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Buku Refleksi Pembelajaran Abad ke-21 ini adalah sebahagian daripada panduan dan bimbingan kepada guru-guru khususnya dalam pengajaran dan pembelajaran, serta bimbingan umum kepada pemimpin sekolah. Jika diteliti dalam Bahagian 1, permasalahan dan pencerahan yang dikemukakan merupakan fenomena universal yang diambil berdasarkan isu-isu yang dialami oleh guru-guru di banyak negara yang telah melaksanakan Pembelajaran Abad ke-21. Pada akhirnya nanti, guru-guru akan mendapati bahawa permasalahan yang wujud sebahagian besarnya disebabkan kurangya maklumat tentang kaedah pengajaran serta kurangnya kefahaman tentang pembelajaran koperatif dan kolaboratif. Pengajaran dan Pembelajaran Abad ke-21 yang disarankan adalah mengarah kepada pendekatan pembelajaran kolaboratif. Justeru guru-guru hendaklah memahami struktur pembelajaran tersebut demi mencapai matlamat pembelajaran berkesan. Oleh itu penulis mengumpulkan Aktiviti Pembelajaran seperti di dalam Bahagian 2 dengan harapan guru-guru mendapat input dan panduan melaksanakan pembelajaran secara sistematik. Pembelajaran berkesan mengandungi elemen-elemen PdP iaitu, keseronokan belajar, daya kreativiti yang tinggi, daya interaksi yang terancang, dan daya motivasi yang merangsang untuk belajar. Nyatalah bahawa aktiviti pembelajaran cukup serasi dan sesuai bagi mengadun dan menyerap dalam elemen PdP di atas. Buku ini juga melengkapkan maklumat sebagai sumber rujukan dengan memasukkan semula Pelan Pembangunan Pendidikan Malaysia(PPPM) 2013-2025 sebagai rujukan tambahan. Diharapkan pembaca serta guru-guru mengingati semula bahawa PPPM adalah gagasan yang menyeluruh untuk melaksanakan transformasi pendidikan di negara ini.

Buku ini ditulis bagi melatih penggunaan bahasa yang betul daripada aspek tatabahasa bagi menjadi panduan para pelajar, guru, dan peserta kursus. Ia sekali gus dapat menambah pengetahuan tentang morfologi dan sintaksis dalam kalangan pelajar Institut Pendidikan Guru (IPG), daripada pelajar Pra-Program Ijazah Sarjana Muda Perguruan, Program Ijazah Sarjana Muda Perguruan (PISMP), Kursus Perguruan Lepas Ijazah (KPLI), Program Pensiswazahan Guru Sekolah Rendah (PGSR), Program Pensiswazahan Guru (PPG) dan para peserta Kursus Program Memartabatkan Bahasa Melayu (MBM).

Students often think of science as disconnected pieces of information rather than a narrative that challenges their thinking, requires them to develop evidence-based explanations for the phenomena under investigation, and communicate their ideas in discipline-specific language as to why certain solutions to a problem work. The author provides teachers in primary and junior secondary school with different evidence-based strategies they can use to teach inquiry science in their classrooms. The research and theoretical perspectives that underpin the strategies are discussed as are examples of how different ones are implemented in science classrooms to affect student engagement and learning. Key Features: Presents processes involved in teaching inquiry-based science Discusses importance of multi-modal representations in teaching inquiry based-science Covers ways to develop scientifically literacy Uses the Structure of Observed learning Outcomes (SOLO) Taxonomy to assess student reasoning, problem-solving and learning Presents ways to promote scientific discourse, including teacher-student interactions, student-student interactions, and meta-cognitive thinking

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. For courses in Instructional Design, Instructional Technology, or Computer-Based Instructional Design. Immerses students in the field and provides a strong foundation for future careers. In order to be successful in their field, professionals must go beyond performing the skills associated with Instructional Design and Technology (IDT); they must recognize current and future trends likely to impact the field and envision how to employ them. Trends and Issues in Instructional Design and Technology, Fourth Edition helps students and future practitioners attain these goals. It defines the IDT field, the historical events that have resulted in current-day areas of focus, and the theories of learning and instruction upon which practices are based. Emerging technologies, strategies to improve teaching and learning environments, and current practices in a wide variety of settings are among the many topics discussed in depth. Previous editions of this acclaimed text won numerous awards from the Association for Educational Communications and Technology and the International Society for Performance Improvement.

The aim of this book is to bridge the widening gap between ongoing educational reforms and the lack of advances in knowledge, research and practice. Included is a description of new mechanisms in fields such as leadership, staff development and curriculum change.

What should students learn to best prepare for the twenty-first century? In this book, the Center for Curriculum Redesign (CCR) describes a framework built to address this question, so that curriculum is redesigned for versatility and adaptability, to thrive in our volatile present and uncertain future. The framework focuses on knowledge (what to know and understand), skills (how to use that knowledge), character (how to behave and engage in the world), and meta-learning (how to reflect on and adapt by continuing to learn and grow). This book is essential for teachers, department heads, heads of schools, administrators, policymakers, standard setters, curriculum and assessment developers, and other thought leaders and influencers, who seek to develop a thorough understanding of the needs and challenges we all face, and to help devise innovative solutions.

This fully revised and updated edition of Learning, Creating, and Using Knowledge recognizes that the future of economic well being in today's knowledge and information society rests upon the effectiveness of schools and corporations to empower their people to be more effective learners and knowledge creators. Novak's pioneering theory of education presented in the first edition remains viable and useful. This new edition updates his theory for meaningful learning and autonomous knowledge building along with tools to make it operational   that is, concept maps, created with the use of CMapTools and the V diagram. The theory is easy to put into practice, since it includes resources to facilitate the process, especially concept maps, now optimised by CMapTools software. CMapTools software is highly intuitive and easy to use. People who have until now been reluctant to use the new technologies in their professional lives are will find this book particularly helpful. Learning, Creating, and Using Knowledge is essential reading for educators at all levels and corporate managers who seek to enhance worker productivity.

This recently updated text provides today's graduate students and other interested readers with an introductory critical perspective on the past, present, and future of instructional technology.

This classic book simply and clearly introduces readers to the fundamentals of instructional design and helps them learn the concepts and procedures for designing, developing, and evaluating instruction for all delivery formats. The new edition covers the impact of critical new technologies and the Internet. The book also addresses current design processes used in instructional settings and delivery systems across many curriculum and business areas including Internet-based distance education. "

This is a Pageburst digital textbook: the product description may vary from the print textbook. Veterinary Dentistry covers all aspects of dentistry with emphasis on procedures and the technician's role. Progressing from simple to complex topics, the book presents dental procedures first, with chapters on oral examinations, instruments, safety, and anesthesia, then progresses to procedures such as endodontics. The book concludes with two interesting chapters on marketing veterinary dentistry and commonly asked client questions, replete with acceptable technician responses.