORD ANGEL

Introduction to Rubrics An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning Stylus Publishing, LLC This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review

Teaching at Its Best A Research-Based Resource for College Instructors John Wiley & Sons Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for the Third Edition of Teaching at Its Best Everyone—veterans as well as novices—will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation."—Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching Tips This new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans!"—L. Dee Fink, author, Creating Significant Learning Experiences This third edition of Teaching at Its Best is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions."—Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie's Teaching Tips

Assessing Student Learning A Common Sense Guide John Wiley & Sons The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

Teaching Writing With Rubrics Practical Strategies and Lesson Plans for Grades 2-8 Corwin Press Provides step-by-step instructions on creating a writing program using rubrics, and includes lesson plans, forms, and scheduling guidelines.

Rubrics - a tool for feedback and assessment viewed from different perspectives Enhancing learning and assessment quality Springer Nature This IAMSE Manual describes how to use rubrics in higher education, especially in the highly specialized health sciences education setting. The book provides a conceptual framework, practices and a series of checklists that lecturers can use to design their own rubrics for a variety of situations and content. It highlights varying perspectives, from teachers, students, educational advisors, and curriculum managers, while providing practical tips for developing and using rubrics. The objectives of the manual include guiding health sciences educators in: Providing useful, actionable and efficient feedback to students on assignments using a structured format (i.e. using rubrics) Implementing a learning culture where giving "rich feedback" is standard practice Using rubrics to increase quality of assessment of assignments (validity, reliability, transparency) Incorporating, in the instructional setting, latest insights in the

