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CRISTOPHER CHASE

Learning in the Making Springer Nature

Award-winning teacher and best-selling author Debbie Silver explains motivational theory and provides down-to-earth—often humorous—real life examples that demonstrate what to say when giving feedback to students.

Positive Education: Theory, Practice, and Evidence IAP

This book brings together recent postgraduate research in the broad area of giftedness, talent development and gifted education conducted across New Zealand and Australia. It addresses the significant demand for research in the field undertaken outside the United States and offers valuable practical insights. Divided into 14 chapters, the book explores giftedness and talent in a diverse range of socioeconomic cohorts and contexts, including examinations of gender, race and ethnicity. Though primarily intended for practitioners, it will also benefit undergraduate and postgraduate students, researchers and educators in New Zealand, Australia and beyond.

The Child as Musician ASCD

This book introduces readers to principles and research findings about human learning and cognition in an engaging, conversational manner.

Academic Recovery Routledge

The market leading text for beginning teachers on all undergraduate, postgraduate and school-based routes to QTS, this is an essential introduction to the key skills and knowledge needed to become a successful teacher. Offering advice on all aspects of teaching and learning, this ninth edition has been thoroughly updated to reflect changes in the field and covers key new topics, including the science of learning, online pedagogies and working with your mentor. There are also expanded units on diversity and inclusion and teacher wellbeing. The text includes a wealth of examples and tasks to support you in successfully applying theory to practice, and in critically reflecting on and analysing your practice to maximise pupil learning. The wide range of pedagogical features supports both school- and university-based work up to Masters level. Written by experts in the field, the 41 concise units are underpinned by evidence-informed practice and focus on what you need to know to thrive in the classroom, including: lesson planning; curriculum; managing behaviour; online lessons and digital resources; effective communication with pupils; how pupils learn; assessment, marking and feedback; diversity and inclusion; special educational needs and disabilities (SEND); managing stress, workload and time; applying for jobs, developing as a professional and networking. The book is extended and enhanced through a companion website that includes: Animated explainer videos, to introduce and summarise key topics; A selection of downloadable and editable tables and figures from the book, so that the most practical elements can be taken out of study and into practice; Additional material and interactive features to support selected units, such as focus questions for lesson observations, and flashcards to help analyse student behaviour; Bonus content, including 'Starting to Teach' chapters and a mapping document, supporting you to make links between the ninth edition chapters and key teaching standards. Supported by the subject-specific titles in the Learning to Teach Subjects in the Secondary School and A Practical Guide to Teaching Subjects in the Secondary School Series, it is an essential purchase for every aspiring secondary school teacher.

Five Levers to Improve Learning Emerald Group Publishing

Research suggests that as many as a quarter of all undergraduate students may find themselves on academic probation during their collegiate years. If students on probation choose to return to their institutions the semester following notification, they find themselves in a unique transitional period between poor academic performance and either dismissal or recovery. Effectively

supporting students through this transition may help to decrease equity gaps in higher education. As recent literature implies, the same demographic factors that affect students' retention and persistence rates (e.g., gender, race and ethnicity, age) also affect the rate at which students find themselves on academic probation. This book serves as a resource for practitioners and institutional leaders. The volume presents a variety of interventions and institutional strategies for supporting the developmental and emotional needs of students on probation in the first year and beyond. The chapters in this book are the result of years of dedication and passion for supporting students on probation by the individual chapter authors. While the chapters reflect a culmination of combined decades of personal experiences and education, collectively they amount to the beginning of a conversation long past due. Scholarship on the impact of academic recovery models on student success and persistence is limited. Historically, attention and resources have been directed toward establishing and strengthening the first-year experience, sophomore programs, and student-success efforts to prevent students from ending up on academic probation. However, a focus on preventative measures without a consideration of academic recovery program design considering the successes of these programs is futile. This volume should be of interest to academics and practitioners focused on creating or refining institutional policies and interventions for students on academic probation. The aim is to provide readers with the language, tools, and theoretical points of view to advocate for and to design, reform, and/or execute high-quality, integrated academic recovery programs on campus. Historically, students on probation have been an understudied and underserved population, and this volume serves as a call to action.

Reaching Higher Oxford University Press

Psychological Dynamics of Sport and Exercise, Fourth Edition, reflects the latest developments in the field of sport and exercise psychology and presents various applications in a range of physical activity settings.

Cognitive Processes in Individual and Collective Creativity: A Cross-Cultural Perspective Springer Nature

With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current culture of a rapidly changing educational environment. The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an overview of how this support is a necessary tool in today's practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

The International Handbook of Teacher Ethos Psychology Press

This volume focuses on current demands, challenges and expectations facing African higher education institutions in general, and those in South Africa in particular. Subsequently,

transformative curricula, pedagogies and epistemologies that define diverse practices of access and inclusion within the context of transformation and decolonisation are explored.

Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments McGraw-Hill Education (UK)

This book engages ongoing debates about the nature, manifestation and purpose of entrepreneurship education (EE). It presents theoretical and practical perspectives on the challenges and opportunities that entrepreneurship educators face globally to equip undergraduate students with entrepreneurial skills, and more generally, develop their entrepreneurial mindsets and capabilities taking advantage of programmes and curricula available in their ecosystem. Divided into three sections, the chapters, written by recognized experts, deliver distinctive approaches to undergraduate EE, an analysis of entrepreneurial mindset-building perspectives, and cases and proposals of undergraduate entrepreneurship programs that go beyond the traditional higher education milieu. This volume provides entrepreneurship educators with a voice to explain how they participate in the topic of entrepreneurship, how undergraduate students engage and respond to EE, and how institutional frameworks for EE, and more generally the entrepreneurship education ecosystem, support undergraduate EE.

EBOOK: Promoting Positive Behaviour in the Early Years Springer Nature

This innovative text sheds light on how people work -- why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. The author presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: * How these patterns originate in people's self-theories * Their consequences for the person -- for achievement, social relationships, and emotional well-being * Their consequences for society, from issues of human potential to stereotyping and intergroup relations * The experiences that create them This outstanding text is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and senior undergraduate students in these areas.

The Psychology of Effective Learning and Teaching Springer Science & Business Media

This volume is the first handbook that brings together cutting-edge international research on teacher ethos from a broad array of disciplines. The main focus will be on research that illustrates current conceptualizations of ethos and its importance for acting effectively and responsibly in and out of the classroom. Research will encompass updated empirical and philosophical work that points to the difference in learning when teaching is practised as a moral activity instead of a merely functional one. Authors are among the world's foremost researchers whose work crosses over from moral education into psychology, neuroscience, sociology, philosophy, pedagogy, and curriculum, drawing on these various fields of research. Today, more than ever, we understand that teachers, like other professionals, need more than subject-matter expertise for acting responsibly and doing their best in their daily duties. Doing so requires possessing a guiding system of professional ethics, moral positioning, goals, norms, and values – in other words: a professional ethos. While the handbook concentrates on Western domains in the current era, the work will extend to other cultures and times as well. With this comprehensive range of perspectives, the book will be attractive and useful for researchers on teachers and teaching as well as for teacher educators, curriculum designers, educational officials, and, last-but-not-least, anyone who is interested in what makes a good teacher. This volume is also a tribute to Fritz Oser, a leading scholar in research on ethos, who sadly passed-away during the compilation of this handbook.

Learning to Teach in the Secondary School Cambridge University Press

Trends and Prospects in Metacognition presents a collection of chapters dealing principally with independent areas of empirical Metacognition research. These research foci, such as animal

metacognition, neuropsychology of metacognition, implicit learning, metacognitive experiences, metamemory, young children's Metacognition, theory of mind, metacognitive knowledge, decision making, and interventions for the enhancement of metacognition, have all emerged as trends in the field of metacognition. Yet, the resulting research has not converged, precluding an integration of concepts and findings. Presenting a new theoretical framework, Trends and Prospects in Metacognition extends the classical definitions offered by Flavell and Nelson to carry the prospect of more integrated work into the future. By opening the possibility to cross the boundaries posed by traditionally independent research areas, this volume provides a foundation for the integration of research paradigms and concepts and builds on the relationship between metacognition and consciousness, while integrating basic with applied research.

Video Interaction Guidance Frontiers Media SA

Behaviour is high on the political agenda and a key concern for many education professionals. Whilst political debate, press coverage and professional concerns about 'problem behaviour' generally focus on older children, there is also concern about the number of children exhibiting challenging behaviour in the early years. Children's experiences in the Early Years are crucial in determining their adaptability and coping strategies later on, in helping them develop resilience. Therefore it is paramount that practitioners can support children's personal, social and emotional and behavioural development in the early years, and make a vital contribution to reducing behavioural difficulties (including 'internalised' difficulties such as depression as well as 'externalised' challenging behaviour). Those working in the early years often want advice on managing 'challenging behaviour', sometimes seeing such behaviour as being inexplicable, rather than regarding all children's behaviour, including 'challenging' behaviour, as a response to their circumstances. When the behaviour is extreme, it may be because the child's circumstances/experiences are extreme, and/or the child's ability to make needs clear or interpret other people's intentions is impaired. Both norms and extremes of behaviour can be understood using a framework that applies knowledge of how behaviour develops to consider a child's needs and what might be appropriate expectations of that child.

