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The Intentional Teacher The Intentional Teacher Intentional Teaching in Early Childhood Intentional Teaching Creative Curriculum The Intentional Teacher Promoting Intentional Teaching The Thinking Teacher Intentional Teaching Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated) Intentional Teaching in Early Childhood Teaching with Intention From Play to Practice Transforming Teaching INTENTIONAL TEACHING IN EARLY CHILDHOOD Teach Students How to Learn Powerful Interactions Serious Fun Teacher Education in the 21st Century Eight Essential Techniques for Teaching with Intention Intentional Talk Learning and Teaching in the Early Years Funds of Knowledge Intentional Teaching Intentional Moves Intentional and Targeted Teaching Intentional Conceptual Change Mindful Teaching with Technology The Intentional Classroom The Intentional Father Mother of Learning: ARC 1 Educators Belonging, Being and Becoming Intentional Tech Twelve Best Practices for Early Childhood Education The 12 Touchstones of Good Teaching Tools of the Mind Teach Like a Champion 2.0 Intentional Children The Reading Minilessons Book Anti-Bias Education for Young Children and Ourselves

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You CAN Raise Money-Smart Kids! Personal finance simply isn't taught in school, but you are more than capable of raising money-smart kids. In *Intentional Children*, you'll learn how to raise money-smart, debt-free kids. You will be able to instill a sense of gratitude, a love for giving, and a proper view of wealth, while avoiding the consumerism trap and the entitlement mentality. What if you could raise kids who aren't materialistic? What do your kids need to know about money? What if your kids could be debt-free forever? How should you pay your kids for chores? Get ready to have practical conversations on things like purchasing your children's first car and paying for college. In *Intentional Children*, Kalen Bruce simplifies complex topics like budgeting and investing, bringing it all to a level kids can grasp and you can teach. In a conversational tone, Kalen not only covers how to raise money-smart kids, he also covers things you won't find in other books... *The Things That Slip Through the Cracks in Parenting Books* *Intentional Children* relates to where you are. Having five kids of his own, Kalen understands how advice must be practical, actionable, and most importantly, realistic. He shows you how to raise intentional children who know why they are on this earth. Find the answers to questions beyond finance, such as: How can we fit everything into our day with such a busy schedule? How does fewer toys lead to happier children? How does advertising affect your children? How should we approach smartphones? Why are child-centered homes toxic? It's everything you need to know about relating to your children on money and mindset. *Learning and Teaching in the Early Years* provides a comprehensive, practical introduction to early childhood teaching in Australia. Child-centered lesson planning provides a system to strengthen teaching. Great lesson planning helps teachers to choose a range of strategies that match what children are learning and doing-- from directed mini-lessons to facilitated group activities. This essential professional development resource provides advice for early childhood teachers who are navigating demands and changes in their careers, helping them see these challenges as growth opportunities. Through in-depth self-assessment and reflection, educators reexamine their teaching philosophies, integrate new knowledge and strategies into their practices, and strengthen the impact of their teaching on students. In the midst of a constantly changing education landscape, teachers will become more intentional in their practices and rediscover their unique purpose and passion for teaching young children. Digital content includes customizable forms from the book. For early childhood teachers and providers, instructional coaches, directors, administrators. A practical book for teachers consisting of 10 YC and TYC articles on the importance of integrating rich content-based, teacher-guided instruction with meaningful child-centered play to nurture children's emerging capabilities and skills. One of the most influential teaching guides ever—updated! *Teach Like a Champion 2.0* is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 1.3 million teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from boosting academic rigor, to improving classroom management, and inspiring student

engagement, you will be able to strengthen your teaching practice right away. The first edition of *Teach Like a Champion* influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators Organized by category and technique, the book's structure enables you to read start to finish, or dip in anywhere for the specific challenge you're seeking to address. With examples from outstanding teachers, videos, and additional, continuously updated resources at teachlikeachampion.com, you will soon be teaching like a champion. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why *Teach Like a Champion* is a "teaching Bible" for so many educators worldwide.

