

## Advising At Csub Empowering Students For Success

What is a rubric? How can I implement them as evaluation tools? How can I make better use of my existing rubrics? This bestseller answers these questions, providing you with all the necessary information to apply rubrics—from the classroom to the administrative office. Each chapter stands alone as a practical reference guide. The authors cover curriculum evaluation, student input into rubrics, cross-curricular approaches, rubric categories, specialty rubrics, and teacher evaluation. Easily adaptable samples, as well as plenty of descriptive scenarios, will give educators the information and confidence they need to create, utilize, and evaluate rubrics.

Outlining an approach to career counseling and a holistic model of human development, this book focuses on contextual issues like race, ethnicity, gender, sexual orientation, disability, and social class. While basing its prescriptions on theoretical concerns, the book outlines practical techniques.

Find out how to apply learning science in online classes The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. Instructors face unique and specific challenges when teaching an online course. This book offers small teaching strategies that will positively impact the online classroom. This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies, strategies to build community and collaboration, and minor changes you can make in your online teaching practice, small but impactful adjustments that result in significant learning gains. • Explains how you can support your online students • Helps your students find success in this non-traditional learning environment • Covers online and blended learning • Addresses specific challenges that online instructors face in higher education Small Teaching Online presents research-based teaching techniques from an online instructional design expert and the bestselling author of Small Teaching.

From 1815 to 1865, as city blocks encroached on farmland to accommodate Manhattan's exploding population, prosperous New Yorkers developed new ideas about what an urban environment should contain—ideas that poorer immigrants resisted. As Catherine McNear shows, taming Manhattan came at the cost of amplifying environmental and economic disparities.

“Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact.” --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a “fixed mindset” about students' academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a “true north” orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, “Grading practices are a mirror not just for students, but for us as their teachers.” Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?” Then, let's make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

“This book establishes a new standard. The focus on ‘holism, diversity, and strengths’ sets a fresh direction for the field that will inspire today's counselors. Distinct from other texts both in terms of style and ease of use, Career Counseling provides a practical model that connects theory, practice, and resources in hopeful and affirming ways, while offering readers new skills and insights.” —Rich Feller, PhD University Distinguished Teaching Scholar, Colorado State University Past President, National Career Development Association “Gysbers, Heppner, and Johnston have continued their excellent contributions to the field with this 4th edition. Their approach is highly practical for counselors in helping diverse clients prepare for and manage the changing workplace and economy. I enthusiastically recommend this book as a must-have resource for counseling professionals and as a textbook for graduate counseling programs.” —Kenneth F. Hughey, PhD Kansas State University “We invite all students, professionals, and researchers to read this volume to enrich their practice, research, and the values by which they should be inspired to persist in being active agents of change in the world.” —Laura Nota, PhD, and the Larios Vocational Psychology Team University of Padova, Italy The latest edition of this bestseller will help both counselors-in-training and experienced clinicians update and expand their existing knowledge and skills in career counseling with clients of all ages and circumstances. Significant attention is placed on expanding the career options and empowering the life choices of women; men; racial and ethnic minorities; gay, lesbian, bisexual, and transgender clients; clients from diverse socioeconomic backgrounds; and individuals with disabilities. Additional topics discussed include traditional and postmodern career theories and approaches, forming a productive alliance with the client, effective use of assessment inventories and instruments, helping clients respond to changes in the workplace and family life, working with resistant clients, developing client action plans, and bringing closure to the counseling process. A new chapter titled “Using Social Media in Career Counseling” rounds out this exceptional book. \*Requests for digital versions from the ACA can be found on wiley.com. \*To request print copies, please visit the ACA website here. \*Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org.

Soon to be a major television event, the nail-biting climax of one of the greatest political battles in American history: the ratification of the constitutional amendment that granted women the right to vote. "Both a page-turning drama and an inspiration for every reader" -- Hillary Rodham Clinton Nashville, August 1920. Thirty-five states have ratified the Nineteenth Amendment, twelve have rejected or refused to vote, and one last state is needed. It all comes down to Tennessee, the moment of truth for the suffragists, after a seven-decade crusade. The opposing forces include politicians with careers at stake, liquor companies, railroad magnates, and a lot of racists who don't want black women voting. And then there are the "Antis"--women who oppose their own enfranchisement, fearing suffrage will bring about the moral collapse of the nation. They all converge in a boiling hot summer for a vicious face-off replete with dirty tricks, betrayals and bribes, bigotry, Jack Daniel's, and the Bible. Following a handful of