Theory Driving Research: Elsevier

This book demonstrates how resources taken from positive psychology can benefit both teachers and learners. Positive psychology is the empirical study of how people thrive and flourish. This book explores a range of topics, such as affectivity and positive emotions, engagement, enjoyment, empathy, positive institutions, a positive L2 self-system, as well as newly added Positive Language Education. Some papers in this collection introduce new topics such as the role of positive psychology in international higher education, a framework for understanding language teacher well-being from an ecological perspective, or positive institutional policies in language education contexts.

Transformative Curricula, Pedagogies and Epistemologies Stylus Publishing, LLC

This book covers the psychology of teaching and learning and focuses on applying up-to-date, as well as traditional, theory in the classroom. It covers a range of issues that most concern the new teacher, written clearly and at an appropriate level. Highly accessible and contemporary, The Psychology of Learning and Teaching covers newer modular theories and their implications for learning styles.

Breakthrough Teaching and Learning IGI Global

The many technology-related educational changes of the past decade have been propelled by even greater changes in the general consumer technology landscape. Education has become increasingly entwined with the digital consumer landscape. We are no longer asking whether digital materials and tools should be integrated into teaching and learning, but how and how well. Meanwhile, the overall academic performance of U.S. students has not kept pace with our international peers. Many policymakers have called for increased attention to students' 21st century skills and work readiness, pointing to the critical role technology should play in educational innovation. These changes mean that many mainstream accessible technologies can be used in the classroom to benefit a diverse population of learners, including students with disabilities and English language learners, reflecting the national shift from separate special education programs to more inclusive classrooms. Changes to policies and standards have pushed assistive and accessible technologies to the forefront, including the Higher Education Opportunity Act of 2008, which requires teacher preparation programs to address educational technology and principles of universal design for learning (UDL), and the National Instructional Materials Accessibility Standard (NIMAS), which creates a public-private infrastructure to provide more timely delivery of digital text to students with physical and print disabilities. This volume represents pioneering ideas that examine how accessible educational technologies can be harnessed for breakthrough learning for all students. Chapters will cover innovation trends in educational and assistive technologies, cognitive and neuroscience findings on how individual differences impact technology use and choice; the intersection of educational, leisure, health habits and exergaming; the use of social networking tools by students with and without disabilities; the use of social networking for teacher professional learning communities; the future of assessments for decision-making; and an analysis of the habits of mind and work traits of innovators NCTI has interviewed over the past five years.

Improving Pupil Motivation Together Springer

Video Interaction Guidance (VIG) is an effective intervention which builds positive relationships through filming and feedback sessions. By micro-analysing actions and communications in this way, clients are supported to resolve their current difficulties and increase their sensitivity and attunement within the relationship. Bringing together contributions from researchers and practitioners across a range of professions, this book provides a definitive introduction to VIG. The book explains the theory behind the approach, reviews research evidence, and offers case studies that document how VIG has been successfully applied to family relationships, schools and higher education, individuals with communication and developmental disorders, and as a reflective professional development tool. The approach is then discussed from a range of theoretical perspectives and within the contexts of narrative therapy, infant and attachment interventions, positive psychology and mindfulness. This authoritative and comprehensive guide to VIG will be an important text for psychologists, psychiatrists, counsellors, social workers, therapists, and mental health and education professionals, as well as students and academics in these fields.

Trends and Prospects in Metacognition Research Oxford University Press

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive

range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

The New Handbook of Research on Music Teaching and Learning Waveland Press

In too many districts, evaluation of teachers ensures competence but does little or nothing to encourage and support expertise. In this thought-provoking and groundbreaking book, Tony Frontier and Paul Mielke address this issue head-on, combining the conceptual and the practical by offering a compelling vision of teacher growth, along with nearly three dozen step-by-step protocols for working with teachers. They present a powerful rationale for reconceptualizing teacher evaluation by creating a balanced system of three equally important components: * Reliable and valid evaluation. * Empowering and focused supervision. * Meaningful and purposeful reflection. Each component is discussed in terms of its purpose, premise, processes, practices, and payoffs. Revealing examples based on the authors' experiences in classrooms across the country show what evaluation, supervision, and reflection look like when they're not done well--and what they could look like if done more effectively. Providing insight and inspiration, Making Teachers Better, Not Bitter paves a clear path to better teaching and helps you acknowledge and support the hard work that teachers do every day to make learning come alive for their students.

Psychological Dynamics of Sport and Exercise-4th Edition ASCD

This book discusses research and theory on how motivation changes as children progress through school, gender differences in motivation, and motivational differences as an aspect of ethnicity. Motivation is discussed within the context of school achievement as well as athletic and musical performance. Key Features * Coverage of the major theories and constructs in the motivation field * Focus on developmental issues across the elementary and secondary school period * Discussion of instructional and theoretical issues regarding motivation * Consideration of gender and ethnic differences in motivation