

Knowledge Resources for Education

NEW PERSPECTIVES ON EDUCATIONAL RESOURCES

**LEARNING MATERIALS BEYOND THE
TRADITIONAL CLASSROOM**

Edited by Karl Christian Albrecht,
Karl H. Nordberg and Håge Rind-Selheim

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New Perspectives Issues In Educational

Pixel



New Perspectives Issues In Educational:

New Perspectives and Issues in Educational Language Policy Robert L. Cooper, Elana Shohamy, Joel Walters, 2001-04-12 This formidable selection of papers reflects the psycholinguistic and sociolinguistic underpinnings of the interface between language and education Following an introduction that positions the field of educational linguistics historically and conceptually the volume presents 15 contributions by leading scholars that cover the four areas most central to the field Language teaching language learning and literacy Widdowson Bialistok Cohen Language testing Bachman Davies and Shohamy Multilingualism minority languages and language planning Bratt Paulston Fishman Lambert Amara de Bot Language policy Clyne Tucker Donato Murday McNamara Lo Bianco and Hornberger New Perspectives and Issues in Educational Language Policy is published in honour of Bernard Dov Spolsky and reflects his impact on applied linguistics in general and educational linguistics in particular The breadth and coverage makes this an indispensable title for future research in the field of educational linguistics

Teacher Education Ulas Kayapinar, 2021-09-22 Teacher education is an increasingly complex and challenging area of research and practice ultimately vital for generations This book imparts insight and directions for both research and practice in teacher education Chapters cover a variety of topics such as collaborative teaching experiences creativity education in curricula innovations in science and technology in education new techniques for learning and teaching subjects such as entrepreneurship history mathematics science technology heritage and early childhood education and using online social platforms in education

Children's Rights: New Issues, New Themes, New Perspectives Michael Freeman, 2018-02-27 This collection of essays by a variety of scholars compiled to celebrate the silver anniversary of The International Journal of Children's Rights builds on work already in the literature to reveal where we are now at and how the law concerned with children is reacting to new developments New or relatively new subject matter is explored such as film classification intersex genital mutilation the right to development Rights within the context of sport are given an airing We are offered new perspectives on discipline on the significance of rights flowing downhill on the so called General Principles The uses to which the CRC is put in legal reasoning in some legal systems is critically examined Though not intended as an audit the collection offers a fascinating image of where the field of children's right is at now the progress that has been made and what issues will require work in the future

New Perspectives, 1986 *New Perspectives on Translanguaging and Education* BethAnne Paulsrud, Jenny Rosén, Boglárka Straszer, Åsa Wedin, 2017-05-16 This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity The chapters provide rich empirical research and document translanguaging in varied educational contexts with studies from pre school to adult education in different mainly European countries where English is not the dominant language Together they expand our understanding of

translanguaging and how it can be applied to a variety of settings This book will be of interest to students and researchers especially in education language education and applied linguistics as well as to professionals and policymakers

Conference Proceeding. New Perspectives in Scienze Education Pixel,2016-03-04 **New Perspectives in Special Education** Michael Farrell,2012 New Perspectives in Special Education opens the door to the fascinating and vitally important world of theory informing contemporary special education It examines theoretical and philosophical orientations such as positivism poststructuralism and hermeneutics relating these to contemporary global views of special education

New Perspectives in Special Education Inge M. Abbring,Seamus Hegarty,Cor J. W. Meijer,Sip J. Pijl,1995-11-16 It is now widely believed in many Western countries that the segregation of students with special educational needs is problematic and that wherever possible these students should be educated alongside their peers in regular education settings There has been a general move towards integrating special and regular education into one system that caters for a much wider range of students But the outcomes in various countries have been very different This book describes and evaluates these outcomes The book provides both quantitative and qualitative information analysing the similarities and differences between integration practices in six Western countries **Conference proceedings. New perspectives in science education**

Pixel,2014 *Conference proceedings. New perspectives in science education 7th edition* Pixel,2018-03-19 **New Perspectives on Education for Democracy** Stewart Riddle,Amanda Heffernan,David Bright,2021-11-29 New Perspectives on Education for Democracy brings together diverse communities of education research in an innovative way to develop a nuanced understanding of the relationship between education and democracy This book synthesises a range of theoretical conceptual and empirical approaches to address the complex challenges faced by young people and societies in the 21st century Each chapter provides accounts of local democratic encounters in education while engaging with global debates and issues such as de democratisation and growing social economic and educational inequality This book presents new ways of thinking about democracy local global enactments of democracy through teaching and learning and future thinking for a new era of democracy This book will be relevant for educators researchers and policymakers who are interested in educational sociology critical pedagogy and democratic education New Perspectives on Religious and Spiritual Education Theo van der Zee,Terence J. Lovat,2012 Society is a complex phenomenon characterized by constant change often entailing conflict This is seen in our own times where philosophies and movements of individualism pluralism and globalization intersect and often collide Still even in this fast moving and highly materialist world religion and spirituality remain crucial aspects of human and social living and therefore must be among the many focusses of the modern school Teachers of Religious and Spiritual Education RSE are therefore expected to support students religious and spiritual understanding as well as their overall development How can they best meet this challenge This book is comprised of various interdisciplinary research findings drawn from international scholarship The findings are of a different order from each other but all have in common