remarkable women who led their respective forces into battle, along with appearances by Woodrow Wilson, Warren Harding, Frederick Douglass, and Eleanor Roosevelt, *The Woman's Hour* is an inspiring story of activists winning their own freedom in one of the last campaigns forged in the shadow of the Civil War, and the beginning of the great twentieth-century battles for civil rights. *Opportunities and Optimism in Aging*. *Issues in Aging*, 3rd edition takes an optimistic view of aging and human potential in later life. This book presents the most up-to-date facts on aging today, the issues raised by these facts, and the societal and individual responses that will create a successful old age for us all. Mark Novak presents the full picture of aging--exhibiting both the problems and the opportunities that accompany older age. The text illustrates how generations are dependent on one another and how social conditions affect both the individual and social institutions. **Learning Goals** -Upon completing this book, readers will be able to: -Understand how large-scale social issues--social attitudes, the study of aging, and demographic issues--affect individuals and social institutions -Identify the political responses to aging and how individuals can create a better old age for themselves and the people they know -Separate the myths from the realities of aging -Recognize the human side of aging -Trace the transformation of pension plans, health, and opportunities for personal expression and social engagement to the new ecology of aging today

Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning. The result is a story that ranges from investigations of the evolutionary record to studies of infants discovering the world for the first time, and from a look into how our brains respond to fear to a reckoning with the importance of gestures and language. Joshua R. Eyler identifies five broad themes running through recent scientific inquiry--curiosity, sociality, emotion, authenticity, and failure--devoting a chapter to each and providing practical takeaways for busy teachers. He also interviews and observes college instructors across the country, placing theoretical insight in dialogue with classroom experience.

Employ cognitive theory in the classroom every day Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In *Small Teaching*, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at retrieving knowledge from memory? How does making predictions now help us learn in the future? How do instructors instill fixed or growth mindsets in their students? Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

NOTE: This edition features the same content as the traditional text in a convenient, three-hole-punched, loose-leaf version. Books a la Carte also offer a great value; this format costs significantly less than a new textbook. Before purchasing, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for Pearson's MyLab products may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. *Keys to College Success* sets the standard for connecting academic success to success beyond school, showing students how to apply strategies within college, career, and life. This Eighth edition retains *Keys*' tried-and-true emphasis on thinking skills and problem solving, re-imagined with two goals in mind: One, a risk and reward framework that reflects the demands today's students face, and two, a focus on student experience specific to four-year schools with a more extensive research base and increased metacognition. *Keys to College Success* helps students take ownership, develop academic and transferable skills, and show the results of commitment and action so they are well equipped with the concentration, commitment, focus, and persistence necessary to succeed. MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) helps students to "Start strong, Finish stronger" by acquiring the skills they need to succeed for ongoing personal and professional development. *Teaching & Learning Experience: Strategies for College, Career, and Life Success* *Keys to College Success* provides the established KEYS set of tools for success -- an understanding of how coursework connects to career and life goal achievement, and analytical, creative, and practical thinking coverage that empowers a range of cognitive ability. This program provides: · Personalized Learning with MyStudentSuccessLab: Whether face-to-face or online, MyStudentSuccessLab helps students build the skills they need through peer-led video interviews, interactive practice exercises, and activities that provide academic, life, and professionalism skills. · College Connection to Career and Life Goals: Infused with a fresh focus on risk and reward, showing that the reward of success in the modern world demands a risk of vision and persistent effort over time. It raises the bar to show students that they must risk action to grow, thrive, and contribute in order to make their college investment pay off in gainful employment, meaningful work, and community involvement. · Thinking Skills coverage: Comprehensive content with research references lend credibility and perspective to concepts, targeted exercises that explore personally relevant situations in context, and sustained focus throughout each topic. · Tailored to the Four Year Program experience: Acknowledges global economic change and instability and hones in on student concerns about employability skills and debt management so the four-year college experience is framed in practical, work-relevant ways even as it supports the value of a liberal education. New coverage of resources, topics, and research support concepts. Also Available with MyStudentSuccessLab(tm) This title is also available with MyStudentSuccessLab--an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts. MyStudentSuccessLab should only be purchased when required by an instructor.

