



Shared Territory

Understanding Children's Writing as Works

Margaret Himley

Shared Territory Understanding Childrens Writing As Works

Rachel Spilka



Shared Territory Understanding Childrens Writing As Works:

Shared Territory Margaret Himley, 1991-11-14 This book brings together Patricia F Carini's concept of the developing child as a maker of works and M M Bakhtin's theory of language as a tool to re-examine how we have defined and researched early written language development Through a collection of five essays and a documentary account of one young writer Himley explores fundamental questions about development language use and learning and phenomenological reading or description as a possible interpretive methodology in education and research She demonstrates how to understand writing as the complex semiotic authoring of self and culture enacted through actual moments of concrete language use

Developing Engaged Readers in School and Home Communities Linda Baker, Peter Afflerbach, David Reinking, 2012-12-06 This book comprises a synthesis of current directions in reading research theory and practice unified by what has been referred to as the engagement perspective of reading This perspective guides the research agenda of the National Reading Research Center (NRRRC) a consortium of the University of Georgia University of Maryland and affiliated scholars A major goal of the book is to introduce reading researchers to the engagement perspective as defined by the NRRRC and to illustrate its potential to integrate the cognitive social and motivational dimensions of reading and reading instruction Engaged readers are viewed as motivated strategic knowledgeable and socially interactive They read widely for a variety of purposes and capitalize on situations having potential to extend literacy The book is organized into four sections representing key components of the NRRRC research agenda and the engagement perspective This perspective emphasizes contexts that influence engaged reading Accordingly the first section of the volume focuses on the social and cultural contexts of literacy development with chapters devoted to examining home influences home school connections and the special challenges facing ethnic minorities The engagement perspective also implies greater attention to the role of motivational and affective dimensions in reading development than traditional views of reading Therefore the second section examines motivational theory and its implications for reading engagement with special attention to characteristics of classroom contexts that promote motivation in reading The engagement perspective embraces innovative instructional contexts that address the cognitive social and motivational aspects of reading Thus the third section includes chapters on current directions in promoting children's learning from text on the value of an integrated curriculum in promoting reading engagement and on the challenges of assessing students development as engaged readers Finally the broader conception of reading implied by the engagement perspective requires an expanded array of research approaches sensitive to the complex and interacting contexts in which children develop literacy The concluding section focuses on these important contemporary issues in literacy research and educational research with chapters examining the variety of alternative modes of inquiry gaining prominence in literacy research teacher inquiry and ethical issues of collaboration between university and teacher researchers Intended for university based researchers graduate students and classroom teachers this volume brings together

researchers who think about students and their literacy development in school and home communities in distinctly different ways The cooperative and collaborative inquiry presented contributes to a richer understanding of the many factors influencing engaged reading

Shared Differences Diane Carson, Lester D. Friedman, 1995 This timely volume addresses those who teach and study multicultural topics Rather than offering a Band Aid approach to curricular offerings the contributors demonstrate inclusive innovative ways to integrate multicultural issues and media into existing courses In *Struggling for America's Soul A Search for Some Common Ground in the Multicultural Debate* Lester Friedman leads off the volume with an analysis of the value and necessity of multicultural approaches for today's students and for society at large The essays that follow provide a wealth of material for organizing courses including week by week syllabi detailing specific writing assignments bibliographical information on readings and sources for films and videos The contributors who teach at institutions ranging from community colleges through major research universities describe their experiences teaching students of various ages backgrounds and interests *Shared Differences* will be of value to all who use media as a tool in their teaching whether in history literature or the social sciences as well as to those who teach film and video production

Transforming Literacy Curriculum Genres Christine C. Pappas, Liliana Zecker, 2005-05-18 Co authored by university and teacher researchers this book focuses on the urban elementary teacher researchers year long inquiries around literacy topics and on the process of their journeys to create organized literacy instruction curriculum genres

The Theory and Practice of Grading Writing Frances Zak, Christopher C. Weaver, 1998-02-05 CHOICE 1998 Outstanding Academic Books Grading is one of the thorniest issues writing teachers must deal with yet surprisingly little has been written on this topic As writing teachers move increasingly toward practices that focus on writing as a process they face a growing need to reconsider their systems of grading to determine whether or not these systems support their pedagogies The authors interrogate the grading of individual papers as well as portfolios and the assigning of end of term grades This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language While the book will be of interest to theorists Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms Where theoretical discussion takes place the language is clear and accessible Many of the authors write directly from personal experience telling stories of the classroom or writing of new techniques and approaches they have tried They speak with the voices of teachers and the tone and content of their words convey a sense of the immediacy of the topic

