Krathwohl A Revision Of Blooms Taxonomy An Overview

Educators across grade levels and content areas can apply the concepts of Marzano's New Taxonomy to turn standards into concrete objectives and assessments to measure student learning.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a

consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the bound book. The best-selling case-based text, Introduction to Teaching: Becoming a Professional, sharpens its focus on issues in education in its Fifth Edition. Weaving this focus throughout every chapter with new features and chapter sections covering diversity, reform, urban education, and technology, the text ensures that prospective teachers gather all the needed information to create an up-to-date picture of the ever changing face of education. The authors take this information and bring it to life with cases, classroom examples and videos, again ensuring that the living, changing, challenging and fulfilling life of an educator is as clear as it can be. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.*

Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7” or 10” tablet, or iPad iOS 5.0 or later.

Organizing and clarifying research and theory from diverse sources, including philosophy and cognitive psychology, this book provides a framework intended to help educational practitioners (principals, supervisors, curriculum directors, and teachers) plan programs for incorporating the teaching of thinking throughout the regular curriculum. Chapter 1 discusses the need for a framework for teaching thinking and presents a historical perspective on the study of thinking. Chapters 2 through 6 discuss five dimensions of thinking: (1) metacognition; (2) critical and creative thinking; (3) thinking processes--such as concept formation, problem solving, and research; (4) core thinking skills--the "building blocks" of thinking--including focusing, information-gathering, organizing and generating skills; and (5) the relationship of content-area knowledge to thinking. The final chapter presents guidelines for using the framework. (A glossary of key terms and an outline of the book are appended, and thirteen pages of references are attached.) (ARH)

"This book covers the basics of traditional educational testing, measurement, and evaluation theory and

methodology, as well as sociopolitical issues and trends influencing the future of that research and practice"--Publisher's description.

In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. Since then, Basic Principles of Curriculum and Instruction has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept Basic Principles of Curriculum and Instruction a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and

effective tools for educators working to create a curriculum that integrates national objectives with their students' needs.

This year, an ITiCSE record of 243 papers were submitted, of which 66 were accepted, giving an acceptance rate of 27%. Of these papers, just over half had an author from the United States or Canada, while European authors were represented in about 40% of the papers. We also accepted papers with authors from Central and South America, China, Japan, Australia, and the Middle East, giving us a truly international avour of current Computer Science Education research and practice. In addition to the Paper, Poster and Panel submissions, and Tips, Techniques and Courseware presentations, we have ten Working Groups investigating these topics: the pacing of introductory CS courses; fostering program comprehension for novice programmers; exploring pass rates in computing and other STEM subjects; sustainability issues in CS; diversity in the cybersecurity eld; data science education; benchmarking K-12 CS education in schools; developing a model curriculum for cloud computing; and designing better compiler error messages. The reports from these groups will be published in a companion volume to the nal proceedings, but we look forward to the working groups presenting preliminary findings during the conference.

Students become experts and innovators through Concept-Based teaching Innovators don’t invent without a deep understanding of how the world works. With this foundation, they apply conceptual understanding to solve new problems.

We want our students to not only retain ideas, but relate them to other things they encounter, using each new situation to add nuance and sophistication to their thinking. To do this, they need conceptual understanding. This book serves as a road map for Concept-Based teaching. Discover how to help students uncover conceptual relationships and transfer them to new situations. Specifically, teachers will learn: Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding, and How to differentiate concept-based instruction Look no further. For deep learning and innovative thinking, this book is the place to start. "The authors tear down the false dichotomies of traditional vs innovative education and provide a practical toolkit for developing creativity and applying knowledge through Concept-Based learning. Every practitioner needs this book to juxtapose what worked well in the 20th Century with what is essential in the 21st Century and beyond." Michael McDowell, Superintendent Ross School District, Ross, CA "While most good educators recognise the incredible value of teaching conceptually, it is challenging. The authors have created accessible, practical baby steps for every teacher to use." Dr. Vincent Chan, principal Fairview International School, Kuala Lumpur, Malaysia

