Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development

Part of the Advances in Higher Education and Professional Development Book Series

Jared Keengwe (University of North Dakota, USA) and Grace Onchwari (University of North Dakota, USA)

Description:

Education in the 21st century is shifting focus from accessing and sharing information to designing active and collaborative learning environments which foster student engagement and critical thinking skills. Active learning features a hands-on, activity-based teaching approach during which students synthesize information and take joy in new discovery.

The **Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development** presents a comprehensive look into the methodologies and strategies necessary to establish classroom climates in which students feel free to question their preconceptions and express opinions. Features chapters from international researchers.

Readers:

This book is ideal for administrators, teachers, policy makers, and students of education.

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Topics Covered:

- Blended Learning
- Digital Writing
- Learners with ADHD
- Online Geographical Tools
- Professional Development
- Teacher Preparation Programs
- Technology-Integrated Instruction
- Undergraduate STEM
- Virtual Classrooms

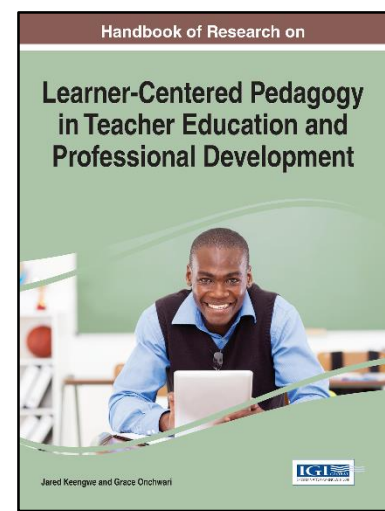| Hardcover + Free E-Access:	E-Access + Free Hardcover:	1 Year Online Subscription:	2 Year Online Subscription:
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Jared Keengwe is a Professor of Education in the Department of Teaching and Learning at the University of North Dakota, USA. Prof. Keengwe is the editor-in-chief of two IGI Global Book Series: *Advances in Higher Education and Professional Development* (AHEPD) and *Advances in Early Childhood and K-12 Education* (AECKE). He serves on the editorial review board of several international journals and is also the editor-in-chief of two journals: *The British Journal of Education, Society and Behavioral Science* and *The Journal of Education and Learning* (EduLearn). Prof. Keengwe has published more than 100 publications in refereed journals, books, book chapters, and conference proceedings. Prof. Keengwe's work was honored with the 2011 UND *McDermott Faculty Award for Excellence in Academic Advising.* He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th Annual *Martin Luther King Jr. Award* in recognition of significant contribution in scholarship and service respectively. At the national level, Keengwe was one of the 10 recipients selected to receive the 2010 *American Educational Research Association (AERA) Teacher Education Travel Award.*

Grace Onchwari is an Associate Professor in the Department of Teaching and Learning at the University of North Dakota, USA, where she teaches a variety of graduate and undergraduate courses in early childhood education. Her research focuses on teacher professional development, immigrant children, Head Start, and mentor-coaching. Prof. Onchwari's academic background includes a postgraduate diploma in education, Masters in child development and early childhood education and a doctoral degree in curriculum instruction with an early childhood education emphasis. Prof. Onchwari has researched and authored articles and book chapters with a focus on these areas. She is also the co-editor of various books including C*ross-Cultural Considerations in the Education of Young Immigrant Learners* and *Promoting Active Learning Through the Flipped Classroom Model.*