Making Sense Of Education An Introduction To The Philosophy And Theory Of Education And Teaching

The teacher's manual Making Sense of My World (along with The Doll Hospital, sold separately) provides teachers with an accessible way of exploring philosophical concepts with their students. The Doll Hospital centers on Jess, who explores the boundaries of her world with her toy, Roller. A trip to the Doll Hospital triggers a permanent change in their relationship. Teachers who are searching for ways to extend students' language skills will find this material valuable. It will also fit into other areas of the curriculum such as society & the environment. Social psychologists have studied beliefs and values, and related constructs such as "attitudes" and "prejudice" for decades. But as this innovative and interdisciplinary book convincingly demonstrates, the scientific examination of beliefs and values now influences research and practice across a range of disciplines. Specifically, this edited volume explores the many cutting edge implications and applications of Equilintegration or EI Theory and the Beliefs, Events, and Values Inventory (BEVI). Grounded in twenty years of research and practice, EI Theory seeks to explain the processes by which beliefs, values, and worldviews are acquired and maintained, why their alteration is resisted, and under what circumstances they are modified. Based upon EI Theory, the BEVI is a comprehensive analytic tool which examines how and why we come to see ourselves, others, and the larger world as we do as well as the influence of such processes on multiple aspects of human functioning. Edited by the developer of the EI model and BEVI method, and informed by contributions from leading
U.S. and international scholars, this book features captivating research findings and pioneering practice applications. Research-focused chapters explain how the EI model and BEVI method increase our conceptual sophistication and methodological capacity across a range of areas: Culture, Development, Environment, Gender, Personality, Politics, and Religion. Practice-oriented chapters demonstrate how the BEVI is used in the real world across a range of applied domains: Assessment, Education, Forensics, Leadership, and Psychotherapy. Written in an accessible and engaging manner, this fascinating and timely volume speaks to many of the most pressing issues of our day, by illuminating why we believe what we believe, and demonstrating how our beliefs and values may be assessed, explained, and transformed in the real world. Key Features: Presents an interdisciplinary theoretical model and innovative assessment method derived from two decades of work on the etiology, maintenance, and transformation of beliefs and values Features contributions from leading scholars from the U.S. and internationally, demonstrating the many implications and applications of this cutting edge approach for research and practice Demonstrates the importance of "making sense of beliefs and values" in addressing many of the most pressing issues of our day If you need quick, targeted baseline knowledge about using technology for teaching and learning, Making Sense of Online Learning is for you. This practical, no-nonsense primer will help you understand how online learning technologies work and how they fit into your organization. You’ll gain a working knowledge of important topics such as design, infrastructure, and evaluation and the confidence to make informed decisions that will help your learners and organization thrive. Since information about online learning changes at Internet speed, the book is supported with a dedicated Web site
All students undertaking pre-registration nursing qualifications are required to complete a portfolio as part of their formal assessment. This book is pitched at introductory level and provides a guide to the context of portfolio development and its importance not just to assessment but to the patient experience.

Young learners bring to the classroom knowledge and ideas about many aspects of the natural world constructed from their experiences of education and from outside school. These ideas contribute to subsequent learning, and research has shown that the teaching of science is unlikely to be effective unless it takes learners' perspectives into account. Making Sense of Secondary Science provides a concise, accessible summary of international research into learners' ideas about science, presenting evidence-based insight into the conceptions that learners hold, before and even despite teaching. With expert summaries from across the science domains, it covers research findings from life and living processes, materials and their properties and physical processes.

Thinking about teaching in educational terms has become increasingly difficult because of the conceptions of higher education that predominate in both policy and public debate. Framing the benefits of higher education simply as an economic good poses particular difficulties for making educational sense of teaching. Moreover, the assumptions about social mobility, usefulness, and the economic advantages of higher education, upon which these conceptions are based, can no longer be taken for granted. The chapters in this book all wrestle with understandings of education and teaching experiences in changing global, national, and
institutional contexts. They explore questions of difference and privilege, the social transformation of teaching through transforming teachers, contestations of global citizenship and interculturality, learning and sensibilities of self-in-the-world, the relationship between programme content and student decision-making, divergent conceptions of learning in international education, and subject-centred approaches to embodied teaching. The book considers the value of disciplinary tools of analysis in addressing contextual challenges in developing societies, connections between pedagogies, autonomy and intercultural classrooms, and ways of countering the marketization of higher education through online teaching communities. This book was originally published as a special issue of Teaching in Higher Education.