As more and more academic libraries consider offering online credit courses or converting face-to-face courses to online, instructional librarians need to quickly get up to speed about online course design and delivery. Even the most seasoned instruction librarian may be intimidated by the thought of converting their classroom course into an online course. Based on both sound research in the area on of online pedagogy and extensive teaching experience, this book includes ideas for: Creating innovative and interactive information literacy tutorials that engage students. Addressing

common pitfalls of online instruction including communicating with students, designing a course that is easy to navigate, and getting the most out of the course management system. Developing assignments and assessments that work in an online environment Incorporating the ACRL Information Literacy Competency Standards for Higher Education into the materials development process. A must for both seasoned instruction librarians and those just starting, this book will provide librarians with the practical information needed to move their instruction online and teach a successful course.
This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.
The Spring of 2020 saw educational institutions around the world abruptly convert to online teaching formats. While this transition may be unfamiliar—and even uncomfortable—the skills and techniques needed to engage and empower online learners can be learned and mastered to serve the current and ever-expanding need. This indispensable resource focuses on combining thoughtful teaching strategies with innovative technology to help learners engage more meaningfully and learn more effectively. The book distills decades of research in adult learning and education to provide evidence-based strategies that directly and practically apply to online environments. The author identifies five core areas for focus: principles of adult learning (how people learn), engagement through presence, diversity and inclusion,

community, and learner empowerment; thereby demonstrating how to prepare for the online learning environment, design and develop suitable course materials, deliver instruction, and evaluate the learning experience. Book Features: A holistic approach that addresses and integrates every key dynamic to ensure the design, development, and delivery of optimal online learning experiences. Appropriate for instructors and course designers as they manage blended or fully online teaching models.Content is readily applicable across disciplines and institutional types. Grounded firmly in research, theory, and best practices related to social presence, engagement, inclusive pedagogy, Understanding by Design (UBD), Universal Design framework for Learning (UDL), reflective practice, and principles of adult learning and development. Comprehensive checklists provide overviews of key action items and associated steps involved in course design, development, and delivery. Reflection is a cornerstone of deep learning, and reflective questions are included in each chapter.

What are the core elements of a strong proposal? How can I accent the strengths of my study design? What is the best way to get my proposal reviewed and approved? You will find the answers to these and other key issues in this assembly manual for crafting a complete and convincing dissertation proposal.

The public assumes the researcher spends the day dreaming up and trying out creative ideas. In reality, proposal development is an invisible but critical barrier over which even a good researcher may tumble. This book is intended to lower that barrier. It should increase first-trial recognition of good ideas and ensure that rejections do not result because a proposal poorly represented either the ideas, the investigator, or both.

Students who know how to collaborate successfully in the classroom will be better prepared for professional success in a world where we are expected to work well with others. Students learn collaboratively, and acquire the skills needed to organize and complete collaborative work, when they participate in thoughtfully-designed learning activities. Learning to Collaborate, Collaborating to Learn uses the author's Taxonomy of Online Collaboration to illustrate levels of progressively more complex and integrated collaborative activities. - Part I introduces the Taxonomy of Online Collaboration and offers theoretical and research foundations. - Part II focuses on ways to use Taxonomy of Online Collaboration, including, clarifying roles and developing trust, communicating effectively, organizing project tasks and systems. - Part III offers ways to design collaborative learning activities, assignments or projects, and ways to fairly assess participants' performance. Learning to Collaborate, Collaborating to Learn is a professional guide intended for faculty, curriculum planners, or instructional designers who want to design, teach, facilitate, and assess collaborative learning. The book covers the use of information and communication technology tools by collaborative partners who may or may not be co-located. As such, the book will be appropriate for all-online, blended learning, or conventional classrooms that infuse technology with "flipped" instructional techniques.

Embodying advances in cognitive psychology since the publication of Bloom's taxonomy, this revision of that framework is designed to help teachers understand and implement standards-based curriculums as well as facilitate constructing and analyzing their own. A revision only in the sense that it builds on the original framework, it is a completely new manuscript in both text and organization. Its two-dimensional framework interrelates knowledge with the

cognitive processes students use to gain and work with knowledge. Together, these define the goals, curriculum standards, and objectives students are expected to learn. The framework facilitates the exploration of curriculums from four perspectives-what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education. This revisited framework allows you to connect learning from all these perspectives.

Are you getting the most learning value from visuals? Thoroughly revised and updated, Graphics for Learning is the second edition of the bestselling book that summarizes the guidelines for the best use of graphics for instructional materials, including multimedia, texts, working aids, and slides. The guidelines are based on the most current empirical scientific research and are illustrated with a wealth of examples from diverse training materials. The authors show how to plan illustrations for various types of content, including facts, concepts, processes, procedures, and principles. The book also discusses technical and environmental factors that will influence how instructional professionals can apply the guidelines to their training projects. Praise for the First Edition "For years I've been looking for a book that links cognitive research on learning to graphics and instructional design. Here it is! Ruth Clark and Chopeta Lyons not only explain how to make graphics work—they've created a very interesting read, full of useful guidelines and examples." —Lynn Kearny, CPT, instructional designer and graphic communicator, Graphic Tools for Thinking and Learning "Finally! A book that integrates visual design into the larger context of instructional design and development." —Linda Lohr, Ed.D., author, Creating Graphics for Learning and assistant professor, University of Northern Colorado

One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 700,000 teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from classroom management to inspiring student engagement, you will be able to perfect your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators With the sample lesson plans, videos, and teachlikeachampion.com online community, you will be teaching like a champion in no time. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a "teaching Bible" for so many educators worldwide.

