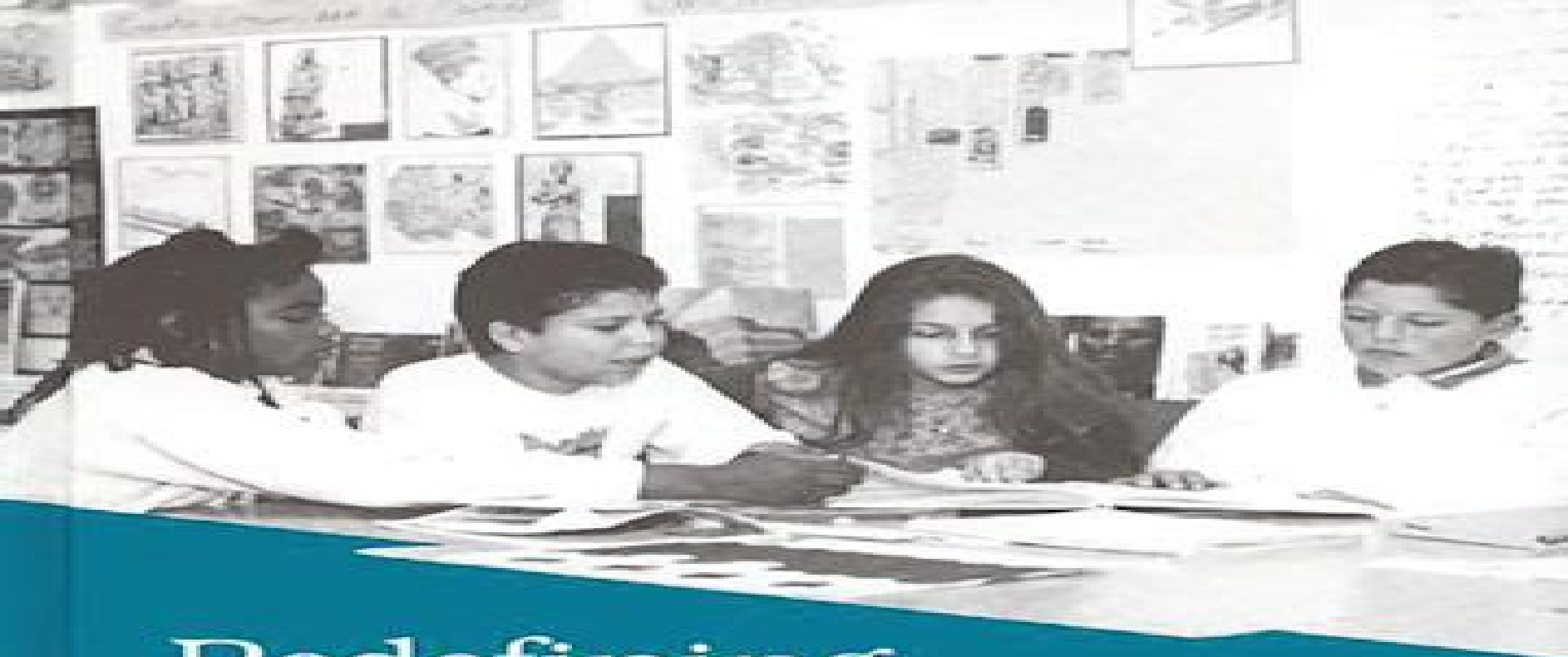




Redefining Student Learning

Roots of Educational Change

Hermine H. Marshall
editor

Redefining Student Learning Roots Of Educational Change

Triantafillia Kostouli



Redefining Student Learning Roots Of Educational Change:

Redefining Student Learning Hermine H. Marshall, 1992 Presenting an alternative view of where educational reform must begin the contributors contend that we must begin with rethinking the nature of learning and with newer knowledge about how students learn Only then can the conditions that support the type of learning that will create productive citizens for the 21st century be considered The book begins with the need to redefine learning by increasing awareness of the relationship between how students learn and efforts to improve schools The next seven chapters present examples of classroom research to provide a glimpse of what happens when teachers implement newer views of learning based on how students actively construct knowledge in meaningful and multi connected networks These examples serve to provide clues about what learning may look like in classrooms with these goals and to raise questions about factors that support and or constrain teachers in providing opportunities for students to extend understanding to solve complex problems **Perceiving, Behaving,**

