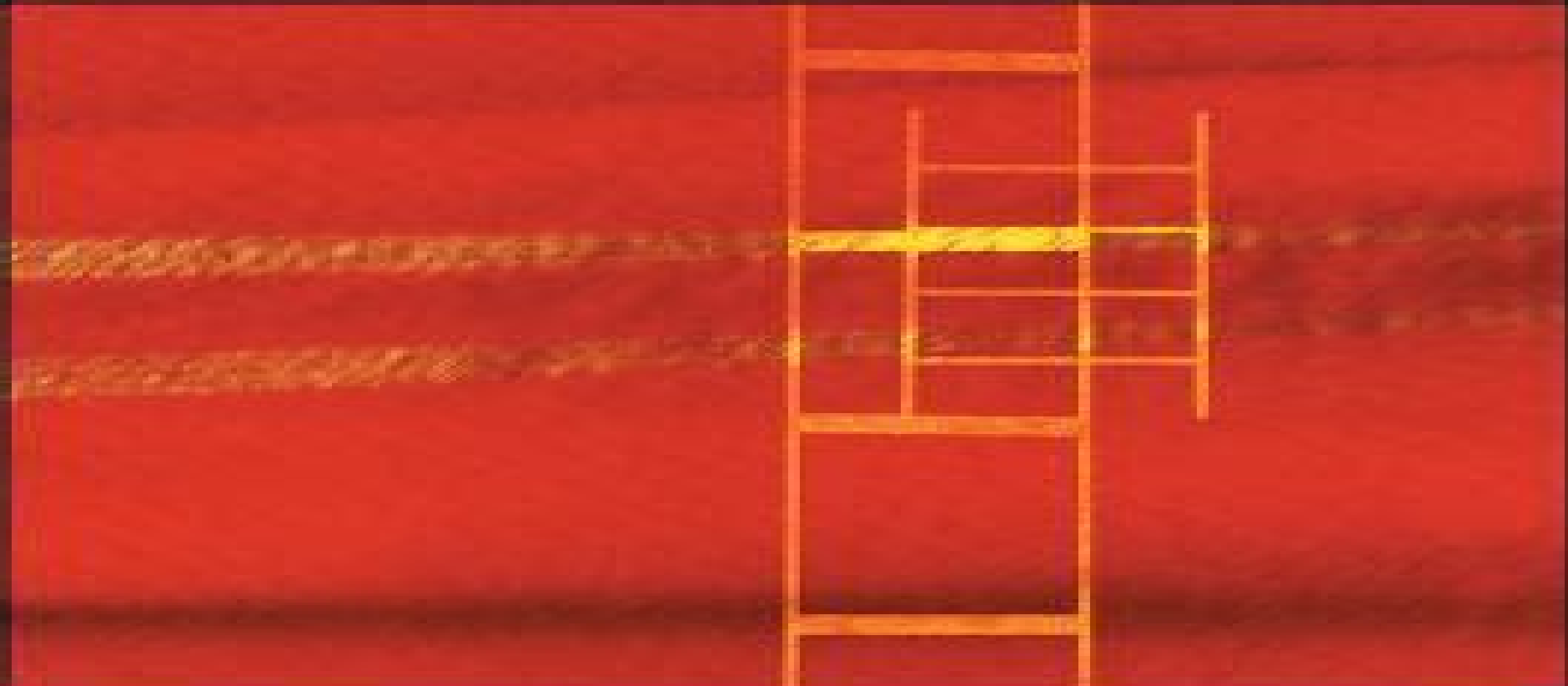




CHRIS DEDE • JAMES P. HONAN • LAURENCE C. PETERS

SCALING UP SUCCESS

LESSONS FROM TECHNOLOGY-BASED
EDUCATIONAL IMPROVEMENT

Scaling Up Success Lessons Learned From Technology Based Educational Improvement

Ellen B. Mandinach, Sharnell S. Jackson



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Scaling Up Success Chris Dede, James P. Honan, Laurence C. Peters, 2015-06-10 Drawing from the information presented at conference sponsored by the Harvard Graduate School of Education and the Mid Atlantic Regional Technology in Education Consortium leading educators researchers and policymakers *Scaling Up Success* translate theory into practice and provide a hands on resource that clearly describes different models for scaling up success This important resource is filled with illustrative examples of best practices that are grounded in real life case studies of technology based educational innovation^{3 4} from networking a failing school district in New Jersey to using computer visualization to teach scientific inquiry in Chicago *Scaling Up Success* show how the lessons learned from technology based educational innovation can be applied to other school improvement efforts