Develop a deep understanding of mathematics. This user-friendly resource presents grades 3–5 teachers with a logical progression of pedagogical actions, classroom norms, and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction. Focus on an understanding of and procedural fluency with multiplication and division. Address how to learn and teach fraction concepts and operations with depth. Thoroughly teach plane and solid geometry. Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise, accurate information they need to achieve academic success. Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics. Explore how to develop, select, and modify mathematics tasks in order to balance cognitive demand and engage students. Discover the three important norms to uphold in all mathematics classrooms. Learn to apply the tasks, questioning, and evidence (TQE)
process to ensure mathematics instruction is focused, coherent, and rigorous. Use charts and diagrams for classifying shapes, which can engage students in important mathematical practices. Access short videos that show what classrooms that are developing mathematical understanding should look like. Contents Introduction 1 Place Value, Addition, and Subtraction 2 Multiplication and Division 3 Fraction Concepts 4 Fraction Operations 5 Geometry 6 Measurement Epilogue Next Steps Appendix A Completed Classification of Triangles Chart Appendix B Completed Diagram for Classifying Quadrilaterals

In Making Sense of Math, Cathy L. Seeley, former president of the National Council of Teachers of Mathematics, shares her insight into how to turn your students into flexible mathematical thinkers and problem solvers. This practical volume concentrates on the following areas: * Making sense of math by fostering habits of mind that help students analyze, understand, and adapt to problems when they encounter them. * Addressing the mathematical building blocks necessary to include in effective math instruction. * Turning teaching “upside down” by shifting how we teach, focusing on discussion and analysis as much as we focus on correct answers. * Garnering support for the changes you want to make from colleagues and administrators. Learn how to make math meaningful for your students and prepare them for a lifetime of mathematical fluency and problem solving.

