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Fewer university and college students are positive about their educational experience amid the coronavirus crisis, figures show. The latest National Student Survey (NSS) found that less than half of ...

Students less satisfied amid pandemic – survey

Built-in tools can help students stay focused on their assignments and free teachers up to focus on individualized feedback.

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Easy-to-Use Supports for Students in Google Workspace

The teens surveyed in fall 2020 were less likely to say they'd recently used alcohol, marijuana, tobacco or e-cigarettes than those who had participated in 2019. Fewer reported recently ...

Drug, alcohol and nicotine use by teens may have fallen in Colorado during pandemic, survey finds

Latest financial technology news, fintech news, fin tech news, open banking news?, banking news, blogs opinion, analysis on Fintech Zoom.

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Space – Louisiana Students Explore Space Careers at NASA Astro Camp | Louisiana News

So, this July, I held my first telephone town hall, which gave me the opportunity to update Mississippians on the work our team is doing and take any questions you had. I am incredibly humbled to ...

MCRAE: Your Questions Answered

The New York State Office of Addiction Services and Supports and the New York State Education Department recently announced the opportunity for school districts across the state to participate in the

...

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State announces student health survey opportunity for school districts

Results of a survey of about 65,000 middle and high school students across the state of Washington includes cause for concern, as well as some positive notes about the impact of COVID-19 on the county ...

'Some bright spots' in recent survey of students regarding pandemic impact

Vaccinated K-12 teachers, students and staff no longer need to wear masks under new guidance issued today by the Centers for Disease Control and Prevention. The advice comes amid rising vaccinations

...

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CDC: New Mask Advice for Vaccinated Teachers and Students

One of Nevada's highest-ranked government officials visited the Western Nevada College campus on Thursday morning, taking time to visit and listen to students and team members. Nevada Lieutenant ...

Lieutenant Governor Kate Marshall Visits with WNC Students, Team Members

Colorado State University actually retained a higher percentage of students in 2020 during the COVID-19 pandemic.

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Colorado colleges focus on how to get students to come back after pandemic

It's going to give us a much broader connection to many of the communities through our food and wine studio, where we are going to be producing television programming, documentaries, and digital ...

Four questions with UH's John Richards

I rejoiced at Florida's decision to survey college students to see if they have been corrupted by critical race theory being taught on their campuses. Some people criticized the initiative, but I ...

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Let's celebrate Florida's critical race theory student survey
Badgers officials don't approve player name, image and likeness contracts but check that they comply with NCAA rules and UW's policy.

UW wants to educate Badgers athletes on NIL, not oversee contracts; some proposed deals raise questions
Staunton City Schools has been gathering input from the community on how the American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief (ESSER) fund should be used.

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Staunton City Schools receives feedback on how to use American Rescue Plan funds

The agency is not advising schools to require shots for teachers and kids. Children under 12 can't get COVID-19 vaccines yet, so schools may weigh if younger kids should wear masks.

Vaccinated teachers and students don't need masks, CDC says, but guidance leaves questions for schools

GreatSchools.org released a new survey of 820 public high school leaders that provides key insights for education stakeholders as they take stock of ...

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New Survey: Award-Winning Public High Schools Cite Advanced Course Offerings, Supportive School Environments as Key for Students' College Success

Students and staff in the Boise School District won't have to wear masks in the classroom during the upcoming academic year.

Boise School District makes masks optional. What does that mean for students, teachers?

Over half of young UK investors are using debt to fuel the boom and purchase crypto assets, according to a survey by Interactive Investor.

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45% of young Brits say their first investment was in crypto - and half of them are using debt to fuel the boom, survey shows
More than 20 high-schoolers have been working with NASA engineers and trainers to simulate life on a space station, create circuits and send electrical currents through graphite on paper this week at ...

Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching

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in science, math, engineering, and technology. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering, and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness? The committee explores the implications of differences between the research and teaching cultures-and how practices in rewarding researchers could be transferred to the teaching enterprise. How should administrators approach the

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evaluation of individual faculty members? And how should evaluation results be used? The committee discusses methodologies, offers practical guidelines, and points out pitfalls. *Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics* provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields.

This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume I, *What Students Know and Can Do*, provides a detailed examination of student performance in reading, mathematics and science, and describes how performance has changed since previous PISA assessments.

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This report presents the results of the second cycle of the TALIS survey conducted in 2013.

This study was designed (1) to investigate the effects on the achievement of native students, when a culturally relevant mathematics program was used, and (2) to determine if the use of such a program increased the student's level of enjoyment in mathematics, (3) to determine if students studying such a program would recognize greater value in mathematics (4) to determine if teachers believed the use of this program contributed to student enjoyment and to achievement in mathematics. To investigate the effects on achievement, an experimental setting was used to compare the achievement of 175 grade seven students from eleven

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schools within Frontier School Division. This sample was divided into treatment and control groups. The first group received the culturally relevant curriculum unit, while the second group received a parallel unit based on the present authorized curriculum and texts in the Province of Manitoba. The units dealt with mathematical word problems which were developed by the writer for this study. Using a pretest and posttest, an analysis of covariance was used to test the null hypothesis of no significant difference in achievement between the two groups. To determine the effects of this program on student enjoyment of mathematics and the value students see in mathematics, a student questionnaire was used. This was analysed and the responses reported comparatively between the treatment and the control groups. To determine if teachers considered the use of such a program important in student enjoyment and achievement in

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mathematics, two teacher questionnaires were utilized. The first was completed by all eleven teachers upon completion of the experimental study, while the second was completed by the control teachers only upon receipt of a culturally relevant curriculum unit. These were analysed and the responses reported comparatively between the treatment and control groups...