Scaling Educational Innovations Chee-Kit Looi, Laik Woon Teh, 2015-07-09 This volume stimulates critical discussions of the different variants of implementation translation and scaling research approaches It presents an integrated collection of different implementation and scaling studies that analyse the different facets of co design learning design curriculum development technology development professional development and programme implementation It also provides critical reflections on their impact and efficacies on transforming practices informing policy making and theory derivation and improvement The chapters in this volume will provide readers a deeper understanding of scaling of educational innovations in diverse socio cultural contexts

The Cambridge Handbook of the Learning Sciences R. Keith Sawyer, 2005-04-24 Learning sciences is an interdisciplinary field that studies teaching and learning The sciences of learning include cognitive science educational psychology computer science anthropology sociology neuroscience and other fields The Cambridge Handbook of the Learning Sciences first published in 2006 shows how educators can use the learning sciences to design more effective learning environments including school classrooms and also informal settings such as science centers or after school clubs on line distance learning and computer based tutoring software The chapters in this handbook each describe exciting new classroom environments based on the latest science about how children learn CHLS is a true handbook in that readers can use it to design the schools of the future schools that will prepare graduates to participate in a global society that is increasingly based on knowledge and innovation

ECGBL2013-Proceedings of the 6th European Conference on Games Based Learning Patrick Felicia, 2012 Virtual, Augmented, and Mixed Realities in Education Dejian Liu, Chris Dede, Ronghuai Huang, John Richards, 2017-11-13 This book describes the current state of the art of various types of immersive learning in research in practice and in the marketplace It discusses advanced approaches in the design and development for various forms of immersive learning environments and also the emerging innovations in assessment and research in the field In addition it demonstrates the opportunities and challenges in implementing advances in VR and immersion at scale in formal and informal learning We are living in a time of rapid advances in terms of both the capabilities and the cost of virtual reality multi user virtual environments and various

forms of mixed reality These new media potentially offer extraordinary opportunities for enhancing both motivation and learning across a range of subject areas student developmental levels and educational settings With the development of practical and affordable virtual reality and mixed reality people now have the chance to experience immersive learning both in classrooms and informally in homes libraries and community centers The book appeals to a broad readership including teachers administrators scholars policy makers instructional designers evaluators and industry leaders Changing Literacies for Changing Times James V. Hoffman, Yetta M. Goodman, 2009-09-11 Offering the wisdom that only experience and expertise in the field can bring this book takes a critical look into the present and the future of literacy as envisioned by leading reading researchers The lead author of each chapter is a distinguished reading researcher elected by their peers into the Reading Hall of Fame A key message in this book is that literacy professionals must take an active role to shape change

Research on Technology Use in Multicultural Settings Tirupalavanam Ganesh, Anna W. Boriack, Jacqueline R. Stillisano, Trina J. Davis, Hersch C. Waxman, 2014-10-01 This book is the third volume in the series on Research in Educational Diversity and Excellence The goal of this series is to bring issues of diversity and educational risk to the forefront of national attention in order to assist the nation's diverse students at risk of failure to achieve academic excellence This series focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race poverty and geographic location The purpose of the present book is to summarize and discuss recent perspectives research and practices related to the use of educational technology in multicultural settings Technology that is already ubiquitous in our daily lives brings a myriad of issues to the area of education Although educational systems should be geared to address challenges appropriately the systems should be designed and developed to provide opportunities to take advantage of technology use This book is noteworthy in that it presents a variety of theoretical and practical considerations for technology use in diverse multicultural contexts Consisting of 12 chapters the book a proposes theoretical concerns for understanding technological learning environments today and envisions the potential impact of future technology use and b examines technology tools and models that have been used for interventions programs and projects and measures and documents specific outcomes and challenges involving complex interactions within low income and language minority families and students **Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms** Martin, Christie, Polly, Drew, Lambert, Richard, 2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics

such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students

Theory and Practice of Lesson Study in Mathematics Rongjin Huang,Akihiko Takahashi,João Pedro da Ponte,2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4 0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at TheUniversity of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S

Transforming Teaching and Learning Through Data-Driven Decision Making Ellen B. Mandinach,Sharnell S. Jackson,2012-04-10 Connect data and instruction to improve practice Gathering data and using it to inform instruction is a requirement for many schools yet educators are not necessarily formally trained in how to do it This book helps bridge the gap between classroom practice and the principles of educational psychology Teachers will find cutting edge advances in research and theory on human learning and teaching in an easily understood and transferable format The text s integrated model shows teachers school leaders and district administrators

how to establish a data culture and transform quantitative and qualitative data into actionable knowledge based on
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