This brand new edition of English in Mind revises and updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students. --Book Jacket.

In this valuable resource, well-known scholars present a detailed understanding of contemporary theories and

practices in the fields of measurement, assessment, and evaluation, with guidance on how to apply these ideas for the benefit of students and institutions. Bringing together terminology, analytical perspectives, and methodological advances, this second edition facilitates informed decision-making while connecting the latest thinking in these methodological areas with actual practice in higher education. This research handbook provides higher education administrators, student affairs personnel, institutional researchers, and faculty with an integrated volume of theory, method, and application.

Surveys the various techniques that can be used to evaluate students' learning, including summative, diagnostic, and formative approaches and the assessment of specific skills

Understanding the critical thinking skills of the 2001 revision of Bloom's Taxonomy is easy with this handy teaching tool. Learn how to ask questions, lead discussions and plan lessons geared to each level of critical thinking: remembering, understanding, applying, analyzing, evaluating and creating.

Raise your ELL success quotient and watch student achievement soar! How the ELL Brain Learns combines current research on how the brain learns language with strategies for teaching English language learners. Award-winning author and brain research expert David A. Sousa describes the linguistic reorganization needed to acquire another language after the age of 5 years. He supplements this knowledge with immediately applicable tools, including: A self-assessment pretest for gauging your understanding of how the brain learns languages Brain-compatible strategies for teaching both English learners across content areas An entire chapter about how to detect English language learning problems

The premise of Dimensions of Learning an instructional framework founded on the best of what researchers and

theorists know about learning is that five types, or dimensions, of thinking are essential to successful learning. These are (1) positive attitudes and perceptions about learning, (2) thinking involved in acquiring and integrating knowledge, (3) thinking involved in extending and refining knowledge, (4) thinking involved in using knowledge meaningfully, and (5) productive habits of mind. Dimensions of Learning is a valuable tool for reorganizing curriculum, instruction, and assessment. The authors discuss each of the five dimensions in detail and describe hundreds of teaching strategies that support them for example, how to help students construct meaning for declarative knowledge, internalize procedural knowledge, and see the relevance of what they are expected to learn. The authors provide many examples at the elementary and secondary classroom levels. Teachers of grades K-12 can use this information to improve teaching and learning in any content area.

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives-cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

This two volume set LNAI 10947 and LNAI 10948 constitutes the proceedings of the 19th International Conference on Artificial Intelligence in Education, AIED 2018, held in

London, UK, in June 2018.The 45 full papers presented in this book together with 76 poster papers, 11 young researchers tracks, 14 industry papers and 10 workshop papers were carefully reviewed and selected from 192 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

How to Use Bloom's Taxonomy in the Classroom: The Complete Guide is your one-stop shop for improving the quality of the lessons, questions, activities and assessments you plan. Never before has there been such a detailed, practical analysis of the taxonomy - of how it works, why it works and how you can use it to raise achievement in your classroo

This guide to the teaching of design presents ways in which recent and established aspects of cognitive science can be utilized by teachers. Teaching and learning aids, as well as exercises are included. The book can be used across a wide age-range and with any size of group.

p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; font: 10.0px Arial} This book examines the theories relevant to the development of skills necessary for effective participation in competition moots. By consideration of underlying theories the authors develop unique models of the skills of the cognitive, psychomotor and affective domains and effective team dynamics; and emphasise the importance of written submissions. The authors use this analysis to develop a unique integrated model that informs the process of coaching moot teams according to reliable principles.

