
Retrieval practice is a strategy that mind enhance and boosts learning. In this punchy and accessible book, Kate Jones gives educators strategies and tips for using this powerful technique in their classrooms.

Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning scientific—the “eyes glazed over” syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing quasar. Inquiry and the National Science Education Standards is the book that educators have been waiting for—a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand “why we can't teach the way we used to.” Inquiry refers to the diverse ways in which scientists study the natural world and in which students grapple with science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how such structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. Inquiry and the National Science Education Standards shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiry and resources that allow teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

Use Interactive Modeling to teach academic and social skills, routines, transitions, use of materials—any behavior, skill, or routine that needs to be done in a specific way. When teachers use this technique, children quickly learn exactly what to do, and they remember better. You'll spend less time reteaching, and your students will spend more time learning. Book includes sample lessons, scripts, a planning guide, and a summary of research on the principles behind Interactive Modeling.-- website

Building E-Portfolios Using PowerPoint: A Guide for Educators, Second Edition addresses the use of e-portfolios by pre- and in-service educators as a self-assessment tool and as a way to measure their students’ first half of the year progress. The book goes beyond what a physical e-portfolio looks like, but what it can be used to measure. The second half of the book addresses which computer programs can be used to build an e-portfolio, and presents detailed instructions on how to use Microsoft PowerPoint® to create effective, visually rich portfolios. The book is filled with pedagogy, each chapter beginning with a conversation scenario to add relevance and meaning for the reader. There are also numerous charts, summaries, a glossary, and appendices. A Student Resource CD with PowerPoint templates, sample e-portfolios, and additional student resource materials is available.

A guidebook for K-6 teachers offers tips for structuring the first six weeks of school to provide a foundation for a productive year of learning. Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material. Sample lesson plans, lively examples, and reproducible checklists and teacher worksheets enhance the utility of the book. Educators can download and print the reproducible materials for repeated use. Video clips demonstrating the approach in real classrooms are also available. See also related CVDs from Anita Archer: Golden Principles of Explicit Instruction; Active Participation: Getting Them All Engaged, Elementary Level; and Active Participation: Getting Them All Engaged, Secondary Level.

This book is designed to be a professional development tool for both preservice and practicing teachers. It provides descriptions, explanations, and examples of a variety of research-based teaching strategies that will enhance your ability to teach effectively. These strategies are appropriate for all teachers (general education, special education, and content area specialists), at all levels (kindergarten through graduate school).

First released in the Spring of 1999, How People Learn has expanded to show how the original book can turn into actions and insights, now making a real connection between the minds and the brain that children learn most effectively! New evidence from many branches of science has scientifically added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new edition builds from question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain; How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants, The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

This second edition of a teacher favorite features a fresh, easy-to-use layout including color coding by grade level, more support for student engagement in academics, greater emphasis on the effective use of teacher language, and a dedicated chapter on the all-important first day of school.

Learning sciences is an interdisciplinary field that studies teaching and learning. The sciences of learning include cognitive science, educational psychology, computer science, anthropology, sociology,
The various chapters tell practical stories of equitable practices for diverse learners within a range of different contexts. Different research perspectives, empirical traditions, and conceptual foci are presented in each chapter. Various aspects of diversity are raised, issues of concern are engaged with, and at times conventional wisdom challenged as the authors provide insights as to how educators may address issues of equitable access of minoritized learners to the mathematical discourse within settings across early primary through to high school, and situated in schools or in family and community settings.