appropriate use of rubrics in the health sciences education setting. **Worldwide Commonalities and Challenges in Information Literacy Research and Practice European Conference, ECIL 2013, Istanbul, Turkey, October 22-25, 2013. Revised Selected Papers** [Springer](#) This book constitutes the refereed proceedings of the European Conference on Information Literacy, ECIL 2013, held in Istanbul Turkey, in October 2013. The 73 revised full papers presented together with two keynotes, 9 invited papers and four doctoral papers were carefully reviewed and selected from 236 submissions. The papers are organized in topical sections on overview and research; policies and strategies; theoretical framework; related concepts; citizenship and digital divide; disadvantaged groups; information literacy for the workplace and daily life; information literacy in Europe; different approaches to information literacy; teaching and learning information literacy; information literacy instruction; assessment of information literacy; information literacy and K-12; information literacy and higher education; information literacy skills of LIS students; librarians, libraries and ethics. **Rubric Assessment Goes to College Objective, Comprehensive Evaluation of Student Work** [Rowman & Littlefield](#) Do you want to expand working knowledge of how to construct, revise, and implement rubrics with specific how-to s and plenty of examples? **Rubric Assessment Goes to College** provides effective college-level rubrics that are the right tools for the job of objective, comprehensive assessment and can be constructed almost as easily as constructing an ice cream sundae!" **A Complete Guide to Rubrics Assessment Made Easy for Teachers of K-college** [R&L Education](#) This book takes a developmental perspective at the use of scoring rubrics to assess student work. Citing developmental characteristics of each age, the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult/college. After a presentation of foundation information on rubrics, separate chapters are devoted to each grade level from primary through adult. Written so that each chapter can be addressed independently, the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs. The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades. An updated annotated listing of recommended rubric websites is included. **Rubric Goes to Work, an Action Research Study Using Rubrics with an Intact Team in Conflict Learning to Teach -- Not Just for Beginners : the Essential Guide for All Teachers** [Scholastic Inc.](#) Provides research on teaching, advice from experienced teachers, and forms for class use **Scoring Rubrics in the Classroom Using Performance Criteria for Assessing and Improving Student Performance** [Corwin Press](#) Tells of the assessment strategy called performance assessment. Examines two parts of a performance assessment: tasks and criteria (scoring guides or rubrics). Explores seven effective strategies for using performance criteria as a teaching tool. **Genetic Counseling Research: A Practical Guide** [Oxford University Press](#) Genetic Counseling Research: A Practical Guide is the first text devoted to research methodology in genetic counseling. This text offers step-by-step guidance for conducting research, from the development of a question to the publication of findings. Genetic counseling examples, user-friendly worksheets, and practical tips guide readers through the research and publication processes. With a highly accessible, pedagogical approach, this book will help promote quality research by genetic counselors and research supervisors--and in turn, increase the knowledge base for genetic counseling practice, other aspects of genetic counseling service delivery, and professional education. It will be an invaluable resource to the next generation of genetic counseling and its surrounding disciplines. **Starting Strong Surviving and Thriving as a New Teacher** [Simon and Schuster](#) The new teacher's handbook for understanding the roles, responsibilities, and relationships of teaching! Teaching is one of the most exciting careers you can choose. It's also one of the most challenging, especially when you are first stepping into your new classroom. Presenting time-tested strategies specifically for new classroom instructors, **Starting Strong, Second Edition**, is the ideal survival guide for navigating through your crucial first year of teaching. Starting at the beginning, the authors offer basic classroom layout suggestions for an optimal learning environment and frameworks any novice teacher can use to establish procedures that promote positive individual and group behavior. Moving from classroom management to instructional responsibilities, this indispensable resource offers clear guidelines for designing curriculum and instruction and methods for effective assessment. Additional how-to features include: Samples of oral and written communication for parents and colleagues? Ways to create classroom newsletters? Techniques for using Web sites for interactive learning? Reflection questions for teachers at the end of each chapter With plenty of food-for-thought ideas to evaluate your own practice, this invaluable text helps teachers gain confidence and competence and reduce stress during that all-important first year! **Becoming a Better Teacher Eight Innovations that Work** [ASCD](#) Discusses eight innovations that support a student-centered classroom, including curriculum integration, authentic assessment, and portfolios. **Instructional Explanations in the Disciplines** [Springer Science & Business Media](#) In today's climate of accountability and standards, increasing attention is focused on teacher "quality," with less emphasis on what teachers actually do to interest and engage students in learning. This path-breaking volume addresses this research problem with a clear definition and a content-specific analysis of the most essential teaching moment—the instructional explanation—for vital new perspectives on educational method and process. Rich in examples from science, mathematics, and the humanities, **Instructional Explanations in the Disciplines** explores a variety of interactive contexts for teaching and learning, which may be collaborative between teachers, students, and others, performed in non-classroom settings, or assisted by technology. The book's subject-matter-specific framework reveals key elements in the process, such as carefully examining the question to be answered, making connections with what is already known, and developing examples conducive to further understanding. **Instructional Explanations in the Disciplines** is a valuable addition to the education library, giving researchers new methods of unpacking educational process as few books before it. **The Essential Guide to Writing History Essays** [Oxford University Press, USA](#) **The Essential Guide to Writing History Essays** is a step-by-step guide to the typical assignments of any undergraduate or master's-level history program in North America. Effective writing is a process of