This comprehensive professional development course for grades 6–8 science teachers provides all the necessary ingredients for building a scientific way of thinking in teachers and students, focusing on science content, inquiry, and literacy. Teachers who participate in this course learn to facilitate hands-on science lessons, support evidence-based discussions, and develop students' academic language and reading and writing skills in science, along with the
habits of mind necessary for sense making and scientific reasoning. Energy for Teachers of Grades 6–8 consists of five core sessions: Session 1: What is Energy? Session 2: Potential Energy Session 3: Heat Energy Session 4: Conservation of Energy Session 5: Energy in Ecosystems The materials include everything needed to effectively lead this course with ease: Facilitator Guide with extensive support materials and detailed procedures that allow staff developers to successfully lead a course Teacher Book with teaching, science, and literacy investigations, along with a follow-up component, Looking at Student Work™, designed to support ongoing professional learning communities CD with black line masters of all handouts and charts to support group discussion and sense making, course participation certificates, student work samples, and other materials that can be reproduced for use with teachers Learning is an inseparable part of human experience. Understanding how adults learn and applying that expertise to practical everyday situations and relationships opens the window on a broader understanding of the capacity of the human mind. Dorothy MacKeracher's Making Sense of Adult Learning was first published in 1996, and was acclaimed for its readability and value as a reference tool. For the second edition of this essential work, MacKeracher has reorganized and revised many of the chapters to bring the text up-to-date for contemporary use. Concepts are presented from learning-centred and learner-centred perspectives, while related learning and teaching principles provide ideas about how one may enable others to learn more effectively. Written for people preparing to become adult educators, Making Sense of Adult Learning provides background information about the nature of adult learning and the characteristics that typify adult learners. This new edition will be quick to assert its place as the premier guide in the field.
This book is a very worthwhile read for teachers, student teachers and teacher educators. It would be encouraging if politically based policy makers were to digest its contents also' - Citizenship, Social and Economics Education 'I recommend this book as an enjoyable, thought provoking and politically important read' - Widenining Participation and Lifelong Learning 'This important book challenges current educational policies in England in a style, for the most part, easily accessible to a wide audience. Geoff Whitty's assertions are supported by a wide variety of research findings and this is a book that should be of considerable interest to student of sociology and to all member of the teaching profession' - Mark Pepper, Equals 'The particular strength of this book is Geoff Whitty's grasp on and insights into the politics of education... he is able to bring to bear an authoritative perspective which is unrivaled in the United Kingdom. there is no other current book which compares in terms of the breadth and depth of this' - Professor Stephen Ball, Institute of Education, University of London 'This book represents a "struggle" by the director of the London Institute of Education, one of our foremost centres of teacher training and research in education, to understand what lies behind the education policies of recent governments. It is tempting to conclude that if a leading educational sociologist such as Geoff Whitty, who happens also to be brother of the former general secretary of the Labour party, has difficulty with this, there can be little hope for the rest of us. But now, at least, we have this personal odyssey to guide us' - Bob Doe, Times Educational Supplement This book aims to make sense of the changes in education policy over the past decade, using the resources of the sociology and politics of education. The author shows that wider sociological perspectives can help us to appreciate both the limits and the possibilities of educational change. Geoff Whitty illustrates this through studies of curriculum innovation,
school choice, teacher professionalism and school improvement. He considers how far education policy can be used to foster social inclusion and social justice and the book concludes with an assessment of New Labour education policy in these terms. The book deals with education policy in England and Wales, as well as making comparisons with contemporary education policy in other countries. This book is relevant to students of education at masters and doctoral levels, students of social policy, and policy-makers. This comprehensive professional development course for grades 6–8 science teachers provides all the necessary ingredients for building a scientific way of thinking in teachers and students, focusing on science content, inquiry, and literacy. Teachers who participate in this course learn to facilitate hands-on science lessons, support evidence-based discussions, and develop students' academic language and reading and writing skills in science, along with the habits of mind necessary for sense making and scientific reasoning. Force and Motion for Teachers of Grades 6–8 consists of five core sessions: Session 1: Motion Session 2: Change in Motion Session 3: Acceleration and Force Session 4: Force Session 5: Acceleration and Mass The materials include everything needed to effectively lead this course with ease: Facilitator Guide with extensive support materials and detailed procedures that allow staff developers to successfully lead a course Teacher Book with teaching, science, and literacy investigations, along with a follow-up component, Looking at Student Work™, designed to support ongoing professional learning communities CD with black line masters of all handouts and charts to support group discussion and sense making, course participation certificates, student work samples, and other materials that can be reproduced for use with teachers This text on learning to read in a second language proposes an interactive model of learning
within which emergent bilinguals have particular strengths and weaknesses as they call upon
different clues or cues. It outlines practical approaches to teaching reading in the multilingual
classroom.

Making Sense of Mass Education provides an engaging and accessible analysis of traditional
issues associated with mass education. The book challenges preconceptions about social
class, gender and ethnicity discrimination; highlights the interplay between technology, media,
popular culture and schooling; and inspects the relevance of ethics and philosophy in the
modern classroom. The third edition has been comprehensively updated to include the latest
research, statistics and legal policies. Each chapter challenges and breaks down common
myths surrounding each topic, encouraging pre-service teachers to think critically and reflect
on their own beliefs. The inclusion of a new chapter on alternative education reflects the ever-
changing Australian educational landscape. In Making Sense of Mass Education, Gordon Tait
expertly blurs disciplinary boundaries, drawing on sociology, cultural studies, history,
philosophy, ethics and jurisprudence to provide a comprehensive understanding of the
fundamental concepts of mass education.