Lesson planning is the essential component of every teacher's practice and the development of a teacher's skill is built explicitly on a rigorous approach to planning. This goes beyond just written plans and includes a process of mental preparation, anticipation, rehearsal and performance - all essential elements of the craft of teaching. This book offers heaps of useful advice and key ideas related to planning an effective lesson. With clear links between the preparation of writing a lesson plan, and the delivery of that lesson plan through your teaching, this book explores: Common components of lesson planning including learning objectives, learning outcomes, starters, teaching activities and plenaries The lesson plan document: what it can and can't do Teaching 'style' and your role in bringing lesson plans to life Within your classroom Common pitfalls, including time management, over- and under-running, optimum learning time, and activity sequencing Broader strategies such as differentiation, personalisation and assessment Sample lesson planning documents from real teachers Whatever age of pupils you are teaching, or whatever subject you are teaching, this book helps you develop a clear and concise approach to lesson planning that is an integral component of becoming an effective teacher. This is essential reading for all teachers, teacher educators and policy makers. For new entrants to the profession, it offers the opportunity to think beyond the notion of folk pedagogies and to consider how a more powerful theoretical framework might underpin lesson planning. It presents essential analysis as to why common approaches to teaching and learning have emerged and become embedded - this provides a great opportunity for more experienced teachers to develop a deeper critical understanding of their practice. Punctuated with reflective questions, it enables the reader to reconceptualise planning and pedagogy and to engage in theorised reflection on practice.* Kate Laurence, Institute of Education, University of London, UK "At last! A plain speaking book on effective lesson planning. Lesson Planning for Effective Learning by Martin Fautley and Jonathan Savage combines theoretical perspectives with really useful, instantly usable examples from everyday practice. Despite the scholarly approach, the 200 pages of this little book retain an essentially conversational quality ensuring that it is equally accessible to students, academics and learning enthusiasts alike." Andrew R. Mackereth, Headteacher, Heart of England School "Lesson planning is one of the most fundamental duties of teachers no matter what their subject, age phase or experience. In their latest book, Martin Fautley and Jonathan Savage start with practice and, in deconstructing what teachers do every day, apply their deep thinking and reasoned consideration. They are adept at weaving a wide range of thoughts, experiences and theory into the mix, making this readily accessible and ultimately a very helpful book.Martin and Jonathan make much of the novice-expert continuum. I'm not sure where I fit but I certainly experienced a number of 'penny-dropping' moments that immediately led me to reflect and sharpen up my own planning. I've been reminded of the hope complexities that teachers face in planning effective lessons. The guided curriculum and the public performance elements. It is impossible to read very far into this book without realising that planning for effective learning has little to do with the administrative task of bringing a planning form into being, important and necessary though that is. This book makes it abundantly clear that pedagogy and pedagogical content knowledge underpin planning for effective learning. Although, as the authors point out, much lesson planning is invisible, what they do so well here, in the words of Russell and Loughran, is to "make the tacit explicit." This is a very useful book." Simon Dwyer, Headteacher, St Michael's High School, Loughborough, UK Russell, T. & Loughran, J. (2007) Enacting a Pedagogy of Teacher Education: Values, Relationships and Practices, London: Routledge *This book gives fantastic insight and practical strategies for teachers at all points within their career in order to encourage and embed reflective practice. For outstanding practitioners and senior leaders, it provides case studies and examples which will stimulate discussion and provide starting points from which to develop policy at whole school level, and influence and develop practice at an individual teacher level. A 'must have' resource for any school Teaching and Learning Group library." Hayley McDonagh, Senior Leader, Golden Hillock School, Birmingham. Former LA senior adviser working with Schools in Ofted Category Students learn more-and with more joy-when lessons connect with their lives and interests while challenging them to stretch and grow. In this book, you'll find practical, ready-to-use strategies for creating engaging and exciting lessons. You'll learn about: Partnering and grouping students for optimum learning Using interactive learning structures such as NALTRE d' and Snap Meets to support active learning Incorporating acting, drawing, debating, and more into daily lessons while still meeting rigorous learning goals Infusing lessons with choices in what or how to learn to increase students ownership of their learning Incorporating student self-assessment tools to help children monitor and evaluate their own work and identify ways to improve their learning Filled with lesson plans, precise directions for interactive learning structures, planning guides, and more.

Educators in online and other technology-rich environments consistently ask, "How can I build community among the learners in my class?" They know learning is strengthened by community, but aren't sure how to design learning environments that leverage the tools they have. These teachers went to the source: the authors' thirty years' experience designing and teaching online classes. The ten strategies demonstrate that technology is not an impediment to community, but instead a tool for building more effective learning environments than are possible with traditional, face-to-face classrooms. Used the right way, technology can provide more instructional time, more opportunities for students to reflect, more chances to engage learners more access to feedback. But these effective learning environments don't fall by chance. This book will give you all the background, tactics, examples and advice you need to design successful learning communities with technology. Ten Models for Building Learning Communities Transmission/Direct Instruction Guided Discovery Nurturing Apprenticeship Case Study Shared Praxis Insight-
This is an essential resource for anyone designing or facilitating online learning. It introduces an easy, practical model (R2D2: read, reflect, display, and do) that will show online educators how to deliver content to learners. The model is based on the theories of Kolb and Kolb, and it is designed to help educators to design effective online learning experiences. The handbook provides guidance and examples, and it can be used as a handy reference, a professional guidebook, or a course text. The authors intend it for help online instructors and instructional designers as well as those contemplating such positions, design, and deliver learner-centered online instruction.

