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Assessment of Initial Delivery of the Armor Captains' Career Course (distance Learning) William Richard Sanders, 2001
The U S Army Research Institute for the Behavioral and Social Sciences ARI Armored Forces Research Unit AFRU at Fort Knox supports the U S Army Armor School USAARMS by conducting training research and development The USAARMS has recently introduced a revised Armor Captains Career Course AC3 formerly known as the Armor Officers Advanced Course AOAC for Reserve Component RC officers delivered primarily through Distance Learning DL In June 1999 the Director of the USAARMS requested that the ARI AFRU at Fort Knox provide Technical Advisory Service to assist in assessment of the new AC3 DL program The request referred specifically to an assessment of the Internet delivered Phase IA portion of the course Results of the assessment provide evidence that the course is at least equally effective in presenting material previously taught in the AOAC RC program The research also identified additional material that the AC3 DL program covers which was not included in the AOAC RC program This report provides training developers and Army leaders with a better understanding of the capabilities and challenges of training programs such as AC3 DL It also provides course design development and implementation insights which may be generalizable to a broad range of Internet delivered DL programs

DTIC The SAGE Encyclopedia of Psychology and Gender Kevin L. Nadal, 2017-04-15 The SAGE Encyclopedia of Psychology and Gender is an innovative exploration of the intersection of gender and psychology topics that resonate across disciplines and inform our everyday lives This encyclopedia looks at issues of gender identity and psychological processes at the individual as well as the societal level exploring topics such as how gender intersects with developmental processes both in infancy and childhood and throughout later life stages the evolution of feminism and the men's movement the ways in which gender can affect psychological outcomes and influence behavior and more With articles written by experts across a variety of disciplines this encyclopedia delivers insights on the psychology of gender through the lens of developmental science social science clinical and counseling psychology sociology and more This encyclopedia will provide librarians students and professionals with ready access to up to date information that informs some of today's key contemporary issues and debates These are the sorts of questions we plan for this encyclopedia to address What is gender nonconformity What are some of the evolutionary sex differences between men and women How does gender based workplace harassment affect health outcomes How are gender roles viewed in different cultures What is third wave feminism

A Guide to the Evaluation of Educational Experiences in the Armed Services American Council on Education, 1986 Online Collective Action Nitin Agarwal, Merlyna Lim, Rolf T. Wigand, 2014-08-01 This work addresses the gap in the current collective action literature exposed by the new Information and Communication Technologies ICTs landscape by bringing together qualitative and quantitative studies from computational and social sciences The book offers a rigorous and systematic investigation of both methodological and theoretical underpinnings and thus collectively promotes a symbiotic and

synergistic advancement of the multiple interconnected disciplines in studying online collective actions More specifically the book is intended to illuminate several fundamental and powerful yet theoretically undeveloped and largely unexplored aspects of collective action in the participatory media e g social media Through in depth exploration of relevant concepts theories methodologies applications and case studies the reader will gain an advanced understanding of collective action with the advent of the new generation of ICTs enabled by social media and the Internet The developed theories will be valuable and comprehensive references for those interested in examining the role of ICTs not only in collective action but also in decision and policy making understanding the dynamics of interaction collaboration cooperation communication as well as information flow and propagation and social network research for years to come Further the book also serves as an extensive repository of data sets and tools that can be used by researchers leading to a deeper and more fundamental understanding of the dynamics of the crowd in online collective actions

The 2002 Guide to the Evaluation of Educational Experiences in the Armed Services American Council on Education,2002 Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Updated every two years

Web and Wireless Geographical Information

Systems Christophe Claramunt,Yong-Jin Kwon,Alain Bouju,2005-05-03 The main topic of the W2GIS workshop is theoretical and technical issues of Web and wireless geographical information systems This workshop followed the successful 2001 2002 and 2003 editions held in Kyoto Singapore and Rome respectively The 2004 edition was held in Goyang Korea

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Using

Formative Assessment to Support Student Learning Objectives M. Christina Schneider,Robert L. Johnson,2018-08-06

As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential Using Formative Assessment to Support Student Learning

Objectives introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement

the latest SLO research in their classrooms **Pupil Performance Objective Assessment** Gwen M. Duvendack,1990

Objective Assessment by Means of Item Banking John Dobby,Derek Duckworth,1979 Designing Elementary Instruction and Assessment John L. Badgett,Edwin P. Christmann,2009-04-13 This book is a wonderful tool and reference for any teacher In my work of providing professional development to teachers of elementary science one of the hardest areas for the teachers to grasp is assessment Especially helpful for these teachers are the chapters on writing short answer and essay items performance based assessment and portfolios Cindy Pulkowski Program Manager Science It s Elementary Pittsburgh PA A practical guide for creating standards based objectives and assessments aligned with Bloom s Taxonomy This user friendly resource provides clear step by step guidelines for writing measurable objectives and developing appropriate formative and summative assessments to guide instruction in the elementary classroom Designed around an easy to follow model this book helps teachers develop unit and daily instructional objectives based on state and national content standards for each level of Bloom s Taxonomy including synthesis and evaluation The subsequent chapters cover the main forms of assessment and provide many detailed examples of assessment items drawn from each of the major subject areas Elementary school teachers will discover how to Deconstruct the standards and write measurable objectives Create true false fill in the blank matching and multiple choice exercises Write short answer questions and essay items Use performance based assessments and portfolios This resource guides teachers through the process of designing specific objectives based on content standards and helps them develop the right assessments to measure their students development *Self-Assessment and Goal Setting* Kathleen Gregory,Caren Cameron,Anne Davies,Principal Lecturer in Law Anne Davies,2011-04 In the foreword to Self Assessment and Goal Setting Heidi Andrade explains that self assessment is a key element in formative assessment because it involves students in thinking about the quality of their own work rather than relying on their teacher as the sole source of evaluative judgments Throughout this second book in the Knowing What Counts series authors Kathleen Gregory Caren Cameron and Anne Davies describe ways for teachers to create more involved students by including them in the assessment of their own work The first section in this book provides ten self assessment activities for students and details how to 1 introduce the purpose of the activities to students 2 implement the activities and 3 provide different opportunities for practice The authors encourage the reader to adapt the examples they provide as needed to best fit their specific needs and circumstances In the second section the authors describe how to make goal setting a logical extension of self assessment Guidelines are provided for short term and long term goals The third section contains common questions teachers may have about the concepts presented in the first two sections of the book as well as questions parents and students may bring to educators in response to the activities described in these sections The authors respond to these questions in detail giving educators the knowledge they need to properly implement these strategies and respond to others concerns

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