an element of surprise sufficient to impel reflection and re thinking of many of the assumptions that normally underpin RSE The book therefore constitutes a contribution to ongoing understanding of the role played by religious and spiritual education and of the proper interface between RSE and the modern school contemporary curricula and the teacher of today Contributions by Robert Crotty Ola Erik Domaas Michael Fricke Liam Gearon Adrian Mario Gellel Eija Hanhimaki Laura Hirsto Tapani Innanen Terence Lovat Klaas Macha Emanuel P Magro Adil Mamodaly Fritz Oser Ulrich Riegel Inkeri Rissanen Sturla Sagberg Kirsi Tirri Theo van der Zee Karen Wenell

Critical New Perspectives on ADHD Gwynedd Lloyd,Joan Stead,David Cohen,2006-09-27 Experts from all over the world take a critical highly international and often controversial perspective on the ADHD phenomenon a condition that has reached global proportions significantly affecting the lives of children parents and teachers worldwide This book raises a number of concerns often not covered by the material currently available to parents and practitioners Critical New Perspectives on ADHD unpicks the myths surrounding the development of this phenomenon and leaves no stone unturned in its search for answers An in depth exploration into the reasons for the emergence and maintenance of ADHD lead to suggested explanations of the dominance of US psychiatric models and the need for new markets for major pharmaceutical companies as well as the functions that ADHD diagnoses fulfil in families classrooms and communities In a world where moves to educational inclusion are paradoxically paralleled by the ever increasing use of medication to control children s behaviour this book scrutinises current accepted practice and offers alternative perspectives and strategies for teachers and other education professionals This in an invaluable resource for anyone with a serious interest in ADHD and other behavioural difficulties

Organizational Culture and Climate: New Perspectives and Challenges Thais Gonzalez Torres,Vera Gelashvili,Giovanni Herrera-Enriquez,Juan-Gabriel Martinez-Navalon,2024-02-08 Within the framework of organizational behavior and organizational psychology organizational climate and culture conceptualize how employees experience their work settings Thus organizational climate refers to the shared perceptions and meaning attributed to policies practices and procedures experienced by employees and the behaviors they observe that are rewarded supported and expected On the other hand organizational culture may be defined as the collection of values expectations and practices that guide and inform the actions of all team members Climate offers an approach to the tangibles on which managers can focus to generate the behaviors they require for effectiveness and culture offers the intangibles that likely accrue to produce the deeper psychology of people in a setting These two concepts complement each other and can be mutually useful in practice

The educational revolution: new perspectives and innovative practices , The Educational Revolution New Perspectives and Innovative Practices offers a comprehensive and multidimensional exploration of the innovations that are reshaping the current educational landscape Coordinated and directed by a distinguished team of international experts this book addresses the most advanced pedagogical methodological and technological practices providing an integrated and accessible view for all those seeking to transform teaching and

learning in diverse educational contexts The book is organised into several key chapters each dedicated to a fundamental aspect of modern education Its introduction provides a detailed analysis of emerging technological tools with a particular focus on the use of digital badges in platforms such as Moodle highlighting how these tools can foster motivation creativity and engagement in online learning environments Throughout the subsequent chapters the book delves into the use of systematic reviews in early childhood and primary education as well as innovative projects that integrate interdisciplinary approaches the use of advanced technology and constructivist principles aiming to meet the demands of 21st century learners A significant portion of the book is dedicated to exploring practices in higher education addressing key strategies to maintain academic integrity in the face of artificial intelligence and how to promote deep learning through Immediate Response Systems IRS These studies emphasise the crucial role of technology in creating active reflective and student centred learning environments Additionally the book offers perspectives on intercultural competencies in secondary education with practical examples and testimonies from high school students in Barcelona as well as the development of sustainable educational projects in global contexts such as Antioquia Colombia Through these case studies the book highlights the universal applicability of innovative methodologies transcending geographical and cultural boundaries and promoting inclusive and accessible education At the heart of the book a balance between technological integration and pedagogical depth is advocated also addressing the ethical dimensions of education in a rapidly changing digital world Strategies are proposed that emphasise collaboration creativity and inclusion urging educators to rethink traditional teaching models embrace technological advancements and commit to lifelong learning This book stands as an indispensable resource for educators policymakers and researchers providing tools and practices that inspire transformation in classrooms worldwide It is a call to action to reimagine education as a dynamic equitable and forward looking endeavour capable of responding to the challenges of an interconnected and constantly changing world