Self-initiation is killing our young men. Without strong mentors, boys are walking alone into a wilderness of conflicting messages about who they should be as men. It's no wonder that our sons are confused about what the world expects from them and what they should expect of themselves. *The Intentional Father* is the antidote. This concise book is filled with practical steps to help men raise sons of consequence--young men who know what they believe, know who they are, and will stand up against the negative cultural trends of our day. Jon Tyson lays out a clear path for fathers and sons that includes specific activities, rites of passage, and significant "marking moments" that can be customized to fit any family. It's not enough to hope our sons will become good men. We need them to be good at being men. This book shows how fathers, grandfathers, and other male mentors can lead the way.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the *The Creative Curriculum* and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice. Popular author Ann Lewin-Benham draws on her experience with the Reggio Approach to present 12 "best practices" inspired not only by Reggio, but also by play-based and Montessori approaches to early childhood education. These practices are demonstrated, one per chapter, with scenarios from classrooms, dialogues of children and teachers, and work samples showing the outcome of using each practice. This resource includes a self-assessment tool to assist you in examining your practices and those of your school. Now in its third edition, this classic text remains the seminal resource for in-depth information about major concepts and principles of the cultural-historical

theory developed by Lev Vygotsky, his students, and colleagues, as well as three generations of neo-Vygotskian scholars in Russia and the West. Featuring two new chapters on brain development and scaffolding in the zone of proximal development, as well as additional content on technology, dual language learners, and students with disabilities, this new edition provides the latest research evidence supporting the basics of the cultural-historical approach alongside Vygotskian-based practical implications. With concrete explanations and strategies on how to scaffold young children's learning and development, this book is essential reading for students of early childhood theory and development. In her latest book, bestselling author Ann Lewin-Benham describes eight techniques that foster intentional and reflective classroom practice. She presents over 70 novel exercises to help teachers learn to use body, face, hands, voice, eyes, and word choices to precisely convey meaning. Some exercises are for teachers to practice, while others build intention and reflection in children. Dozens of scenarios from typical classroom situations contrast unintentional and intentional teaching behaviors. A self-assessment enables teachers to measure how intentional and reflective they become as they learn to use the eight techniques. This lively and often humorous resource is a companion to Lewin-Benham's *Twelve Best Practices for Early Childhood Education*, which explains what to teach and why. This new book explains how to teach. Co-published with and Miriam, a freshman Calculus student at Louisiana State University, made 37.5% on her first exam but 83% and 93% on the next two. Matt, a first year General Chemistry student at the University of Utah, scored 65% and 55% on his first two exams and 95% on his third—These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Saundra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning. Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the

importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers. She pays particular attention to academically unprepared students, noting that the strategies she offers for this particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively, and that readers can be flexible in picking and choosing among the strategies she presents, Saundra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory. Peter Gow's *The Intentional Teacher* mines decades of the author's classroom experience to help teachers succeed and forge fulfilling careers. Covering classroom management, planning, getting to know students, and a wealth of other topics, *The Intentional Teacher* is a comprehensive guide to reaching students of all ages in independent schools. What is FIT Teaching? What is a FIT Teacher? *The Framework for Intentional and Targeted Teaching*®—or FIT Teaching®—is a research-based, field-tested, and experience-honed process that captures the essentials of the best educational environments. In contrast to restrictive pedagogical prescriptions or formulas, FIT Teaching empowers teachers to adapt the most effective planning, instructional, and assessment practices to their particular context in order to move their students' learning from where it is now to where it should be. To be a FIT Teacher is to make a heroic commitment to learning—not just to the learning of every student in the classroom, but to the professional learning necessary to grow, inspire, and lead. This book introduces the powerful FIT Teaching Tool, which harnesses the FIT Teaching approach and presents a detailed continuum of growth and leadership. It's a close-up look at what intentional and targeting teaching is and what successful teachers do to Plan with purpose Cultivate a learning climate Instruct with intention Assess with a system Impact student learning Designed to foster discussion among educators about what they are doing in the classroom, the FIT Teaching Tool can be used by teachers for self-assessment; by teacher peers for collegial feedback in professional learning communities; by instructional coaches to focus on the skills teachers need both onstage and off; and by school leaders to highlight their teachers' strengths and value. Join authors Douglas Fisher, Nancy Frey, and Stefani Arzonetti Hite for an examination of what makes great teachers great, and see how educators at all grade levels and all levels of experience are taking intentional steps toward enhanced professional practice. In the face of unprecedented disruption from the COVID-19 pandemic and the rapid acceleration of digital technologies, it is necessary to rethink the competences required by teachers for meeting new and flexible learning demands. Teacher training is an area constantly evolving along with emerging social challenges that are transforming