Becoming H. Jerome Freiberg, 1999 In 1962 ASCD's *Perceiving Behaving Becoming A New Focus for Education* provided bold insights on the psychological foundation of education Some of the most compelling questions in education today were first asked in this groundbreaking work which included chapters by preeminent scholars Arthur Combs Earl Kelley Abraham Maslow and Carl Rogers Although we cannot predict what current information future generations will need to know the book's Introduction states creating schools that encourage the development of persons with adequate fully functioning personalities is the best way to contribute some degree of stability to an uncertain future Decades later in preparing *Perceiving Behaving Becoming Lessons Learned* editor H Jerome Freiberg invited distinguished scholars in the field of affective humanistic education and psychology to review these four chapters from the 1962 book to provide a context for lessons learned for future generations of educators Each author in *Lessons Learned* works with teachers administrators and schools and offers a distinct perspective on the human side of teaching and learning Their analyses raise significant issues such as whether an emphasis on academic standards ignores the education of the whole student and what schools that are committed to an environment of trust and respect look like *Lessons Learned* promises to further the cause of education that focuses on the person By understanding the evolution of our educational past says Freiberg perhaps we can shape a future that will better meet the needs of generations that come after us Engaging Environmental Education, 2010-01-01 As

more attention is devoted to the increasing and complex socio ecological issues facing the planet new insights and new ways of thinking are being sought about the learning and agency of children and adults in relation to these environmental concerns The contributors to this book address the critically important dual challenge of making environmental education engaging while engaging individuals institutions and communities Rather than treating students and citizens as passive recipients of other people's knowledge the book highlights the importance of engaging learners as active agents in thinking about and constructing a more sustainable and equitable quality of life The case studies emphasize socio cultural approaches

to environmental learning within and outside formal education in a diverse range of international contexts including Canada Denmark Korea the Netherlands South Africa Sweden the United Kingdom and the United States The authors not only illuminate the challenges and complexity of engaging youth and adults in meaningful learning as well as informed action on complex environmental issues but also document and offer important insights into promising ways in which these challenges might be addressed In addition to the many stimulating ideas and strategies for building the learning capacities of individuals and organizations for creating ecologically sustainable communities and societies further important questions are raised that educators policymakers and researchers might consider

Writing Portfolios in the Classroom Robert Calfee, Pamela Perfumo, 2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today's researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher

Discourse Analysis of Language and Literacy Events in Educational Settings David Bloome, Stephanie Power-Carter, W. Douglas Baker, Maria Lucia Castanheira, Minjeong Kim, Lindsey W. Rowe, 2022-03-30 This book provides a comprehensive introduction to the use of microethnographic discourse analysis for researching theorizing and reconceptualizing the uses of language and literacy in educational settings The authors apply an ethnographic perspective to discourse analysis to emphasize how teachers and students use spoken and written language to construct knowledge opportunities for learning and social relationships The authors demonstrate how microethnographic discourse analysis at different levels of scale can provide deeper understandings into the nuanced complex social interactions and relationships that exist in and across educational contexts including meaning making literacy practices power relations and the social construction of personhood Each

chapter offers philosophically and theoretically grounded principles for using microethnographic discourse analysis and example cases that reflect the principles presented Ideal for researchers teacher educators and teachers this essential text on discourse analysis languaging and literacy provides a grounding to further examine critical questions challenging educators

Interactional Ethnography Audra Skukauskaitė, Judith L. Green, 2022-08-12 Focusing specifically on Interactional Ethnography IE as a distinct discourse based form of ethnography this book introduces readers to the logic and practice behind IE and exemplifies the logic of ethnographic inquiry through a range of example based chapters Edited by two of the foremost scholars in the field of IE this book brings together a body of work that has until now been largely dispersed Illustrating how IE intersects with ethnographic methods including observation interviews and fieldwork the book highlights considerations relating to data analysis researcher positionality and the ethics of engaging participants in research Offering examples of IE in international contexts and across a range of social science and educational settings the book provides foundational principles and key examples of IE to guide readers work This book offers researchers scholars and teacher educators a definitive novel contribution to current methodological literature on IE broadly and will be of particular use to ethnographers starting out in their career Due to the interdisciplinary nature of the volume in illustrating the use of IE in a range of educational sub disciplines the book s relevance extends to the fields of medical education teacher education arts and literacy research as well as providing situated examples of IE in settings with relevance to the social sciences anthropology and cultural studies

Handbook of Educational Psychology David C. Berliner, Robert C. Calfee, 2013-02-01 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology

Gaming and Simulations: Concepts, Methodologies, Tools and Applications Management Association, Information Resources, 2010-11-30 This book set unites fundamental research on the history current directions and implications of gaming at individual and organizational levels exploring all facets of game design and application and describing how this emerging discipline informs and is informed by society and culture Provided by publisher

Writing in Context(s) Triantafillia Kostouli, 2006-01-20 The premise that

writing is a socially situated act of interaction between readers and writers is well established This volume first corroborates this premise by citing pertinent evidence through the analysis of written texts and interactive writing contexts and from educational settings across different cultures from which we have scant evidence Secondly all chapters though addressing the social nature of writing propose a variety of perspectives making the volume multidisciplinary in nature Finally this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework Thus a coherent overall framework is created within which different research strands i e the sociocognitive sociolinguistic research composition work genre analysis and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2 applied linguists interested in school and academic contexts of writing teacher educators and graduate students working in the fields of L1 and L2 writing

Handbook of Classroom Management Carolyn M. Evertson,Carol S. Weinstein,2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

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