discovery, achieved through the continual act of making choices--what to include or exclude, how to order elements, and which style to choose--each according to the author's goals and the intended audience. The book integrates reading and specialized vocabulary with writing and revision and addresses the evolving nature of digital media while teaching the terms and logic of traditional sources and the reasons for citation as well as the styles. This approach to writing not only helps students produce an effective final product and build from writing simple, short essays to completing a full research thesis, it also teaches students why and how an essay is effective, empowering them to approach new writing challenges with the freedom to find their own voice. Introduction to Rubrics An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning Stylus Publishing (VA) This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching. The authors go on to describe a variety of processes to construct rubrics, including some which involve student participation. They demonstrate how interactive rubrics--a process involving assessors and the assessed in defining the criteria for an assignment or objective--can be effective, not only in involving students more actively in their learning, but in establishing consistent standards of assessment at the program, department and campus level. How to Create and Use Rubrics for Formative Assessment and Grading ASCD What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses * Common misconceptions about rubrics; * Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and * How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn. World Yearbook of Education 2017 Assessment Inequalities Routledge This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities. It focuses on the political motives behind the expansion of an assessment industry, the associated expansion of an SEN industry and a growth in consequential accountability systems. Split into three key sections, the first part is concerned with the assessment industry, and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged. Part II of the book, on assessing deviance, explores those assessment and identification practices that seek to classify different categories of learners, including children with Limited English Proficiency, with special needs and disabilities and with behavioural problems. The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives, examining the production of inequalities within assessment in relation to race, class, gender and disability. Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families, this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them. Co-edited by two internationally renowned scholars, Julie Allan and Alfredo J. Artiles, World Yearbook of Education 2017 will be a valuable resource for researchers, graduates and policy makers who are interested in the economic trends of global education assessment. Contemporary Leadership and Intercultural Competence Exploring the Cross-Cultural Dynamics Within Organizations SAGE Featuring contributions from some of the world's most renowned cross-cultural management theorists and commentators, this breakthrough text explores the cross-cultural dynamics within organizations. The book examines the evolving role of cultural diversity in the workplace, the application of cultural comprehension to organizations, and the measurement of various aspects of intercultural competence. Assessment, Learning and Judgement in Higher Education Springer Science & Business Media There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways - through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under-conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning and judgement. Introduction to International and Global Studies, Third Edition UNC Press Books Shawn C. Smallman and Kimberley Brown's popular introductory textbook for undergraduates in international and global studies is now released in a substantially revised and updated third edition. Encompassing the latest scholarship in what

has become a markedly interdisciplinary endeavor and an increasingly chosen undergraduate major, the book introduces key concepts, themes, and issues and then examines each in lively chapters on essential topics, including the history of globalization; economic, political, and cultural globalization; security, energy, and development; health; agriculture and food; and the environment. Within these topics the authors explore such diverse and pressing subjects as commodity chains, labor (including present-day slavery), pandemics, human rights, and multinational corporations and the connections among them. This textbook, used successfully in both traditional and online courses, provides the newest and most crucial information needed for understanding our rapidly changing world. New to this edition: *Close to 50% new material *New illustrations, maps, and tables *New and expanded emphases on political and economic globalization and populism; health; climate change, and development *Extensively revised exercises and activities *New resume-writing exercise in careers chapter *Thoroughly revised online teacher's manual **Guiding Students Into Information Literacy Strategies for Teachers and Teacher-librarians** [Scarecrow Press](#) Presents practical guidance of student activities involving reports and projects, from conception to the finished product, and includes handouts, websites, a