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Multimodal English Vocabulary Teaching Ijac Multimodal English Vocabulary Teaching Multimodal teaching is the supplement and development of traditional teaching. With the advent of a new approach of English vocabulary teaching, that is Multimodal English Vocabulary Teaching, traditional vocabulary teaching is plausibly outdated and can not meet ...

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Multimodal teaching strategies include role play, role conversion, classroom report, answering doubts, interactive inquiry, etc. Adult English teaching mode generally adopts the hybrid teaching mode of combination of online learning and offline learning.

A Study on Multimodal Teaching Mode for Adult English ...

Multimodal Pedagogy and L2 Vocabulary Retention [PP: 142-153] Khadijeh Aghaei Department of English Language and Literature Gonbad Kavous University, Iran Fariba Khederzadeh Gougiani Department of English Language Teaching, Golestan Science and Research Branch, Islamic Azad University, Gorgan, Iran ABSTRACT One of the major problems learners face in vocabulary learning either in EFL or ESL ...

Multimodal Pedagogy and L2 Vocabulary Retention

Vocabulary teaching is an indispensable part in English teaching in primary schools since vocabulary is considered as the basic element and mainstay of any language. However, it is also one of the most difficult parts for many teachers since the process of vocabulary teaching is often considered as a boring and monotonous one.

An Analysis on English Vocabulary Teaching in Primary Schools

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Coteaching and cogenenerative dialoguing are ways of learning to teach that truly bridge the gap between theory and praxis, as new teachers learn to teach alongside peers and more experienced teachers. These practices are also means of overcoming teacher isolation and burnout. Through cogenenerative dialogue sessions, new and experienced teachers, university supervisors, researchers, and administrators are able to create local theory for the purpose of improving teaching and learning. In this book, contributors from four countries report on how coteaching and cogenenerative dialoguing worked in their situation.

With the continued application of gaming for training and education, which has seen exponential growth over the past two decades, this book offers an insightful introduction to the current developments and applications of game technologies within educational settings, with cutting-edge academic research and industry insights, providing a greater understanding into current and future developments and advances within this field. Following on from the success of the first volume in 2011, researchers from around the world presents up-to-date research on a broad range of new and emerging topics such as serious games and emotion, games for music education and games for medical training, to gamification, bespoke serious games, and adaptation of commercial off-the shelf games for education and narrative design, giving readers a thorough understanding of the advances and current issues facing developers and designers regarding games for training and education. This second volume of Serious Games and Edutainment Applications offers further insights for researchers, designers and educators who are interested in using serious games for training and educational purposes, and gives game developers with detailed information on current topics and developments within this growing area.

This volume on virtual and augmented reality (VR/AR) and gamification for cultural heritage offers an insightful introduction to the theories, development, recent applications and trends of the enabling technologies for mixed reality and gamified interaction in cultural heritage and creative industries in general. It has two main goals: serving as an introductory textbook to train beginning and experienced researchers in the field of interactive digital cultural heritage, and offering a novel platform for researchers in and across the culturally-related disciplines. To this end, it is divided into two sections following a pedagogical model developed by the focus group of the first EU Marie S. Curie Fellowship Initial Training Network on Digital Cultural Heritage (ITN-DCH): Section I describes recent advances in mixed reality enabling technologies, while section II presents the latest findings on interaction with 3D tangible and intangible digital cultural heritage. The sections include selected contributions from some of the most respected scholars, researchers and professionals in the fields of VR/AR, gamification, and digital heritage. This book is intended for all heritage professionals, researchers, lecturers and students who wish to explore the latest mixed reality and gamification technologies in the context of cultural heritage and creative industries. It pursues a pedagogic approach based on trainings, conferences, workshops and summer schools that the ITN-DCH fellows have been following in order to learn how to design next-generation virtual heritage applications, systems and services.

This edited volume sets the stage for discussion on Education 4.0, with a focus on applied degree education and the future of work. Education 4.0 refers to the shifts in the education sector in response to Industry 4.0 where digital transformation is impacting the ways in which the world of work and our everyday lives are becoming increasingly automated. In the applied degree sector, significant change and transformation is occurring as leaders, educators and partners evolve smart campus environments to include blended learning, artificial intelligence, data analytics, BYOD devices, process automation and engage in curriculum renewal for and with industries and professions. This volume aims to profile and enhance the contribution of applied educational practice and research particularly in the applied degree sector and includes contributions that show case real world outcomes with students and industry as partners. This edited volume includes a wide range of topics, such as rethinking the role of education and educators; curriculum and the future of work; industrial partnership, collaboration and work integrated learning; vocational and professional practices; students, industry and professions as partners; employability skills and qualities for the 21st century world of work; innovative pedagogy and instructional design; adaptive learning technologies; and data analytics, assessment and feedback. The contributors come from different parts of the world in higher education, including, Canada, China, Finland, Germany, Hong Kong, Italy, Macau, Singapore and the United Kingdom.

This book deals with research in open challenges in Management Engineering in the 21st century, as well as selected opportunities and solutions to remedy them. Management Engineering is an emerging field that extends the analytical methods used in traditional Industrial Engineering and Industrial Organization to address the economic, behavioral and social dimensions of companies and their environments. Management Engineering extends its domain beyond the firm and the market to encompass the modeling and policy design of physical landscapes populated by social agents. The developments of the 21st century have made it necessary to adopt an integrative and global view of the different methodologies and tools that facilitate managers' decision-making processes, ranging from the strategic to the operational level. This book equips readers with precisely these urgently needed resources.

This book contains 74 papers presented at ICTCS 2017: Third International Conference on Information and Communication Technology for Competitive Strategies. The conference was held during 16–17 December 2017, Udaipur, India and organized by Association of Computing Machinery, Udaipur Professional Chapter in association with The Institution of Engineers (India), Udaipur Local Center and Global Knowledge Research Foundation. This book contains papers mainly focused on ICT for Computation, Algorithms and Data Analytics and IT Security etc.

This volume addresses questions that lie at the core of research into education. It examines the way in which the institutional embeddedness and the social and ethnic composition of students affect educational performance, skill formation, and behavioral outcomes. It discusses the manner in which educational institutions accomplish social integration. It poses the question of whether they can reduce social inequality, – or whether they even facilitate the transformation of heterogeneity into social inequality. Divided into five parts, the volume offers new insights into the many factors, processes and policies that affect performance levels and social inequality in educational institutions. It presents current empirical work on social processes in educational institutions and their outcomes. While its main focus is on the primary and secondary level of education and on occupational training, the book also presents analyses of institutional effects on transitions from vocational training into tertiary educational institutions in an interdisciplinary and internationally comparative approach.

Mixed Reality is moving out of the research-labs into our daily lives. It plays an increasing role in architecture, design and construction. The combination of digital content with reality creates an exciting synergy that sets out to enhance engagement within architectural design and construction. State-of-the-art research projects on theories and applications within Mixed Reality are presented by leading researchers covering topics in architecture, design collaboration, construction and education. They discuss current projects and offer insight into the next wave of Mixed Reality possibilities.

The book is a collection of selected high quality research papers presented at the International Conference on Computing in Engineering and Technology (IC CET 2019), held on January 10–11, 2019 at Deogiri Institute of Engineering and Management Studies, Aurangabad, India. Focusing on frontier topics and next-generation technologies, it presents original and innovative research from academics, scientists, students, and engineers alike.

DIVDemonstrating the benefits of an integrated teaching model /div

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