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Blended learning has gained significant attention recently by educational leaders, practitioners, and researchers. i²Flex, a variation of blended learning, is based on the premise that certain non-interactive teaching activities, such as lecturing, can take place by students without teachers' direct involvement. Classroom time can then be used for educational activities that fully exploit teacher-student and student-student interactions, allowing for meaningful personalized feedback and scaffolding on demand. Revolutionizing K-12 Blended Learning through the i²Flex Classroom Model presents a well-rounded discussion on the i²Flex model, highlighting methods for K-12 course design, delivery, and evaluation in addition to teacher performance assessment in a blended i²Flex environment. Emphasizing new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, and educational technology developers.

According to the working definition of the International Big History Association, 'Big History seeks to understand the integrated history of the Cosmos, Earth, Life and Humanity, using the best available empirical evidence and scholarly methods.' In recent years Big History has been developing very fast indeed. Big History courses are taught in the schools and universities of several dozen countries. Hundreds of researchers are involved in studying and teaching Big History. The unique approach of Big History, the interdisciplinary genre of history that deals with the grand narrative of 13.8 billion years, has opened up a vast amount of research agendas. Big History brings together constantly updated information from the scientific disciplines and merges it with the contemplative realms of philosophy and the humanities. It also provides a connection between the past, present, and future. Big History is a colossal and extremely heterogeneous field of research encompassing all the forms of existence and all timescales. Unsurprisingly, Big History may be presented in very different aspects and facets. In this volume the Big History is presented and discussed in three different ways. In its first part, Big History is explored in terms of methodology, theories of knowledge, as well as showcasing the personal approach of scholars to Big History. The second section comprises such articles that could clarify Big History's main trends and laws. The third part of this book explores the nature of teaching Big History as well as profiling a number of educational methods. This volume will be useful both for those who study interdisciplinary macroproblems and for specialists working in focused directions, as well as for those who are interested in evolutionary issues of Astrophysics, Geology, Biology, History, Anthropology, Linguistics and other areas of study. More than that, this edition will challenge and excite your vision of your own life and the exciting new discoveries going on around us!

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

The story of Oxford University Press spans five centuries of printing and publishing, leading from the early days of printing to worldwide publishing in academic research, education, and English language learning. *How Oxford Gained Its Press* Volume I begins with the successive attempts to establish printing at Oxford from 1478 onwards. Expert contributors chart the activities of individual printers, the eventual establishment of a university printing

house, its relationship with the University, and developments in printing under Archbishop Laud, John Fell, and William Blackstone. They explore the Press's scholarly publications and place in the book trade, and its growing influence on the city of Oxford.

The Culture of Science Education: Its History in Person features the auto/biographies of the professional lives of 22 science educators from 11 countries situated in different places along the career ladder within an ongoing narrative of the cultural history of the field. Many contributors began to identify as science educators at about the time Sputnik was launched but others were not yet born. Hence the book articulates the making of a field with its twists and turns that define a career as a scholar in science education.

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