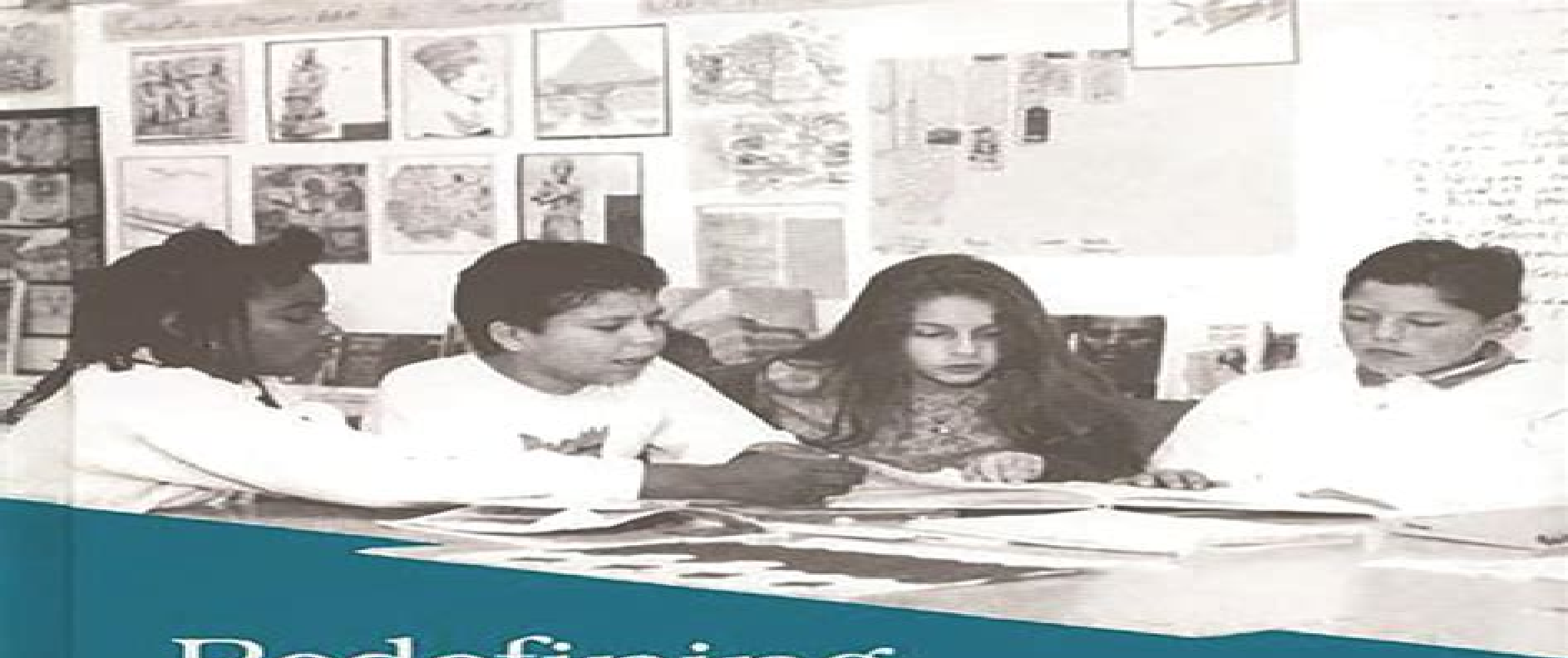




# Redefining Student Learning

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*Roots of Educational Change*

Hermine H. Marshall  
*editor*

# Redefining Student Learning Roots Of Educational Change

**David Bloome, Stephanie Power-Carter, W. Douglas Baker, Maria Lucia Castanheira, Minjeong Kim, Lindsey W. Rowe**

## **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

*Research Methods and Methodologies in Education* James Arthur, Michael Waring, Robert Coe, Larry V Hedges, 2012-03-19 This work will be of immense value to those who are undertaking a significant post graduate research study in Education The array of impressive contributors writes in an accessible and clear manner and brings the attention of the reader to both technical and conceptual terms This book certainly will be an addition to my own reference library Susan Groundwater Smith Faculty of Education and Social Work University of Sydney This straightforward and jargon free book will provide students with the theoretical understandings practical knowledge and skills they need to carry out independent research The international contributors identify key research methodologies data collection tools and analysis methods and focus on the direct comparisons between them Each chapter sets out the strengths and weaknesses of a key research method by identifying specific research designs presenting a series of relevant data collection tools highlighting which analytical methods which can be used The chapters cover the full range of methods and methodologies including internet research mixed methods research and the various modes of ethnographic research Additional online materials are also available including links to useful journal articles enabling further reading and exploration of each chapter This is a key book for M level students and other postgraduates within Education and Educational Research Methods courses James Arthur is Head of School and Professor of Education and Civic Engagement at the University of Birmingham UK Michael J Waring is a Senior Lecturer in the School of Sport Exercise and Human Sciences at Loughborough University UK Robert Coe is Professor in the School of Education and Director of the Centre for Evaluation and Monitoring CEM Durham University UK Larry V Hedges PhD is Board of Trustees Professor of Statistics and Social Policy at the Institute for Policy Research Northwestern University US

**Understanding the Language Classroom** S. Gieve, I. Miller, 2005-11-30 The starting point for this collection is a chapter by Dick Allwright on the language learning and teaching classroom experience entitled Six Promising Directions in Applied Linguistics The other distinguished contributors respond to this discussion with their own interpretations and from their own experience The collection problematizes prescription efficiency and technical solutions as orientations to classroom language learning Complexity and idiosyncrasy on the other hand are recognized as central concepts in a move towards centralizing teachers and learners own understanding of classroom life in the contexts of language learning adult literacy education and language

teacher education      **Learning, Social Interaction and Diversity - Exploring Identities in School Practices** Eva Hjörne, Geerdina van der Aalsvoort, Guida de Abreu, 2012-09-05 The main idea of the book is to contribute to a broader understanding of learning identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains Sociocultural research shows that the organization of schooling promotes or restricts learning and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society A second issue is the on going debate about learning as a process that involves the construction of identities in schools and classrooms and in the transitions between school and home practices Last but not least since school practices can be addressed from the perspective of diversity and special educational needs an on going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness Our potential audience for this book are researchers post graduate students in education and psychology teachers teacher education other academics and policy makers      **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

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