Written by the Citizenship Foundation in association with the DfES, QCA, LSDA,
Citized, ACT and Ofsted, this handbook provides a practical, comprehensive and
authoritative guide to effective citizenship education for anyone involved in its
teaching or management in the primary, secondary and further education
phases. The Handbook is organised into the following sections: · What is
Citizenship? · Citizenship in Primary and Nursery Schools · Citizenship in
An integration and synthesis of the theoretical literature on leadership with the literature concerning higher education as a social institution is presented. The literature on a conceptual explanation of leadership is reviewed and related directly to higher education and its sociological and organizational uniqueness. The first four of the report's five sections discuss the following topics and subtopics: (1) the contemporary context and calls for leadership (constraints in responding to the calls for leadership and overcoming constraints to leadership); (2) conceptual explanations of leadership (theories and models of leadership and organizational theory and images of leadership); (3) higher education and leadership theory (trait theories, power and influence theories, behavioral theories, contingency theories, cultural and symbolic theories, and cognitive theories); and (4) higher education and organizational theory (the university as bureaucracy--the structural frame, the university as collegium--the human resource frame, the university as political system--the political frame, the University as organized anarchy--the symbolic frame, the university as cybernetic...
system, and an integrated perspective of leadership in higher education). The fifth and final section, Overview and Integration, discusses the effectiveness of leadership, cognitive complexity, transformational and transactional leadership, leadership paradigms, thinking about leadership, and an agenda for research on leadership in higher education. The report contains approximately 250 references. (SM)

"What makes affirmative action morally (un)justified? That is this book's core question. Its main contribution consists in a meticulous scrutiny of the strength of the six main arguments for-i.e., the compensation, the anti-discrimination, the equality of opportunity, the role model, the diversity, and the integration-based justifications-and the five main objections to affirmative action-i.e., the reverse discrimination, the stigma, the mismatch, the publicity, and the merit-based objections-and of how these arguments relate to one another. The book argues that all of the five main objections to affirmative action are either flawed or quite limited in terms of their implications. With regard to the arguments in favor of affirmative action, the book shows why the anti-discrimination and equality of opportunity-based arguments provide strong justifications for many affirmative action schemes. In light thereof and the fact that the five most influential arguments against affirmative action are all flawed or otherwise weak, the overall
claim defended in the book is that many of the schemes that people have in mind when they discuss affirmative action (many of which are presently on the retreat) are justified. However, the book also emphasizes that any definitive answer to the question *Is affirmative action morally (un)justified?* must rest on a wide range of empirical results in the social sciences etc., e.g., about the likely effects of various affirmative action schemes; and that the question, when posed in such general form (unlike when it is asked about specific schemes of affirmative action), admits of no direct positive or negative answer"

Since 1997 when Hong Kong became a Special Administrative Region of the People’s Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong’s economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system, ranging from pre-school to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future
This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn’t always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique ‘manifestos’ make a fascinating read for any student or practitioner.
This is a research-based book that deals with a broad range of issues about mathematics teacher education. It examines teacher education programs from different societies and cultures as it develops an international perspective on mathematics teacher education. Practical situations that are associated with related theories are studied critically. It is intended for teacher educators, mathematics educators, graduate students in mathematics education, and mathematics teachers.

This book will give teachers from all subject areas the confidence to explore the possibilities of drama in the classroom.

An analysis of teaching in which the author examines the classroom environment, the conceptual domains of research, the complex layers of public policy, and the language of educational discourse and polemic. He looks at what teachers do, how they learn, and how they cope.

The Making Sense series offers clear, concise guides to research and writing for students at all levels of undergraduate study. The volumes in the Making Sense series - covering the humanities courses, social sciences, life sciences, engineering, psychology, religious studies, and education - are intended for students in any undergraduate course with a research and writing component, but are especially
appropriate for those at the first-year level. Intended for engineering and physical science students, Making Sense in Engineering and the Physical Sciences provides detailed information on writing summaries, lab reports, and proposals; conducting research and using academic sources; grammar, punctuation, and usage; conducting presentations; using graphics; and more. This revised edition includes more information on including graphics in notes, formal writing, and presentations, as well as updated content on writing for an audience, creating strong oral presentations, and preparing for tests, exams, and life after post-secondary education.

Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory. Exploring major past and present conceptions of education, teaching and learning, this book makes philosophy of education relevant to the professional practice of teachers and student teachers, as well of interest to those studying education as an academic subject. The book is divided into three parts: education, teaching and professional practice: issues concerning education, the role of the teacher, the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning, knowledge and curriculum: issues concerning behaviourist and cognitive theories of learning, knowledge and meaning, curriculum aims and content and evaluation and assessment schooling, society and culture: issues of the wider social and political context of education concerning liberalism and communitarianism, justice and equality, differentiation, authority and discipline. This
timely and up-to-date introduction assists all those studying and/or working in education to appreciate the main philosophical sources of and influences on present day thinking about education, teaching and learning.

