

Perceptions Of Teaching And Learning

Ruth G. Kane, Mary Mallon, Philippa Jane Butler

Perceptions Of Teaching And Learning:

Teachers' Perceptions, Experience and Learning Woon Chia Liu, Christine C.M. Goh, 2019-12-18 Teachers Perceptions Experience and Learning offers insightful views on the understanding of the role of teachers and the impact of their thinking and practice The articles presented in this book illustrate the influence of teachers on student learning school culture and their own professional identity and growth as well as highlighting challenges and constraints in preand in service teacher education programmes that can impact teachers own learning The first article examined teacher experiences in the use of design thinking by Retna Next Hong s and Youngs article looks into contradictory effects of the new national curriculum in South Korea Lu Wang Ma Clarke and Collins explored Chinese teachers commitment to being a cooperating teacher for rural practicum placements Kainzbauer and Hunt investigate foreign university teachers experiences and perceptions in teaching graduate schools in Thailand On inclusive education in Singapore Yeo Chong Neihart and Huan examined teachers first hand experiences with inclusion while Poon Ng Wong and Kaur study teachers perceptions of factors associated with inclusive education The book ends with two articles on teacher preparation by Hardman Stoff Aung and Elliott who examined the pedagogical practices of mathematics teaching in primary schools in Myanmar and Zein who focuses on teacher learning by examining the adequacy of preservice education in Indonesia for preparing primary school English teachers The contributing authors rich perspectives in different educational geographical and socio cultural contexts would serve as a valuable resource for policy makers educational leaders individual researchers and practitioners who are involved in teacher education research and policy This book was originally published as a special issue of the Asia Pacific **Journal of Education** Perceptions of Teaching and Learning Martin Hughes, 1994 Describes how teaching and learning is perceived by those most closely involved in it or affected by it such as teachers pupils and parents and covers a spectrum from preschool to secondary school Teacher and Student Perceptions John M. Levine, Margaret C. Wang, 1983

Perceptions of Teachers and Teaching Ruth G. Kane, Mary Mallon, Philippa Jane Butler, 2006 The Perceptions of Teachers and Teaching research project originally named Teacher Status Stage Two was commissioned by the Ministry of Education and the New Zealand Teachers Council to examine the relationships between key groups perceptions of teachers and teachers work in early childhood and school sectors and the recruitment retention performance and capability and professional status of teachers P v Teachers' Perceptions, Experience and Learning Woon Chia Liu, Christine Goh, 2018-06-08 Teachers Perceptions Experience and Learning offers insightful views on the understanding of the role of teachers and the impact of their thinking and practice The articles presented in this book illustrate the influence of teachers on student learning school culture and their own professional identity and growth as well as highlighting challenges and constraints in preand in service teacher education programmes that can impact teachers own learning The first article examined teacher experiences in the use of design thinking by Retna Next Hongs and Youngs article looks into contradictory

effects of the new national curriculum in South Korea Lu Wang Ma Clarke and Collins explored Chinese teachers commitment to being a cooperating teacher for rural practicum placements Kainzbauer and Hunt investigate foreign university teachers experiences and perceptions in teaching graduate schools in Thailand On inclusive education in Singapore Yeo Chong Neihart and Huan examined teachers first hand experiences with inclusion while Poon Ng Wong and Kaur study teachers perceptions of factors associated with inclusive education The book ends with two articles on teacher preparation by Hardman Stoff Aung and Elliott who examined the pedagogical practices of mathematics teaching in primary schools in Myanmar and Zein who focuses on teacher learning by examining the adequacy of preservice education in Indonesia for preparing primary school English teachers The contributing authors rich perspectives in different educational geographical and socio cultural contexts would serve as a valuable resource for policy makers educational leaders individual researchers and practitioners who are involved in teacher education research and policy This book was originally published as a special issue of the Asia Pacific Journal of Education Student Feedback on Teaching in Schools Wolfram Rollett, Hannah Bijlsma, Sebastian Röhl, 2021-08-12 This open access book provides a comprehensive and informative overview of the current state of research about student perceptions of and student feedback on teaching After presentation of a new student feedback process model evidence concerning the validity and reliability of student perceptions of teaching quality is discussed This is followed by an overview of empirical research on the effects of student feedback on teachers and instruction in different contexts as well as on factors promoting the successful implementation of feedback in schools In summary the findings emphasize that student perceptions of teaching quality can be a valid and reliable source of feedback for teachers The effectiveness of student feedback on teaching is significantly related to its use in formative settings and to a positive feedback culture within schools In addition it is argued that the effectiveness of student feedback depends very much on the support for teachers when making use of the feedback As this literature review impressively documents teachers in their work and ultimately students in their learning can benefit substantially from student feedback on teaching in schools This book reviews what we know about student feedback to teachers It is detailed and it is a pleasure to read To have these chapters in one place and from those most up to date with the research literature and doing the research is a gift John Hattie The Perception of Teacher Pathways on Professional Learning Lori Mae Alexandra Marie Amaro, 2021 This paper explored the similarities and differences between teacher education pathways and perceptions that professional learning had on their teaching practices and teaching self efficacy Figuring out how to promote continual learning is critical no matter which pathway a teacher took to get their certification Many barriers emerged when thinking about and discussing this topic such as the experiences gained through teacher preparation programs professional learning formats content and quality district resource allowance student learning needs and application of professional learning All of these elements can influence teachers perceptions surrounding professional learning As educators experience learning opportunities successful