educational institutions and agents. This book provides teachers with skills, innovative solutions, cutting-edge studies, and methodologies to meet education and training system demands. In our changing world, preparing teachers worldwide for the challenges and shifts of this era involves the opportunity to exchange theories, practices, and experiences such as those contained in this book. Follow a teacher's year-long journey to create a student-centered classroom! When learners understand how to use their unique learning processes with intention, they open a whole new world of learning. This inspiring book focuses on the Let Me Learn® (LML) system, a student-centered teaching method that transforms learning differences into strengths. This resource offers: One teacher's experience with this cutting-edge approach in her classroom A widely researched approach that gives students metacognitive skills for life Five essential tools of the LML Advanced Learning system Voices of students as they discover their own and others' ways of learning Guides early childhood teachers on a journey of self-discovery and self-determination to take charge of their own professional development. This essential professional development resource provides advice for early childhood teachers who are navigating demands and changes in their careers, helping them see these challenges as growth opportunities. Through in-depth self-assessment and reflection, educators reexamine their teaching philosophy, integrate new knowledge and strategies into their practice, and strengthen the impact of their teaching on students. In the midst of a constantly changing education landscape, teachers will become more intentional in their practice and rediscover their unique purpose and passion for teaching young children. Digital content includes customizable forms from the book. Effective, intentional teaching begins with a strong set of beliefs, but even the best teachers -- including author Debbie Miller -- struggle to make sure that their classroom practice consistently reflects their core convictions. In *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action, K-5*, Miller defines her actions to ensure that children are the true beneficiaries of her teaching. As Peter Johnston writes, Through this book we have Debbie's teaching mind on loan. She engages us in the details of a teaching life from inside her mind, showing the thinking behind her teaching and the consequences of her actions. *Teaching with Intention* brings us into classrooms of teachers and children Miller has met over the last five years in her work as a literacy consultant. From setting up the classroom environment to the intentional use of language, from comprehension instruction to lesson design, Miller is explicit about what she does and why. At the same time, she encourages teachers to develop their own belief statements concerning teaching and learning and includes key questions to guide them in this important process. In an environment where the handing down of scripted programs and foolproof curricula is increasingly the norm, *Teaching with Intention* offers a compelling reminder that truly transformative teaching is built from the ground up, and is rebuilt every year, by every teacher, in every classroom, with every new group of students. "Engages students in inquiry that leads to the discovery and understanding of a general principle they can apply to their own independent reading" -- Find out how a simple, practical

checklist can help you cut through the clutter of information to make more deliberate, thoughtful decisions in your everyday practice. This book presents a checklist of 12 daily touchstones that can help educators take the right actions, engage in more thoughtful behaviors, and stay focused on the hallmarks of effective instruction. Zorian Kazinski has all the time in the world to get stronger, and he plans on taking full advantage of it. A teenage mage of humble birth and slightly above-average skill, Zorian is attending his third year of education at Cyoria's magical academy. A driven and quiet young man, he is consumed by a desire to ensure his own future and free himself of the influence of his family, resenting the Kazinskis for favoring his brothers over him. Consequently, Zorian has no time for pointless distractions, much less other people's problems. As it happens, though, time is something he is about to get plenty of. On the eve of Cyoria's annual summer festival, Zorian is murdered, then abruptly brought back to the beginning of the month, just before he was about to take the train to school. Finding himself trapped in a time loop with no clear end or exit, he will have to look both within and without to unravel the mystery set before him. He does have to unravel it, too, because the loop clearly wasn't made for his sake, and in a world of magic even a time traveler isn't safe from those who wish him ill. Fortunately for Zorian, repetition is the mother of learning... The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing

Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education. "Intentional teaching is an active, evidence-based approach to providing learning opportunities to meet the needs, interests, and prior knowledge of all children. This book offers a field-tested professional development model, designed to help teachers master intentional teaching and enhance their effectiveness in the classroom"-- For maximum impact, let intention drive your actions. Leading a team means more than running meetings. It's leading collaborative learning for continuous improvement. Like effective teachers in the classroom, skillful team leaders decide what they are aiming to achieve and make small, intentional moves to produce powerful learning outcomes for teachers and students. In this long-awaited follow-up to her best-selling book, *The Skillful Team Leader*, acclaimed educator Elisa MacDonald presents nearly 150 effective moves, organized by intention, for any educator who leads a team. In this book, you'll find strategies to lead with purpose and direction, including how to: foster an inclusive environment and strengthen team trust interrupt bias and cultivate diverse perspectives navigate resistance and manage conflict facilitate data analysis lead peer observation assess your team's collaboration and so much more! Written in a practitioner-friendly format with a light tone and relatable stories, this is a must-have book for all team leaders and those who support them in your school. This volume brings together a distinguished, international list of scholars to explore the role of the learner's intention in knowledge change. Traditional views of knowledge reconstruction placed the impetus for thought change outside the learner's control. The teacher, instructional methods, materials, and activities were identified as the seat of change. Recent perspectives on learning, however, suggest that the learner can play an active, indeed, intentional role in the process of knowledge restructuring. This volume explores this new, innovative view of conceptual change learning using original contributions drawn from renowned scholars in a variety of disciplines. The volume is intended for scholars or advanced students studying knowledge acquisition and change, including educational psychology, developmental psychology, science education, cognitive science, learning science, instructional psychology, and instructional and curriculum studies. Introduction -- Times for telling -- Practice and feedback -- Thin slices of learning -- Knowledge organizations -- Multimodal assignments -- Learning communities -- Authentic audiences -- Conclusion. Here finally is a book that recognizes there is a middle ground where children and adults share responsibility for learning and that the most effective teachers make thoughtful, intentional use of both child-guided and adult-guided experience. Technology is integral to teaching in the English language arts, whether in-person, hybrid, or remote. In this indispensable guide, Troy Hicks shows how to teach and model "digital diligence"--an alert, intentional stance that helps both teachers and students use technology productively, ethically, and responsibly. Resources and lesson ideas are presented to build adolescents' skills for protecting online privacy, minimizing digital distraction, breaking through "filter bubbles," fostering civil

conversations, evaluating information on the internet, creating meaningful digital writing, and deeply engaging with multimedia texts. Dozens of websites, apps, and other tools are reviewed, with links provided at the companion website; end-of-chapter teaching points and guiding questions facilitate learning and application. Math teachers know the first step to meaningful mathematics discussions is to ask students to share how they solved a problem and make their thinking visible; however, knowing where to go next can be a daunting task. In *Intentional Talk: How to Structure and Lead Productive Mathematical Discussions*, authors Elham Kazemi and Allison Hintz provide teachers with a framework for planning and facilitating purposeful math talks that move group discussions to the next level while achieving a mathematical goal. Through detailed vignettes from both primary and upper elementary classrooms, the authors provide a window into how teachers lead discussions and make important pedagogical decisions along the way. By creating equitable opportunities to share ideas, teachers can orient students to one another while enforcing that all students are sense makers and their ideas are valued. They examine students' roles as both listeners and talkers, offering numerous strategies for improving student participation. *Intentional Talk* includes a collection of lesson planning templates in the appendix to help teachers apply the right structure to discussions in their own classrooms. "Self-directed professional development resource for early childhood teachers. Includes self-assessment tools to help educators reexamine their teaching philosophy and integrate new knowledge and strategies into their practice. Also includes digital content"-- Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning. This book helps educators in all settings to understand the principles of intentional teaching, and highlights how intentional teaching practices can support learning outcomes for children. The book includes shared understandings of intentional teaching through conversation and reflection with many educators. Its purpose is to portray real and meaningful stories to highlight the ways in which educators have been intentional when planning for education and care with children. Discussion explores the confusion that seems to exist among some educators. They misinterpret it and either think there is no need for intentional teaching, think it is formal instruction in a play-based curriculum or are unsure of what it looks like in practice. Through a shared conversation, the author presents practical strategies with insight, humour and common sense which will resonate with educators of all levels. The long-awaited new edition of NAEYC's book *Developmentally Appropriate Practice in Early Childhood Programs* is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education field. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children's optimal learning and

development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child's learning and development, they consider what they know about (1) commonality in children's development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in child development and learning, including new research about implicit bias and teachers' own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas. Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers. The Intentional Classroom is a resource to help teachers become more deliberate in their approach to everything from lesson planning to classroom management. Kristen Henry draws on her years of experience as an educator (both teacher and administrator) to guide teachers through a series of reflections and exercises, leading them down a path of more intentional instruction. The Intentional Classroom is a playbook for any teacher at any level in any subject. It focuses on mindset and process with the ultimate goal of improved student learning. But it is not just about the classroom. It also includes insight into a teacher's broader life and the supportive relationships that can be development to help them professionally thrive. It is an important text for any educator to use. "Teachers need to begin viewing themselves as facilitators for learning. This book addresses this need."--Patti Grammens, Teacher South Forsyth Middle School, Cumming, GA. Describes play workshop experiences that give educators a deeper understanding of play-based learning and illustrate the power of play.

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