This volume documents on-going research and theorising in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in people’s everyday lives as well as sophisticated new problems for society at large. Mathematical modelling and real world applications are considered as having potential for cultivating sense making in classroom settings. This book focuses on the educational perspective, researching the complexities encountered in effective teaching and learning of real world modelling and applications for sense making is only beginning. All authors of this volume are members of the International Community of Teachers of Mathematical Modelling (ICTMA), the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace.

Making Sense of Race in Education: Practices for Change in Difficult Times takes a fresh look at the perennial issue of race in American schools. How do educators, in all settings, confront the issue of race with students and colleagues, given the contemporary backdrop of social movements for racial justice and change? How do educators affect change within their everyday classroom practices without fostering
further alienation and discord? Although much has already been written about race and racism in school, this book addresses racial incidents directly and offers practical insights into how P-20 educators can transform these events alongside students and colleagues. Each chapter provides detailed analysis of curriculum, instruction, practices and pedagogical strategies for addressing race while at the same time wrestling with theoretical conceptions of race, justice, and fairness.

Test-based accountability systems that attach high stakes to standardized test results have raised a number of issues on educational assessment and accountability. Do these high-stakes tests measure student achievement accurately? How can policymakers and educators attach the right consequences to the results of these tests? And what kinds of tradeoffs do these testing policies introduce? This book responds to the growing emphasis on high-stakes testing and offers recommendations for more-effective test-based accountability systems.

This textbook provides a framework for teaching children’s language and literacy and introduces research-based tactics for teachers to use in designing their literacy programs for children. Exploring how sense-making occurs in contemporary literacy practice, Murphy comprehensively covers major topics in literacy, including contemporary multimodal literacy practices, classroom discourse, literacy assessment, language and culture, and teacher knowledge. Organized around themes—talk, reading and composing representation—this book comprehensively invites educators to make
sense of their own teaching practices while demonstrating the complexities of how children make sense of and represent meaning in today’s world. Grounded in research, this text features a wealth of real-world, multimodal examples, effective strategies and teaching tactics to apply to any classroom context. Ideal for literacy courses, preservice teachers, teacher educators and literacy scholars, this book illustrates how children become literate in contemporary society and how teachers can create the conditions for children to broaden and deepen their sense-making and expressive efforts.

Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching

Discusses how theories of education can be placed into daily practice in the classroom and includes stories and insights from students and teachers.

"A real contribution to an over-discussed subject.... This book reaches below the surface to the real issues and relationships that confront principles in their orchestration of the daily affairs of teachers, parents, and students." --Harold Howe II, former president of the Ford Foundation for Education and Public Policy

Based on the work of the prestigious Harvard Principal's Center, this book shares some of the "sense" that practicing principals have made of their own complex experiences. The authors offer real-life case examples of typical leadership dilemmas in such areas as student discipline, teacher assessment, fiscal management, parental involvement, and schoolwide planning.

What ideas do children hold about the natural world? How do these ideas affect their learning of science? Young learners bring to the classroom knowledge and ideas about many aspects
of the natural world constructed from their experiences of education and from outside school. These ideas contribute to subsequent learning, and research has shown that teaching of science is unlikely to be effective unless it takes learners’ perspectives into account. Making Sense of Secondary Science provides a concise, accessible summary of international research into learners’ ideas about science, presenting evidence-based insight into the conceptions that learners hold, before and even despite teaching. With expert summaries from across the science domains, it covers research findings from life and living processes, materials and their properties and physical processes. This classic text is essential reading for all trainee secondary, elementary and primary school science teachers, as well as those researching the science curriculum and science methods, who want to deepen their understanding of how learners think and to use these insights to inform teaching strategies. It also provides a baseline for researchers wishing to investigate contemporary influences on children’s ideas and to study the persistence of these conceptions. Both components of Making Sense of Secondary Science – this book and the accompanying teacher’s resource file, Making Sense of Secondary Science: Support materials for teachers - were developed as a result of a collaborative project between Leeds City Council Department of Education and the Children’s Learning in Science Research Group at the University of Leeds, UK.

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