

is team teaching learner-friendly or teacher-centred? mode ... - alternation special edition 9 (2013) 150 - 168 150 issn 1023-1757 is team teaching learner-friendly or teacher-centred? mode of delivery in a postgraduate module lokesh maharajh m. noor davids **conference brochure - nzstaconference** - 04 invitation to attend the agm saturday 21 july 2018, 11.30am, energy events centre, rotorua all nzsta member boards are warmly invited to attend the nzsta annual general meeting. **teachers' continuing professional development: a new approach** - teachers' continuing professional development: a new approach jo rose, university of exeter (j.rse@ex) david reynolds, university of plymouth (davidynolds@ex) **reflection in education - open university** - teacher education guidance notes: reflection in education tess-india 1 reflection in education is a disciplined enquiry into the motives, methods, materials and consequences of educational practice. **teacher professional development in the use of technology 8** - 8 teacher professional development in the use of technology sam carlson cheick tidiane gadio > introduction > theoretical principles and methodology > content of professional development programs > motivation and incentives certification by ministry of education (extrinsic) **critical reflection. what do we really mean? - acen** - critical reflection. what do we really mean? patricia lucas auckland university of technology (and phd student deakin university) do we really know what critical reflection means in the context of work-integrated learning, more specifically

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