bibliography, and an appendix with examples of research papers. **Rubrics for Assessing Student Achievement in Science Grades K-12** [Corwin Press](#) "Rubrics for Assessing Student Achievement in Science, Grades K-12 is a valuable resource that will help measure what students know and are able to do in the science classroom. It will yield more consistent and defensible judgements, more precise feedback, and sharper student learning and performance"--Back cover. **Enhancing Teaching and Learning in Higher Education in the United Arab Emirates Reflections from the Classroom** [Cambridge Scholars Publishing](#) **Enhancing Teaching and Learning in Higher Education in the United Arab Emirates: Reflections from the Classroom** captures the endeavours that professors from different disciplines at the American University of Sharjah (AUS) have undergone to enhance the learning opportunities for their students. All the authors have deliberately chosen to approach teaching with inquiry and enthusiasm to do this. In every chapter, the authors take a scholarly, reflective approach to explain and examine the innovative techniques and methods which they have employed to identify the needs of the students in order to offer opportunities for them to better understand the subject material. Through topics ranging from introducing active learning techniques to examining the effect of technology on the learning process, the authors describe, evaluate and reflect upon their teaching practice. The fifteen chapters provide inspiration for teaching excellence by combining insight and experience to invoke enthusiasm for and dedication to outstanding teaching, and a commitment to the Scholarship of Teaching and Learning in institutions of Higher Education world-wide. **Curriculum Development and Online Instruction for the 21st Century** [IGI Global](#) The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning. Thanks to the COVID-19 pandemic, online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment. Though some have already returned to the traditional classroom, or plan to very soon, others have begun to appreciate the value of online education - initiatives that had previously been discussed but never acted upon as they have been in the past year. With plenty of positive and negative aspects, online learning is a complex issue with numerous factors to consider. It is an issue that must be studied and examined in order to improve in the future. **Curriculum Development and Online Instruction for the 21st Century** examines the issues and difficulties of online teaching and learning, as well as potential solutions and best practices. This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments. While addressing key elements of remote learning, such as keeping student data safe, as well as methods in which to engage students, this book covers topics that include assessment tools, teaching deaf students, web technology, and standardized curricula. Ideal for K-12 teachers, college faculty, curriculum developers, instructional designers, educational software developers, administrators, academicians, researchers, and students, this book provides a thorough overview of online education and the benefits and issues that accompany it. **Using Qualitative Methods** [Assoc of Cllge & Rsrch Libr](#) **From Standards to Rubrics in Six Steps Tools for Assessing Student Learning** [Corwin Press](#) **Practical tools for translating standards to rubrics and ensuring high student achievement!** Burke's six-step process helps educators create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards. Featuring templates and sample tasks, rubrics, and units, this updated bestseller shows educators how to create more complex performance tasks, work in grade-level or vertical teams, and: Apply the six-step process to link teaching and assessment to standards Build their own tasks, checklists, and rubrics Differentiate for special needs within standards-linked tasks Share checklists and rubrics with students for ongoing formative assessment and self-assessment **Pathways into Information Literacy and Communities of Practice Teaching Approaches and Case Studies** [Chandos Publishing](#) **Pathways into Information Literacy and Communities of Practice: Teaching Approaches and Case Studies** considers the specific information literacy needs of communities of practice. As such, the book fills a gap in the literature, which has treated information literacy extensively, but has not applied it to the area of communities of practice. Since every community of practice generates, seeks, retrieves, and uses resources and sources related to the cognitive structure being researched or studied, and the tasks being performed, the need arises to undertake studies focused on real user communities, especially at a graduate level. This edited collection presents contributions from an international perspective on this key topic in library and information science. Contributions are arranged into two sections, the first exploring teaching and learning processes, and the second presenting case studies in communities of practice, including, but not limited to, health, research environments, college students, and higher education. Focuses on communities of practice, including health, research, and higher education and their distinct information needs Includes chapters from an international and experienced set of contributors Presents an interdisciplinary perspective on the