From Another Angle Margaret Himley, Patricia F. Carini, 2000-03 This volume represents the first effort to present and teach the descriptive processes philosophy and values developed at the Prospect Archives and Center for Education and Research in North Bennington Vermont Through story and essay it introduces a disciplined collaborative method for understanding children as thinkers and learners called the descriptive review of the child Developed through the Prospect Center under the

leadership of Patricia F Carini the descriptive review is a mode of inquiry that draws on the rich detailed knowledge teachers and parents have of children and on their ability to describe those children in full and balanced ways so that they become visible as complex persons with particular strengths interests and capacities In an educational climate that calls increasingly for standardization this book is a timely resource for educators parents and administrators who value individual human capacity

Handbook on Teachers' Work Nina Bascia, Rhiannon M. Maton, 2025-09-30 The Handbook on Teachers Work brings together research and evidence based authoritative writings from across the globe that explicitly theorizes and studies teachers work Drawing on research from twelve countries across 6 continents the chapters are grouped into themes that represent key issues related to work from global perspectives including The Political and Policy Contexts of Teachers Work Teaching as an Occupation Diverse Teacher Identities and Roles Teaching as Collective and Relational Work and Teaching and Activism The volume explores the idea of teaching as an occupation with a history and trajectory that are shaped by political economies historical progressions organizational structures social relations among educators students and others teachers career and labor patterns their professional norms and raced gendered classed and culturally linked expectations of teachers and about public schooling This essential handbook will be of interest to teacher educators policymakers and students and researchers in the fields of teachers work curriculum theory educational policy and politics foundations of education multicultural education and teacher education

Writing in the Workplace Rachel Spilka, 1993 An anthology containing 19 previously unpublished contributions some reporting on workplace writing studies completed since the mid 1980s and others introducing new arguments about research to date and future research directions Annotation copyright by Book News Inc Portland OR

Ethnography, Linguistics, Narrative Inequality Dell Hymes, 2003-09-02 This collection of work addresses the contribution that ethnography and linguistics make to education and the contribution that research in education makes to anthropology and linguistics The first section of the book pinpoints characteristics of anthropology that most make a difference to research in education The second section describes the perspective that is needed if the study of language is to contribute adequately to problems of education and inequality Finally the third section takes up discoveries about narrative which show that young people s narratives may have a depth of form and skill that has gone largely unrecognized

The Power of Teacher Leaders Nathan Bond, 2014-07-25 Co published with Kappa Delta Pi The Power of Teacher Leaders provides a comprehensive resource for understanding the ways that teacher leaders foster positive change in their schools Distinct from school administrators teacher leaders are professionals who remain in the classroom and use their specialized knowledge and skills to improve student achievement influence others and build organizational capacity Written by leading educational researchers each chapter of The Power of Teacher Leaders describes a different way that teachers are leading Moving beyond the question of why teacher leaders are important and how such work is implemented the contributing scholars to this collection offer a critical examination of the field by presenting original research case

studies and programs in practice Topics covered include how teachers become leaders their wide ranging leadership roles and the effects of teacher leadership on student academic success and school communities A cohesive edited collection this book demonstrates how teacher leaders play an increasingly active role in the improvement of student learning teacher professional development and school climate

Advancing Next-Generation Teacher Education through Digital Tools and Applications Grasseti, Mary, Brookby, Silvy, 2016-11-04 The implementation of the Common Core State Standards program has spearheaded many changes within the education field As this initiative is ultimately designed to optimize student performance and success it is critical that teacher education programs and technological tools being utilized in classrooms align with Common Core State Standards Advancing Next Generation Elementary Teacher Education through Digital Tools and Applications examines the impact of Common Core State Standards on teaching and learning within elementary classrooms Focusing on the influence that Common Core has on teacher education programs and how the implementation of educational technologies is continuously changing the field this book is ideally suited for teacher educators researchers administrators classroom teachers policy makers and technology support personnel

Unauthorized Methods Joe L. Kincheloe, Shirley R. Steinberg, 1998 Unauthorized Methods makes accessible some of the best theoretical innovations in critical pedagogy of the last decade The contributors consider how an integration of popular culture and cultural studies into the lesson plan can enrich and reinvigorate the learning experience These essays ranging widely in topic and educational level are grounded in theory but intended for practical application By focusing on classroom methods the contributors provide educators with techniques strategies and examples designed to transform the classroom into a truly multicultural and democratic space Unauthorized Methods will be an indispensable resource for teachers students and policy makers

