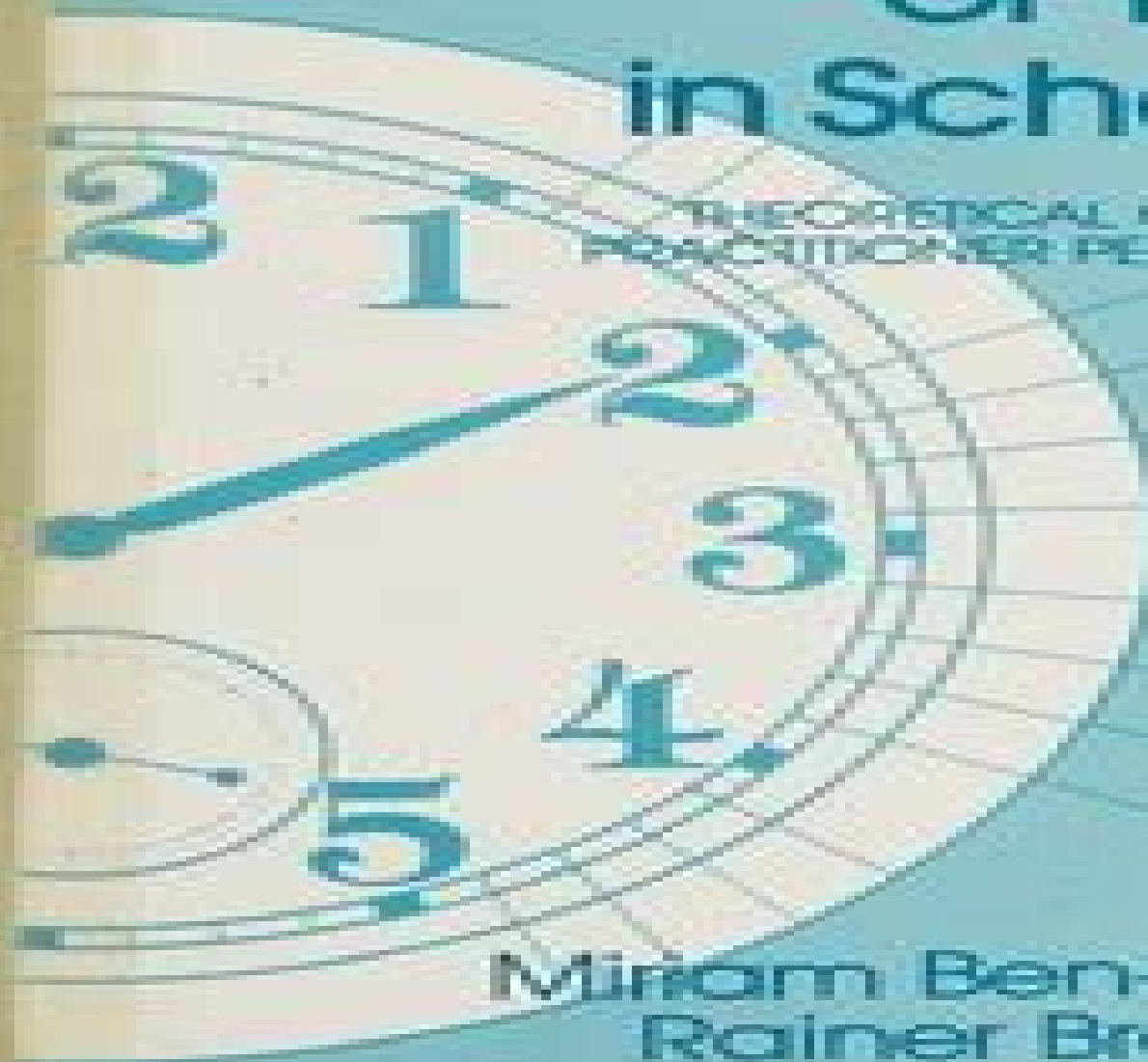


The Nature of Time in Schools

THEORETICAL CONCEPTS
POSITIONED PERCEPTIONS

Edited by

Miriam Ben-Peretz
Rainer Bromme



Nature Of Time In Schools Theoretical Concepts Practitioner Perceptions

Michel Alhadeff-Jones



Nature Of Time In Schools Theoretical Concepts Practitioner Perceptions:

The Nature of Time in Schools Miriam Ben-Peretz, Rainer Bromme, 1990 What are teachers' perceptions of time? How do they cope with the complex tasks of managing time? How is time experienced differently in various subject matters? These questions and others are addressed in this book.

The Nature of Time in Schools Miriam Ben-Peretz, Rainer Bromme, 1990-01-01

The Dimensions of Time and the Challenge of School Reform Patricia C. Gandara, 2000-01-01
Annotation: As the education reform movement matures into its second decade, it is clear that many promising efforts have fallen short in their attempts to create real school change. One reason for this is that the process of school reform is much more complex than most reformers realized or were willing to acknowledge. *The Dimensions of Time and the Challenge of School Reform* points to another problem: the problem of time and its role in both the success and failure of school reform efforts. The importance of understanding the role that time plays in both learning and instruction and finding ways to provide time for teachers grappling with change and students learning to accommodate a new language and culture are important themes in this book. This book is directed to policymakers and practitioners as well as to academics in that it combines theory with the real-world experiences of many who have been active in the school reform movement and who have learned through trial and error how to think about time in innovative ways. Book jacket.