implementation is necessary to see changes in instructional practices student outcomes and teacher beliefs and attitudes The purpose of this study was to explore how elementary ELA teachers in a large Midwestern school district coming from various pathways into education perceived professional learning on their classroom practices and teaching self efficacy This case study took a qualitative approach by utilizing quantitative data to describe educators perceptions Throughout the study methods including surveys philosophy statements interviews classroom observations field notes and participant journals collected data which assisted in understanding teacher perceptions Coded and analyzed data formed categories that organized perceptions by professional learning perceptions on teaching practices professional learning perceptions on teaching self efficacy and professional learning perceptions on teaching self efficacy for those serving students of various populations Sub categories broke down the broad categories into definitions understandings of professional learning and teaching self efficacy positive perceptions and negative perceptions Other data collected provided connections between perceptions and practices Participants in this study came from pathways such as traditional long term substitute accelerated and other The results showed that educators need continued support through specialized professional learning as participants described gaps in their learning that need addressed Limited professional learning with ReadyGen created a learning gap for teachers All participants perceived a lack of preparation in working with students of various populations The conclusion showed that participants other than the accelerated pathway participant did not contribute the influence of professional learning to their teaching practices The conclusion of this study described the need for more specialized learning especially as new teachers enter the profession to ensure they are prepared to work in with the diverse students they encounter In conclusion recommendations included to continuation of professional learning in smaller settings and an examination of many professional learning aspects within the district **Self Perception** Richard Riding, Stephen Rayner, 2001-08-30 The second book in a new seies Self Perception brings together contemporary perspectives on individual differences in psychology Drawing upon an international field of established and new researchers the series presents both theoretical and applied work looking at individual difference in human performance The re appraisal of self perception is considered as part of the development of new thinking in the theory of self reference This includes models of self from the United States and the United Kingdom The book goes on to explore recent research from around the globe Not only are studies from Australia Norway and the United States examined but research from Greece and Kuwait is also explored Varied topics are covered including the effects of gender self esteem and pupil self perception in the academic context Set within the framework of a conceptual synthesis of the research the book offers a contemporary review of current thinking in the field The contributors provide recent relevant and alternative perspectives for psychologists and applied scientists

TEACHERS' PERCEPTION OF CLASSROOM TECHNOLOGICAL INTEGRATION A CASE STUDY ON THE USE OF TECHNOLOGY IN THE CLASSROOM Ayisha Jewel Benham, 2025-03-24 This case study research CSR investigated public

school teachers perceptions regarding the use of Information Communication and Technology ICT in their curriculum and classroom and examined the practices that supported students in achieving higher order thinking skills HOTS This research study questioned whether ICT curriculum tools and equipment encouraged innovative teaching and cultivated students creative thinking Chou et al 2019 This researcher also studied whether teachers hindered their students learning environments by failing to use ICT tools in their pedagogy Obillos Dela Rosa 2016 The research literature investigated whether teachers who use web based tools and technology integration in their curriculum were able to inspire and increase students engagement The methodology used in this CSR consisted of personal interviews and classroom observations This researcher further discussed why future research is needed to determine how to persuade teachers and their perceptions regarding implementing ICT in their classroom and curriculum and determine how to persuade teachers that ICT pedagogy fosters student learning and develops complex knowledge

Teacher Learning MaryCaren Ferrini D'Anniballe,2003

Student Reactions to Learning with Technologies: Perceptions and Outcomes Moyle, Kathryn, Wijngaards, Guus, 2011-09-30 While the creation and adoption of new technologies has increased in recent years the educational sector often limits technology use Despite this many researchers are convinced of the vital role that technologies can play in learning and teaching Student Reactions to Learning with Technologies Perceptions and Outcomes brings together recent research findings about the views and expectations of students when including technologies in their studies The chapters in this book suggest that the use of technologies in teaching not only makes learning more interesting but also offers possibilities for variations in the learning processes While this book does not offer irrevocable opinions and definitive views or insights it provides a useful lens for viewing the world of students and providing insights into the possibilities for accessing and conducting similar research A Survey of Teachers' Attitudes and Role-perceptions in Teaching-learning Process in Urban School Systems Lynn Laning, 1978 How to Enhance Learning Efficiency When Online Learning is Popular and Indispensable: Theory, Research and Practice Rong Lian, Chang Liu, Juzhe Xi, 2024-07-17 Online learning has become more and more common globally whether for comfort adapting to work hours or just having the freedom to study from anywhere And now under the coronavirus pandemic as people are having to stay at home it has become more important than ever Although the popularity of wireless network and portable smart device makes it possible for people to acquire and learn knowledge anytime and anywhere it does not necessarily mean an increased learning performance Relevant research in cognitive science has revealed possible limitations in online learning For example the knowledge acquired through online learning tends to be fragmented and lacks guidance for integrated thinking among different subjects which makes it difficult for learners to form a systematic knowledge structure Learners may experience cognitive overload metacognitive illusion and low learning efficiency in self regulated learning It follows that in the post COVID 19 era online learning puts forward new requirements and challenges to the contemporary students not only to their learning strategies but positive character traits