Written by contributors hailing from a variety of disciplines and viewpoints, the thirty-five essays in this anthology explore the continued inequality of the sexes in higher education and suggest changes that could make universities more family-friendly workplaces. *Simultaneous*. Helps aspiring college students discover where their strengths truly lie and how to develop them to reach their full potential at school and later in the real world.

Mentoring is a hot buzzword these days. Unfortunately, although the word 'mentoring' is used all the time, most people do not know what it means. This book fills that gap by describing and illustrating the essential practices of outstanding mentors. It provides a realistic look at mentoring by showing what goes on in a mentoring relationship and what mentors actually do with their protégés. This book makes a unique contribution through its hands-on approach to the thorny issue of cross-racial and cross-cultural differences in mentoring relationships. The book shows how such differences can be handled successfully and can even enrich a mentoring relationship. Specific mentoring practices and their racial/cultural implications are presented and explained. The book gives readers a clear sense of what they can do to mentor and make a real difference, even when their protégés are radically different from themselves.

The postgraduate community is far more complex and diverse both in its requirements and expectations of postgraduate courses than its undergraduate colleagues. This diversity of background and experience is addressed in this book, reflecting the differing needs and aspirations of postgraduate students. Each postgraduate student experiences their education with a set of challenges unique to them. The aim of *Postgraduate Study in the UK: Surviving and Succeeding* is to reflect some of these challenges through the lived experiences of others. The book highlights some of the difficulties that can occur when studying (such as having to interrupt due to bereavement) and offers advice on how to manage these situations. The authors use their own experiences but the advice is more general e.g. whatever your reason for interrupting, the process is explained and advice provided. Students feel they are not alone in their experiences, situations are therefore normalized and practical advice is provided on how to manage. The book is an honest account of real people's experiences, it is like asking a friend for advice knowing the response will be clear, useful and positive.

Shows how to prepare effective teachers of the first year seminar course.

"This book presents a practice-focused approach to career counseling that will help you expand your understanding of career development and enhance the skills and techniques in your career counseling repertoire. It incorporates the most widely used traditional career counseling practices with new and emerging career development concepts, making it an exceptional text for both counselors-in-training and seasoned practitioners. The in-depth examination of career counseling interventions provided, including the strengths-based approaches suggested by the positive psychology movement, will help you deliver the best counseling services possible and empower your clients to reach their career goals. Topics discussed include traditional and postmodern career theories and approaches; counseling an increasingly diverse workforce and addressing cultural context issues such as race, class, gender, and disability; forming a productive alliance with the client; gathering client information; using assessment inventories and instruments; developing client action plans; and navigating the termination process."--Publisher's description.

In this text a practical writing style and vivid examples introduce teaching language arts. The text covers the traditional skill-based approach, and stresses the need for meeting the developmental needs of students (that is, the learning process as it relates to constructivism), product and content (a student's answer or conclusion), and assessment related to state standards. This edition follows the six English (Language Arts) standards established by IRA/NCTE.

Inspire, Empower, Connect Reaching Across Cultural Differences to Make a Real Difference R&L Education

Exploring how we can ensure that America's colleges remain places for intellectual inquiry and reflection, Neem does not just provide answers to the big questions surrounding higher education—he offers readers a guide for how to think about them.

This expanded bestseller integrates the latest research and technology with tried-and-true methods for strengthening practitioners' problem-solving and decision-making skills.

(Musicians Institute Press). This outstanding book is a comprehensive source for scales, arpeggios, and exercises. Topics covered include: major, minor and chromatic scales; major, minor and seventh chord arpeggios; diatonic harmony; finger strength and independence; trills, hand-over-hand, and repeated-note exercises; and touches on styles such as boogie-woogie and ragtime.

Community colleges enroll half of the nation's undergraduates. Yet only 40 percent of entrants complete an undergraduate degree in six years. *Redesigning America's Community Colleges* explains how two-year colleges can increase their students' success rate quickly and at less cost, through a program of guided pathways to completion.

"This book is about strategic data use by community college leaders and other staff for the purpose of making it actionable to improve student outcomes"--Provided by publisher.

This comprehensive volume explores the widespread issues involved in the study of individual learner differences in a variety of settings.