Time and the Rhythms of Emancipatory Education Michel Alhadeff-Jones, 2016-10-26
Time and the Rhythms of Emancipatory Education argues that by rethinking the way we relate to time, we can fundamentally rethink the way we conceive education. Beyond the contemporary rhetoric of acceleration, speed, urgency, or slowness, this book provides an epistemological, historical, and theoretical framework that will serve as a comprehensive resource for critical reflection on the relationship between the experience of time and emancipatory education. Drawing upon time and rhythm studies, complexity theories, and educational research, Alhadeff-Jones reflects upon the temporal and rhythmic dimensions of education in order to re-theorize and address current societal and educational challenges. The book is divided into three parts. The first begins by discussing the specificities inherent to the study of time in educational sciences. The second contextualizes the evolution of temporal constraints that determine the ways education is institutionalized, organized, and experienced. The third and final part questions the meanings of emancipatory education in a context of temporal alienation. This is the first book to provide a broad overview of European and North American theories that inform both the ideas of time and rhythm in educational sciences, from school instruction, curriculum design, and arts education to vocational training, lifelong learning, and educational policies. It will be of key interest to academics, researchers, and postgraduate students in the fields of philosophy of education, sociology of education, history of education, psychology, curriculum, and learning theory, and adult education. The Open Access version of this book is available at <http://www.taylorfrancis.com> and has been made available under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 license.

Pursuing Instructional Effectiveness in Higher Education Edwin George Ralph, 2004 The title of this

book has two meanings One meaning expresses a sense of relief that during the last several years post secondary institutions have begun to pay serious attention to the enhancement of instruction on their campuses There has been an emergence of new organisations associations conferences seminars and workshops a proliferation of books journals and articles an expansion of research and investigative inquiry and a growth of interest among post secondary faculty members and administrators all of which are devoted to various aspects of the improvement of both teaching and learning at the undergraduate level These initiatives have combined to furnish undeniable evidence attesting to the pursuit of better teaching and learning in higher education Increasing numbers of post secondary educators students and tax payers at large not only welcome wholeheartedly this new emphasis and as suggested by the last clause in the title they feel it has been long overdue A second interpretation of the title and the one which is a key theme of this book emphasises the substantive concept of the use and management of time and timing as an integral component of effective instruction From the

Introduction **International Handbook of Research on Children's Literacy, Learning and Culture** Kathy Hall, Teresa Cremin, Barbara Comber, Luis C. Moll, 2016-10-31 The International Handbook of Research in Children's Literacy Learning and Culture presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies Features chapters that conceptualize interpret and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures Handbook of Research on Student Engagement Sandra L. Christenson, Amy L. Reschly, CATHY WYLIE, 2012-02-23 For more than two decades the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive emotional and behavioral components that embody and further develop motivation for learning Similarly the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement The Handbook guides readers through the field's rich history sorts out its component constructs and identifies knowledge gaps to be filled by future research Grounding data in real world learning situations contributors analyze indicators and facilitators of student engagement link engagement to motivation and gauge the impact of family peers and teachers on engagement in elementary and secondary grades Findings on the effectiveness of classroom interventions are discussed in detail And because assessing engagement is still a relatively new endeavor chapters on measurement methods and issues round out this important resource Topical areas addressed in the Handbook include Engagement across developmental stages Self efficacy in the engaged learner Parental and social influences on engagement and achievement motivation The engaging nature of teaching for competency development The relationship between engagement and high risk behavior in adolescents Comparing methods for measuring student engagement An essential guide to the expanding

knowledge base the Handbook of Research on Student Engagement serves as a valuable resource for researchers scientist practitioners and graduate students in such varied fields as clinical child and school psychology educational psychology public health teaching and teacher education social work and educational policy

The Mathematics Playbook John Almarode,Kateri Thunder,Michelle Shin,Douglas Fisher,Nancy Frey,2024-01-28 This is a playbook about teaching and learning mathematics It is not just focused on the content skills procedures conceptual understandings and application of mathematics but the teaching and learning of mathematics in our schools and classrooms From counting to conic sections patterns to permutations radii to rational equations and fractions to fractals the questions we aim to answer include 1 How do we foster nurture and sustain mathematics learning 2 How do we approach the teaching and learning of mathematics to ensure all learners have equity of access and opportunity to the highest level of mathematics learning possible 3 What are the non negotiables in a high quality mathematics task 4 How do we know if learners really get it These are the questions the authors strive to address in this playbook

Handbook of Special Education James M. Kauffman,Daniel P. Hallahan,Paige Cullen Pullen,2024-05-23 The Handbook of Special Education brings greater clarity to the ever expanding topic of educating exceptional children Across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Chapters follow a consistent model Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues This book provides comprehensive coverage of all aspects of special education in the United States including cultural and international comparisons The Handbook of Special Education discusses emerging trends in the field for researchers and practitioners while also providing foundational material for graduate students and scholars The third edition has been updated and shortened to make it more accessible and helpful to all of its users taking into account the recent developments and most current academic research in the field

Colonial Temporality and Writing Education Xiaoye You,Othman Z. Barnawi,2025-09-29 This book examines how a colonial matrix of power is established through temporality in English writing education It offers discourse analyses of higher educational policies that operate in China and Saudi Arabia and then triangulates this data with conversations with writing teachers from representative Chinese and Saudi universities Drawing on all this data to understand both the structured power relations shaping educational policies and the attendant effects on the writing teachers that inhabit these spaces the book develops a decolonial comparative method and adopts the concept of temporal regime as an analytic lens It not only attends to the complex and multilayered ways that this regime controls disciplines and shapes the social wellbeing and professional practices of individual writing teachers but it also details the various ways that teachers understand experience resist negotiate and appropriate the temporal orders

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