New Perspectives in Educational Leadership Sonya Douglass Horsford, 2010 New Perspectives in Educational Leadership examines educational administration and leadership within the complex social political and community contexts that inform and influence the work of today s educational leaders With particular attention to the implications and larger contexts of shifting demographics high stakes accountability and globalization on schools and society in the twenty first century this volume seeks to advance lines of inquiry presented in other areas of education research that have yet to be fully explored or imagined in the field of educational leadership This unique blend of empirical theoretical and conceptual research by both established and emerging scholars in the field directly acknowledges and addresses the demands of leading increasingly diverse and complex school communities Topics include the social and cultural dynamics of leadership reflective practice politics of equity and adequacy critical servant leadership and the possibilities of transformative leadership within these dynamic educational contexts As a primary or supplementary text in educational administration leadership and foundations courses New Perspectives in

Educational Leadership provides a much needed complement to the traditional topics of instructional leadership and education management given the expanding and increasingly complex conditions that face educational administrators and school leaders today Advances and New Perspectives in Higher Education Quality Maria Esteban, Ana B. Bernardo, Ellian Tuero Herrero, Joana R. Casanova, Antonio Cervero, 2024-04-22 The changes that have occurred in today's society require Higher Education to be highly efficient in the academic and professional preparation of young people who enter university. For that reason, universities around the globe have been advocating in recent years for an improvement in the quality of teaching learning processes. As an example, the World University Consortium 2023 currently presents among its most urgent and priority objectives the identification of the best evaluative practices of the educational processes that are carried out at the University as well as the recognition of the actions aimed at improving educational processes based on scientific evidence. In this way, it seeks to distinguish all those educational actions that are at the forefront, going from actions at the micro level such as individual teaching practices in the classroom such as the application of the flipped classroom or the use of augmented reality up to actions taken at the macro level such as those proposed in the Horizon Europe 2020 strategy.

New Perspectives on Assessment in Translator Education Elsa Huertas Barros, Juliet Vine, 2020-06-05 This book focuses on new perspectives on assessment in translation and interpreting education and suggests that assessment is not only a measure of learning i.e. assessment of learning but also part of the learning process i.e. assessment for learning and assessment as learning. To this end, the book explores the current and changing practices of the role and nature of assessment not only in terms of the products but also the processes of translation. It includes empirical studies which examine competence based assessment and quality in translation and interpreting education both at undergraduate and postgraduate level. This includes studies and proposals on formative and summative assessment in a wide range of educational contexts as well as contributions about relatively unexplored research areas such as quality assurance and assessment in subtitling for the D/deaf and the hard of hearing and how closely translation programmes fit the reality of professional practice. The findings of this book lend support to existing theoretical frameworks and inform course planning and design in translation education. As such, it will be a valuable resource for translation educators, trainers and researchers, translation and interpreting practitioners and associated professionals. This book was originally published as a special issue of *The Interpreter and Translator Trainer*.

New Perspectives on the Education of Adults in the United States Huey B. Long, 2018-11-14 Originally published in 1987, this book addresses practical issues in the education of adults in the USA but also encompasses theoretical and abstract ideas. There are chapters on 20th century initiatives in American adult education as well as education of the elderly and adult literacy.

New Perspectives In Primary Education: Meaning And Purpose In Learning And Teaching Cox, Sue, 2011-09-01 This is a timely book enabling teachers to reflect critically upon their existing work place practices which have been so powerfully shaped by the target culture and the logic of

performativity that has underpinned it for two decades More importantly it will empower primary school teachers to play a more active role in effecting curriculum and pedagogical change in their schools and classrooms Professor John Elliot School of Education University of East Anglia UK This book encourages the reader to question the existing culture of schooling and its practices which have been shaped and dominated by a target led and outcomes driven agenda The book draws attention to some of the conflicts that arise in the demand for performance on the one hand and teachers responsiveness to children and their learning on the other Sue Cox sets out to show how change might be based on clear understandings of how children learn and how teachers contribute to that learning She does this by providing frameworks for change and shows how from these perspectives participation is key to children s education both as an account of their learning and as a democratic principle She explores the potential for transformation in teachers working collaboratively with children in areas such as interaction curriculum and assessment An underlying aim of the book is to provide the tools for teachers to develop a principled approach to what they do and how they think in order to challenge and to re construct entrenched practices and thinking This book provides thoughtful reading and promotes reflective thinking for primary teachers and teachers in training offering insights into new ways of approaching and developing primary education Sue Cox is Senior Lecturer for The School of Education and Lifelong Learning at the University of East Anglia UK

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