topic A Concise Guide to Improving Student Learning Six Evidence-Based Principles and How to Apply Them [Stylus Publishing, LLC](#) This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning, but do not have the time to immerse themselves in the scholarship of teaching and learning. Acknowledging the growing body of peer-reviewed literature on practices that can dramatically impact teaching, this intentionally brief book: * Summarizes recent research on six of the most compelling principles in learning and teaching * Describes their application to the college classroom * Presents teaching strategies that are based on pragmatic practices * Provides annotated bibliographies and important citations for faculty who want to explore these topics further This guidebook begins with an overview of how we learn, covering such topics such as the distinction between expert and novice learners, memory, prior learning, and metacognition. The body of the book is divided into three main sections each of which includes teaching principles, applications, and related strategies - most of which can be implemented without extensive preparation. The applications sections present examples of practice across a diverse range of disciplines including the sciences, humanities, arts, and pre-professional programs. This book provides a foundation for the reader to explore these approaches and methods in his or her teaching. **Teaching for Deep Comprehension A Reading Workshop Approach** [Stenhouse Publishers](#) Discusses reading comprehension and offers ways for teachers to develop it in their students, exploring the cognitive and social aspects of comprehension while viewing it as an active process. **Teaching and Learning in Physical Therapy From Classroom to Clinic** [SLACK Incorporated](#) Teaching and Learning in Physical Therapy: From Classroom to Clinic is a text seeking to guide the development of effective teaching strategies for use in both the classroom and the clinical setting. Margaret Plack and Maryanne Driscoll have developed this text with over 35 years of experience in teaching, research and clinical work. This experience has given them the opportunity to discover the best ways to help students learn at different ages and stages of development. Teaching and Learning in Physical Therapy is grounded in current literature and has a theoretical basis in reflective practice, active learning strategies, and brain compatible instruction. Also included is practical information that allows students, educators, and clinicians, working with both students and patients, to develop instructional strategies that will work best in a variety of settings. Features included: • A user-friendly approach integrating theory and practical application throughout • References and suggested reading at the end of each chapter • Classroom and clinical vignettes to help reinforce concepts • Integrative problem solving activities and reflective questions Teaching and Learning in Physical Therapy: From Classroom to Clinic is applicable in both the classroom and clinical setting, making it ideal for physical therapy students, educators, and clinicians as well as other health care practitioners and educators. **35 Rubrics and Checklists to Assess Reading and Writing Time-saving Reproducible Forms for Meaningful Literacy Assessment** [Scholastic Inc.](#) Drawing on her extensive experience as a teacher, the author shares quick, clear, and easy rubrics for assessing students' work. These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children's progress. **Designing Rubrics For Quality-Driven Evaluation Structure and Guidelines** [Sankalp Publication](#) About the book The importance of rubrics, their uses in the classroom, rubrics as an evaluation tool as well as a learning tool, rubric construction and validation, and future options in the development of rubrics are all covered in this book. Rubrics are useful at all stages of education, from elementary school to higher education, and they help to make the assessment process fairer and uniform. The rubric as an assessment tool that can be presented as a simple Rubric [yes/no performance indicators], or as a complex Rubric [descriptive banded performance indicators] since it must be in accordance with the learning outcomes or objectives. Teachers and students in higher education, as well as aspiring teachers, can benefit much from the book. **Standards-based Activities with Scoring Rubrics: Performance-based projects** [Eye On Education](#) **40 Rubrics & Checklists To Assess Reading and Writing** [Scholastic Inc.](#) Assess reading comprehension, story character analysis, content-area research reports, personal experience essays, and more. **Assessing Student Learning A Common Sense Guide** [John Wiley & Sons](#) Assessing Student Learning is a standard reference for college faculty and administrators, and the third edition of this highly regarded book continues to offer comprehensive, practical, plainspoken guidance. The third edition adds a stronger emphasis on making assessment useful; greater attention to building a culture in which assessment is used to inform important decisions; an enhanced focus on the many settings of assessment, especially general education and co-curricula; a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience; new chapters on curriculum design and assessing the hard-to-assess; more thorough information on organizing assessment processes; new frameworks for rubric design and setting standards and targets; and many new resources. Faculty, administrators, new and experienced assessment practitioners, and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves. **Effective Teaching: A Guide for Community College Instructors** [Amer. Assn. of Community Col](#) "Throughout this guide you will find specific strategies for teaching--the kind of practical advice that circulates among veteran teachers whenever they gather together ..."--Page i. **Winning Online Instruction A Q&A for Higher Education Faculty** [Routledge](#) Winning Online Instruction provides concise, pragmatic solutions to common challenges and demands that higher education faculty face in teaching online. This book's unique question-and-answer format allows readers to easily identify the issues important to them, spanning online formats and teaching methods, course development and technology woes, student motivation and engagement, academic integrity and fair grading, and more. Written for instructors who have little to no experience designing and teaching online courses or who are teaching online courses developed in a hurry, this is an approachable, efficient guide to the real problems of everyday distance education. **Teaching Information Literacy and Writing Studies Volume 2, Upper-Level and Graduate Courses** [Purdue University Press](#) This volume, edited by Grace Veach, explores leading approaches to teaching information literacy and writing studies in upper-level and graduate courses. Contributors describe cross-disciplinary and collaborative efforts underway

across higher education, during a time when "fact" or "truth" is less important than fitting a predetermined message. Topics include: working with varied student populations, teaching information literacy and writing in upper-level general education and disciplinary courses, specialized approaches for graduate courses, and preparing graduate assistants to teach information literacy.