in learning Most of the current learning theories were developed in the early 20th century and may not fit in well with the current situation then possibly leading to inefficient learning and increased learning burden Therefore it is necessary and important to reexplore the influencing factors and mechanisms that affect the learning efficiency of students at all levels nowadays based on which we could construct a theoretical model of efficient learning model **Routledge Library** Editions: Education Mini-Set O Teaching and Learning 14 vols Various, 2021-12-02 Originally published between 1973 and 1993 the 14 books in this set discuss a number of themes such as policy practice and evaluation in schools dealing with disruptive behaviour issues regarding the teaching of arts and sciences ethnographic studies of life in primary and secondary schools and critical events in teaching and learning Resources in Education ,2000-10 Handbook of Research on Science Education Sandra K. Abell, Norman G. Lederman, 2007 Indhold Part I Science Learning Part II Culture Gender Society and Science Learning Part III Science Teaching Part IV Curriculum and Assessment in Science Part V Science Teacher Education Contemporary Approaches To Research On Learning Environments: Worldviews Darrell Fisher, Myint Swe Khine, 2006-05-25 Learning environment research has undergone considerable growth in the past thirty years and has now reached a stage of notable diversity and internationalization Earlier studies often used questionnaires to assess learning environments but today both qualitative and quantitative approaches are used Many contemporary studies are a productive combination of these two approaches This volume brings together prominent educators and researchers from around the world to share their contemporary research on educational learning environments. The chapters provide information on recent trends and developments and effective applications of different methods to improve teaching and learning The book will be a critical and specialized source that describes recent advances in learning environment studies across all continents The contributors come from Australia Belgium Cyprus Finland India Indonesia Israel Japan The Netherlands New Zealand Singapore Turkey Taiwan Thailand and the USA **Accounting Education Research** Richard M.S. Wilson, 2015-04-10 An annual prize is awarded for the best paper appearing in Accounting Education an international journal and this book contains the prize winning papers for every year from 1992 to 2012 The journal s primary mission since the first issue was published in March 1992 has been to enhance the educational base of accounting practice and all the papers in this book relate to that mission These papers reporting on research studies undertaken by accounting education scholars from around the world build on research findings from the broader domain of education scholarship and embrace a wide array of topics including curriculum development pedagogic innovation improving the quality of learning and assessing learning outcomes Of particular interest are three themes each of which runs through several of the papers students approaches to learning and learning style preferences ethics and moral intensity and innovation within the accounting curriculum Accounting educators will find many ideas in the book to help them in enriching their work and accounting education researchers will be able to identify many points of departure for extending the studies on which the papers report

whether comparatively or longitudinally This book is a compilation of papers originally published in Accounting Education an international journal **Proceedings of the International Conference on Learning and Advanced Education** (ICOLAE 2022) Mauly Halwat Hikmat, Yasir Sidiq, Naufal Ishartono, Yunus Sulistyono, Patmisari, Susiati, 2023-08-29 This is an open access book The COVID 19 pandemic in the last two years has influenced how educational system works Online learning became the primal policy taken by all institutions in the world to lower the risk of the virus spread Despite the drawbacks of the online learning teachers and students were accustomed with the distant learning through web meetings Learning Management Systems LMS and other online learning platforms In that time topics under digital learning and education 5 0 were the main stakes in academic disseminations. This year some institutions start to conduct their teaching and learning process classically as before the pandemic others are still continuing online and not few are in hybrid This leaves a question what learning reform should be made in post pandemic era. This conference invites researchers experts teachers and students to discuss the coping solutions of the question It is important for them to contribute to the understanding of re imaging online education for better futures innovative learning design new skills for living and working in new times global challenge of education learning and teaching with blended learning flipped learning integrating life skills for students in the curriculum developing educators for the future distance learning humanities learning in the digital era assessment and measurement in education challenges and transformations in education technology in teaching and learning new learning and teaching models Not limited to these scholars may add another interesting topic related to learning reform in post pandemic era to present Perceptions Versus Preferences, Adult International Students'

Teaching-learning Experiences in an American University Sandro Pinheiro de Oliveira, 1999

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