A Taxonomy for Learning, Teaching, and AssessingA

Revision of Bloom's Taxonomy of Educational ObjectivesPrentice Hall

Virtually all instructors have learning objectives in mind when developing a course. They know the skills and knowledge that students should gain by the end of each instructional unit. However, many instructors are not in the habit of writing learning objectives, and the objectives remain implicit. The full power of learning objectives is realized only when the learning objectives are explicitly stated. Writing clear learning objectives is therefore a critical skill.To sharpen this skill so that your objectives are consistently precise, measurable, and student-centered, we recommend that you follow the audience, behavior, condition, degree (ABCD) method. Every learning objective must have an audience and a stated behavior. The condition and degree are not applicable to every learning objective, but they can make your objectives more precise as long as they are not forced into place.Learning objectives help anchor assessments and activities in evidence-based course design. By aligning objectives, assessments, and activities, we can collect data on student performance in achieving those objectives. This information helps students and instructors to monitor student progress. At a broader level, student performance data helps learning scientists to improve theories of learning, which in turn helps learning engineers to make interactive improvements to the course.Creating concise objectives is key to developing purposeful and systematic instruction. One of the most prevalent conclusions that educators have drawn from the large body of instructional research is

that instruction needs to be tailored to support concrete instructional objectives and to meet specific learning outcomes.Table of Contents: Learning ObjectivesThe Difference between a Goal and an ObjectiveExamples of goal statements and learning objectivesThe Difference between a Course Description, a Topics List, and an ObjectiveCharacteristics of an Effective Learning Objective: ABCD Approach to Writing Learning ObjectivesDeveloping Your Learning Objectives: AudienceDeveloping Your Learning Objectives: Behavior (1 of 3)BehaviorDomains of Bloom's TaxonomyCognitive DomainKnowledge dimensionPsychomotor DomainAffective DomainWrap Up of Bloom's DomainsNOTE: Watch Out for Verbs That Are Not Observable or MeasurableDeveloping Your Learning Objectives: Condition and DegreeConditionDegreeWriting Learning ObjectivesRealizing the Full Power of Learning ObjectivesAudienceBehaviorConditionDegreeUsing Clear LanguageConsiderations in Writing Learning ObjectivesSufficient breadth and scope of learning objectivesSufficient number of learning objectivesBefore You Start WritingReference

An acclaimed educator presents hands-on advice on teaching that meets today's emphasis on learning outcomes and assessment. This book is informed by the most up-to-date research on how people learn. It is suitable for all instructors in higher education - as well as high school teachers. Laurie Richlin has been running a workshop on course design for higher education for over fifteen years, modifying and improving it progressively

from the feedback of participants, and from what they in turn have taught her. Her goals are to enable participants to appropriately select teaching strategies, to design and create the conditions and experiences that will enable their students to learn; and in the process to develop the scholarly scaffold to document their ongoing course design and achievements. This book familiarizes readers with course design elements; enables them to understand themselves as individuals and teachers; know their students; adapt to the learning environment; design courses that promote deep learning; and assess the impact of the teaching practices and design choices they have made. She provides tools to create a full syllabus, offers guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating tests. The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas. What Laurie Richlin offers is a intellectual framework, set of tools and best practices to enable readers to design and continually reassess their courses to better meet their teaching goals and the learning needs of their students.

This book traces the history of the concept of work from its earliest stages and shows that its further formalization leads to equilibrium principle and to the principle of virtual works, and so pointing the way ahead for future research and applications. The idea that something remains constant in a machine operation is very old and has been expressed by many mathematicians and philosophers such as, for instance, Aristotle. Thus, a

concept of energy developed. Another important idea in machine operation is Archimedes' lever principle. In modern times the concept of work is analyzed in the context of applied mechanics mainly in Lazare Carnot mechanics and the mechanics of the new generation of polytechnical engineers like Navier, Coriolis and Poncelet. In this context the word "work" is finally adopted. These engineers are also responsible for the incorporation of the concept of work into the discipline of economics when they endeavoured to combine the study of the work of machines and men together.

A teacher's guide but with a flair! The teacher's guide includes background information on the novel, strategies for teaching the novel, and literary analysis of the novel, including voice, imagery, symbolism, and setting. Also includes a printed interview with Sparks.

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to

assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, How to Assess Higher-Order Thinking Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

This groundbreaking book offers a down-to-earth resource for the practical application of blended learning in higher education as well as a comprehensive examination of the topic. Well-grounded in research, Blended Learning in Higher Education clearly demonstrates how the blended learning approach embraces the traditional values of face-to-face teaching and integrates the best practices of online learning. This approach has proven to both enhance and expand the effectiveness and efficiency of teaching and learning in higher education across disciplines. In this much-needed book, authors D. Randy Garrison and Norman D. Vaughan present the foundational research, theoretical framework, scenarios, principles, and practical guidelines for the redesign and transformation of the higher

education curriculum. Blended Learning in Higher Education Outlines seven blended learning redesign principles Explains the professional development issues essential to the implementation of blended learning designs Presents six illustrative scenarios of blended learning design Contains practical guidelines to blended learning redesign Describes techniques and tools for engaging students