*Empowering the New Mobility Workforce: Educating, Training, and Inspiring Future Transportation Professionals* enlists a multidisciplinary roster of subject matter specialists who identify the priorities and strategies for cultivating a skilled workforce for the rapidly changing transportation landscape. Transportation employers will need to hire 4.6 million workers—1.2 times the current transportation workforce—in the next decade. The book explores how leaders in education, industry and government can work together to create an ecosystem that facilitates learning and upskilling for emerging and incumbent transportation workers. Readers will learn how to conduct labor market analyses and develop competency models to adapt their workforce. This book will empower readers to establish ongoing communities of practice that cultivate sustainable career pathways that respond to ever-evolving socioeconomic trends and transformational technologies. Provides a comprehensive assessment of the new technologies and consumer attitudes driving change in personal vehicle, mass transit, active transportation, and goods movement, both domestically and internationally. Identifies the career pathways, experiential learning models, and types of curriculum needed to prepare emerging professionals to develop and operate transportation systems of the future. Emphasizes, through case studies, innovative practices emerging in public- and private-sector transportation organizations. Draws on key work conducted in the United States and around the world, acknowledging the increasing interconnectedness of transportation systems between countries, economies and social networks that transcend national boundaries.

"This is the story of the historic Chicano Movement in Los Angeles during the late 1960s and 1970s. The Chicano Movement was the largest civil rights and empowerment movement in the history of Mexican Americans in the United States. The movement was led by a new generation of political activists calling themselves Chicanos, a countercultural barrio term. This book is the story of three key activists, Raul Ruiz, Gloria Arellanes, and Rosalio Muanoz, who through oral history related their experiences as movement activist to historian Mario T. Garcaia. As first-person autobiographical narratives, these stories put a human face to this profound social movement and provide a life-story perspective as to why these individuals became activists"--Provided by publisher.

The Macmillan Interdisciplinary Handbooks: Religion series serves undergraduate students and interested lay readers who have had little or no exposure to the academic study of religion. Each handbook provides an introduction to a subfield of the study of religion. "Handbook" is to be understood in the simple sense of "This is how you do it." The volumes strive for both intellectual clarity and a genuinely accessible voice, always emphasizing this how-to approach.

Interdisciplinary in nature, the volumes employ numerous perspectives from the humanities, social sciences, natural sciences and the arts to interrogate and explore those complex sets of human experience and activity that have traditionally been gathered under the rubric of "religion." For example, the volume (and summary Primer chapter) on material culture will show how exhibiting sacred art provides an illuminating lens through which to enter religious studies. Each chapter ends with a summary. Each volume is overseen by a specialist in its field.

This edited book, *Global Social Work - Cutting Edge Issues and Critical Reflections*, presents global social work expertise, practical tools, and an iterative and reflective process for developing a global social work pedagogy that advances deep disciplinary learning. The authors offer the specifics of a justice based, decolonizing global social work education and practice. This book will be an asset to faculty communities interested in specializing in global social work. The book offers hope that the faculty, students, and practitioners of social work develop an intercultural, international, cross-border critical approach that further prepares them to meet the global standards of social work education and research and at the same time skillfully act, advocate, and transform global communities and their role in a globalized world.

In Native cultures, health is often expressed as a balance between body, mind, and spirit or soul. At a philosophical level, physical wellness is related to cultural, political, and economic well-being. This is a philosophy that is frequently ignored, however, in theoretical perspectives and applied programs that attempt to address Native American health problems.

This collection of essays examines the ways people from many indigenous communities think about and practice health care within historical and sociocultural contexts. Chapters explore solutions to the prevalence of medically identified diseases, such as cancer and diabetes, as well as Native-identified problems, such as forced evacuation, assimilation, and poverty. Annotation copyrighted by Book News Inc., Portland, OR

2021 SPE Outstanding Book Award Honorable Mention *Mistakes We Have Made: Implications for Social Justice Educators* is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. This book is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers. Perfect for courses such as: Social Justice for Educators - Diverse Perspectives for Educational Leaders - Diversity and Multiculturalism - Sociocultural Foundations in Education - Issues in Education - Elementary Teacher Foundations - Sociology of Education

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

When the first edition of *Diversity and Motivation* was published in 1995, it became a premier resource for faculty and administrators seeking effective and practical strategies that foster motivation among culturally diverse student groups. This revised and updated second edition of *Diversity and Motivation* offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic success. Margery B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty. The book defines norms, illustrates practices, and provides tools to develop four foundational conditions for intrinsically motivated learning: establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The authors provide perspectives on the social justice implications of each condition. *Diversity and Motivation* includes resources to help educators create a supportive community of learners, facilitate equitable discussions in linguistically diverse classrooms, design engaging lessons, and assess students fairly. The ideas in this book apply across disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings. In addition, the authors include a cohesive approach to syllabus construction, lesson design, and faculty development. This new edition also contains a framework for motivating students outside traditional classroom settings.