How do the best administrators find out how to improve their schools? They actively engage the people who work and study there. In *From Questions to Actions: Using Questionnaire Data for Continuous School Improvement*, data experts Victoria L. Bernhardt and Bradley J. Geise explain how to collect and analyze

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data with an eye toward positive change. In addition to gaining an overview of the questionnaire process, you'll learn to: - Start with Your Survey's Purpose - Create Questionnaires That Get Valuable Answers - Properly Analyze Data - Share Results in a Dynamic Way - Use meaningful data to understand the needs of teachers and students, then implement targeted improvement plans. Let Bernhardt and Geise lead the way!

This study is a combination of qualitative and quantitative methodologies examining the development of the e-learning environment of a small, east-coast community college. The research questions examined the development and deployment of the e-learning environment, the current level of online communication tool usage and the preferences of the tool usage by both instructors

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and students, and demographic considerations. To collect data, a researcher designed instructor interview, instructor questionnaire and student questionnaire delivered via WebCT was used. The researcher also acted as a participant observer to glean further understanding of the environment. The student and instructor questionnaires were analyzed using a Likert scale, a sign test, and a Spearman's Rho. The results of the study found that the chosen community college is just beginning to develop online learning courses with instructors adjusting traditional classroom-based courses to the online environment. The majority of the respondents were female over the age of thirty listing convenience as a reason for taking an online course. Both instructors and students report that posting of materials, email (instructor/student and student/student), discussion boards and online testing are useful online

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communication tools and that these are the most frequently used tools. Chat and group/partner activities were reported to be the least used and least effective components of online courses.

Asynchronous tools and methodologies were the most used at this community college. It is recommended that instructors receive pedagogy training and technology training in designed online courses and students received training in how to use the various tools and be screened before taking an online course. It is further recommended that instructors incorporate synchronous tool use into their courses.

This report describes the development of the TALIS instruments and methods used in sampling, data collection, scaling and data analysis phases of the first round of the survey. It also explains the

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rigorous quality control programme that operated during the survey process.

The purpose of this action research project report was to increase engagement during independent reading for 32 fourth-grade students and 26 seventh-grade science students. At Site A, data was collected from August 27, 2012 through December 14, 2012. At Site B, data was collected from September 24, 2012 through December 14, 2012. Students' struggles with engagement during independent reading were apparent through observation of off-task reading behaviors. These behaviors included but were not limited to staring at books, flipping through pages, and browsing bookshelves. To document evidence of the problem, Teacher Researchers A and B used a Student Questionnaire, Reading Disengagement Checklist,

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Parent Questionnaire, and Teacher Questionnaire. To document evidence of the problem Teacher Researcher C used a Journaling Framework. Teacher Researchers A and B found the most prevalent off-task behavior revealed during pre-documentation was staring at books and flipping through pages (n = 17, 33%). Also results from the Student Questionnaire showed that students were only sometimes able to choose reading material at their level (n = 16, 52%), which could have affected students' abilities to engage during independent reading. Due to a change in school, subject, and grade level, Teacher Researcher C altered her project and used a Journaling Framework to reflect on feelings, thoughts, and student behaviors during pre-documentation. Teacher Researchers A and B implemented teacher conferencing, teacher modeling, and student choice. Teacher conferencing was conducted once a week during

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the daily reading block, which included individual conferencing with students, and students engaging in book talks with their peers. Teacher modeling included independently reading alongside students as a means of modeling reading behavior. Student choice involved opportunities to choose their independent reading material. Teacher Researcher C implemented teacher modeling and vocabulary development strategies. Teacher modeling encompassed demonstrating for students how to use non-fiction text features and think-aloud strategies. Vocabulary development strategies incorporated semantic mapping and Venn-diagrams. At the conclusion of the study, 59% (n=19) of students reported that they loved to read independently. The data also revealed that staring at books and flipping through pages had the largest decrease in off-task behaviors students exhibited from pre- to post- documentation.

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In conclusion, Teacher Researchers A and B found that teacher conferencing, modeling reading behaviors, and student choice in reading materials played an integral role in students' reading engagement. Due to changes of academic placement, Teacher Researcher C discovered more about classroom management than the original project intention of independent reading and engagement. The following are appended: (1) Student Questionnaire; (2) Reading Disengagement Checklist; (3) Parent Questionnaire; (4) Teacher Questionnaire; (5) Journaling Framework; (6) Non-Fiction Text Feature Scavenger Hunt; (7) Semantic Mapping; (8) Lost Headings; (9) Photosynthesis and Cellular Respiration Venn-diagram; (10) Jumbled Summary; and (11) Think-aloud Strategy Chart. (Contains 8 tables and 27 figures.).

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