Children And Their Curriculum Ann Filer, Andrew Pollard, Dennis Thiessen, 2002-11-01 First Published in 2004 This volume is a collection of papers from the participants and delegates at the Pupil Perspectives and the Curriculum symposium at the European Conference on Educational Research held at the University of Bath UK in September 1995 One of the aims of the symposium was to raise the profile of this under researched area and for dissemination and exchange at an international level

Teachers Caught in the Action Ann Lieberman, Lynne Miller, 2001-04-27 Because what we do in staff development can best be understood in terms of Contexts Strategies and Structures the remainder of the book features distinguished educators who write from their own unique experiential and theoretical stances Jacqueline Ancess describes how teachers in New York City secondary schools increase their own learning while improving student outcomes Milbrey W McLaughlin and Joel Zarrow demonstrate how teachers learn to use data to improve their practice and meet educational standards Lynne Miller presents a case study of a long lived school university partnership Beverly Falk recounts stories of teachers working together to develop performance assessments to understand their student s learning to re think their curriculum and much more Laura Stokes analyzes a school that successfully uses inquiry groups There are further

contributions including some from novice teachers by Anna Richert Ershler Ann Lieberman Diane Wood Sarah Warshauer Freedman and Joseph P McDonald These powerful exemplars from practice provide a much needed overview of what matters and what really works in professional development today **Inside/outside** Marilyn Cochran-Smith, Susan Landy Lytle, 1993-06-15 Provides a thoughtful conceptual frame work for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education Intermediality Ladislaus Semali, 2018-02-02 With the ever growing proliferation of electronic and other popular media the complexity of relationship between what students see and hear what they believe and how they interact with one another underscores now more than ever the need for across the curriculum teaching of critical thinking critical reading and critical viewing skills The emerging consensus is that teaching critical viewing skills bolsters students abilities in traditional disciplines combats problems of youth apathy violence and substance abuse and improves students parents and teachers attitudes toward school Intermediality Teachers Handbook of Critical Media Literacy challenges the practice of teaching the classics and the canon of acceptable literary works far removed from students experiences with emphasis on learning environment over the presentation of any specific or specified content The authors Ladislaus Semali and Ann Watts Pailliotet present literacy education as intermedial in nature it entails constructing connections among varying conceptions and sign systems Reading printed texts requires more than simply decoding letters into words or sounds it involves finding meaning motive structure and affect The same goes for reading the electronic text The authors argue for the discourse of literacy to take up a critical stance by examining a whole wide array of texts that form the meaning making process of the looming information age Intermediality examines extends and synthesizes the existing literary definitions texts theories processes research and contexts It brings into focus the possibilities of working with media texts to address questions adapted from linguists and literary educators Thus in this book critical media literacy becomes a competency to read interpret and understand how meaning is made and derived from print photographs and other electronic and graphic visuals *Information and Technology Literacy: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources, 2017-08-30 People currently live in a digital age in which technology is now a ubiquitous part of society It has become imperative to develop and maintain a comprehensive understanding of emerging innovations and technologies Information and Technology Literacy Concepts Methodologies Tools and Applications is an authoritative reference source for the latest scholarly research on techniques trends and opportunities within the areas of digital literacy Highlighting a wide range of topics and concepts such as social media professional development and educational applications this multi volume book is ideally designed for academics technology developers researchers students practitioners and

professionals interested in the importance of understanding technological innovations **International Handbook of Self-Study of Teaching and Teacher Education Practices** J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education *Composition in Convergence* Diane Penrod, 2005-03-23 This volume explores the convergence of electronic technology and writing assessment It is intended for educators scholars and students in composition writing and technology Literacy Matters Robert Yagelski, 2000 Literacy can empower students but it may also limit their understanding if taught without regard for the context of their lives Using his encounters with students in high school college and state prison classrooms as well as his own experience Robert Yagelski looks at the sometimes ambiguous role of literacy in our lives and examines the mismatch between conventional approaches to teaching literacy and the literacy needs of students in a rapidly changing increasingly technological world He asserts that ultimately the most important job of the English teacher is to reveal to students ways they can participate in the discourse that shapes their lives and he offers a timely look at how technology has influenced the way we write and read The scope of this fascinating book reaches beyond the classroom and offers insight about what it means to be literate in an economically driven dynamic society Addressing earlier works on the subject of literacy as well as the ideas of theorists such as Foucault this perceptive work has much to offer educators and anyone seeking to understand the nature of literacy itself

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