The *Director of Facilities Planning Passbook(R)* prepares you for your test by allowing you to take practice exams in the subjects you need to study. It provides hundreds of questions and answers in the areas that will likely be covered on your upcoming exam, including but not limited to: principles and practices of building construction; building construction materials and standards, and their application; coordination of multiple contract projects; mechanical and electrical systems in buildings; preparing written material; and more.

In response to the COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to work remotely, and transitioning teaching and learning from face-to-face classrooms to online environments. The abrupt switch to online teaching and learning, for the most part, has been a massive change for administration, faculty,

and students at traditional brick-and-mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the inequities in the system when it comes to the types of students universities serve. It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise. The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students. The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID-19 health crisis. This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning online, and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in a pandemic, this book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations.

Research shows that online education, when designed and facilitated well, is as effective as traditional campus-based instruction. Despite the evidence, many faculty perceive online education as inferior to traditional instruction--and are often quite vocal in their skepticism. Simultaneously, however, more and more students are seeking online courses and degree programs. *Thrive Online: A New Approach to Building Expertise and Confidence as an Online Educator* is an invitation for the rising tide of online educators who are relatively new to teaching online, and also for those more experienced instructors who are increasingly frustrated by the dominant bias against online education. Readers will find: \* An approach that empowers online educators to thrive professionally using a set of specific agentic behaviors \* Strategies for approaching conversations about online learning in new ways that inform the skeptics and critics \* Strategies that celebrate the additional skills and proficiencies developed by successful online educators \* Guidance for educators who want to feel natural and fluent in the online learning environment \* Guidance for enhancing the user-centered nature of online spaces to create student-centered learning environments \* Encouragement for online educators to pursue leadership opportunities The internet is changing how people communicate and learn. *Thrive Online: A New Approach to Building Expertise and Confidence as an Online Educator* offers guidance, inspiration and strategies required to adapt and lead higher education through this change. This book is for higher education instructors who are seeking community, a sense of belonging, and the professional respect they deserve. Thriving is not a reaction to our environment, but rather a state of being we can create intentionally for ourselves. The time has come to change the conversation about online education. Add your voice - join the community and #ThriveOnline.

Published to coincide with the 300th anniversary of Junipero Serra's birth, this landmark biography of the founder of the first Catholic missions in California presents an authoritative study of a man whose life continues to be celebrated and denounced.

*Discovering Discrete Dynamical Systems* is a mathematics textbook designed for use in a student-led, inquiry-based course for advanced mathematics majors. Fourteen modules each with an opening exploration, a short exposition and related exercises, and a concluding project guide students to self-discovery on topics such as fixed points and their classifications, chaos and fractals, Julia and Mandelbrot sets in the complex plane, and symbolic dynamics. Topics have been carefully chosen as a means for developing student persistence and skill in exploration, conjecture, and generalization while at the same time providing a coherent introduction to the fundamentals of discrete dynamical systems. This book is written for undergraduate students with the prerequisites for a first analysis course, and it can easily be used by any faculty member in a mathematics department, regardless of area of expertise. Each module starts with an exploration in which the students are asked an open-ended question. This allows the students to make discoveries which lead them to formulate the questions that will be addressed in the exposition and exercises of the module. The exposition is brief and has been written with the intent that a student who has taken, or is ready to take, a course in analysis can read the material independently. The exposition concludes with exercises which have been designed to both illustrate and explore in more depth the ideas covered in the exposition. Each module concludes with a project in which students bring the ideas from the module to bear on a more challenging or in-depth problem. A section entitled "To the Instructor" includes suggestions on how to structure a course in order to realize the inquiry-based intent of the book. The book has also been used successfully as the basis for an independent study course and as a supplementary text for an analysis course with traditional content.

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