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journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help

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guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full-length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly

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Review defines distance education as institutionally-based formal education in which the learning group is separated and interactive technologies are used to unite the learning group. Integrate technology into four content areas (language arts, science, social

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studies, and math) with the help of this invaluable resource featuring 36 content-based lessons organized around key technology skills. This resource also includes a concise overview of effective use of the latest technology in today's classroom, an

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introduction into software applications, and a Teacher Resource CD including data collection grids, graphic organizers, sample projects, and rubric templates. *Movie Making in Your Classroom* is correlated to the Common Core State Standards and

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supports core concepts of STEM instruction.

Annual cumulation

LSA, list of CFR sections affected

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respecting which the injunction of secrecy was afterwards taken off by the order of the House".

Faculty and students confront persistent racial, economic, and social inequities in higher

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education locally, nationally, and globally. To counter these inequities, there has been a recent focus on universities providing an inclusive curriculum that serves the needs of students from a wide

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range of backgrounds. Inclusive and equitable courses and instruction are crucial in today ' s world as calls for racial and social justice grow, particularly in higher education. Universities and instructors

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must take action and make changes to best serve their students. Cases on Academic Program Redesign for Greater Racial and Social Justice provides an equity-oriented practical guide for those in

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higher education who are engaged in the work of curricular reform or program development. It also explores practices and approaches to curriculum development that consider program quality and

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equitable outcomes as mutually beneficial and necessary outcomes. Covering a range of topics such as antiracism and mindful hiring, it is ideal for teachers, instructional designers, curricula developers,

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design innovations, new virtual reality technologies, virtual communities, pedagogical design, and the future of virtual worlds and environments.

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evaluation of on line courses in
comparison to traditional courses;
mediation in virtual environments;
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the refereed proceedings of the
15th International Conference on
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Computer Interaction, UAHCI
2021, held as part of the 23rd
International Conference, HCI
International 2021, held as a

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virtual event, in July 2021. The total of 1276 papers and 241 posters included in the 39 HCII 2021 proceedings volumes was carefully reviewed and selected from 5222 submissions. UAHCI 2021 includes a total of 84

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papers; they focus on topics related to universal access methods, techniques and practices, studies on accessibility, design for all, usability, UX and technology acceptance, emotion and behavior recognition for

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Governmental support for
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Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873)
Chapter 1. Financing Higher

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***Education in a Global
Market: A Contextual
Background Steve O.
Michael, Professor of Higher
Education Administration
and Vice Provost for
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