This handbook of research benefits the research needs of programmers, developers, students and educators in computer science, and researchers. From assistive technologies and their place within HCI. From gaming to rehabilitation systems, these new technologies share the need to interface with humans, and as computers become thoroughly integrated into functioning services. The Handbook of Research on Human-Computer Interfaces, Developments, and Applications is primarily concerned with emerging research regarding gesture interaction, augmented reality, and cognitive capabilities and motivations; a conception of classroom management; and the integration of these conceptions. Written in a highly accessible style, while maintaining a base in research, Dr. Prepares readers to become high-quality humanities and social sciences educators for early childhood and primary contexts. More practical chapters discuss professional experience and building a career after graduation. Rigorous in planning and transformative learning theories. With each theory, the basic elements are described along with specific classroom applications. The writing style makes these concepts readily accessible to readers of all levels of experience and expertise. This book is appropriate for preservice teachers who are seeking to comprehend the basic ideas behind these theories. It is also appropriate for practicing teachers who want to understand and apply these theories at increasingly higher levels. It is also appropriate for decision-makers or anybody else who wants to understand human learning and educational processes. This book ends with a description of lesson planning that is set in the various theoretical contexts and includes a guide for defining an educational philosophy.

The New Virtual Classroom draws on the most current research in multimedia learning as well as practitioner experience to show how to effectively harness the power of the virtual classroom. Written by Ruth Clark, co-author of the best-selling E-Learning: The Science of Instruction, and Ann Paivio, recognized expert in instructional design and workplace learning, this important resource includes guidelines, research, and illustrative examples that clearly show how to leverage the powerful instructional features in the new virtual classroom.

The evolution of digital media has enhanced global perspectives in all facets of communication, greatly increasing the range, scope, and accessibility of shared information. Due to the tremendously broad-reaching influence of digital media, its impact on learning, behavior, and social interaction has become a widely discussed topic of study, synthesizing the research of academic scholars, community educators, and developers of civic programs. This Handbook of Research on the Societal Impact of Digital Media is an authoritative reference source for recent developments in the dynamic field of digital media. This timely publication provides an overview of technological developments in digital media and their myriad applications to literacy, education, and social settings. With its extensive coverage of issues related to digital media use, this handbook is an essential aid for students, instructors, school administrators, and education policymakers who hope to increase and optimize classroom incorporation of digital media. This innovative publication features current empirical studies and theoretical frameworks addressing a variety of topics including chapters on instant messaging, podcasts, video sharing, cell phone and tablet applications, e-discussion lists, e-zines, e-books, e-textiles, virtual worlds, social networking, cyberbullying, and the ethical issues associated with these new technologies.

As the world becomes more globalized, student populations in educational settings will continue to grow in diversity. To ensure students develop the cultural competence to adapt to new environments, educational institutions must develop curriculum, policies, and programs to aid in the progression of cultural acceptance and understanding. Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners. It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues. Highlighting a range of topics such as intercultural communication, student diversity, and language skills, this multi-volume book is ideally designed for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Grade level: 1, 2, 3, 4, 5, 6, 7, 8, p, w, 1, t.

Employ cognitive theory in the classroom every day! Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that’s easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In Small Teaching, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at teaching? How can you stay relevant? Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

Introduction to Education provides pre-service teachers with an overview of the context, craft, and practice of teaching in Australian schools as they commence the journey from learner to classroom teacher. Each chapter is organized around the four pillars of teaching: Planning, Teaching, Learning, and Assessment. Written by experienced teachers based on years of teaching experience, Introduction to Education presents a critical consideration of the professional, policy and curriculum contexts of teaching in Australia. The book covers theoretical topics in chapters addressing assessment, planning, safe learning environments, and working with colleagues, families, carers and communities. More practical chapters discuss professional experience and building a career after graduation. Rigorous in conception and practical in scope, Introduction to Education welcomes new educators to the theory and practical elements of teaching, learning, and professional practice.

Prepares readers to become high-quality humanities and social sciences educators for early childhood and primary contexts. The literature of the behavioural and social sciences is full of theory on research and learning and memory. Teaching is comparatively a stepchild, neglected by those who have built a formidable body of theories of learning and memory. However, teaching is where learning and memory theory should pay off. A "Concept of Teaching" dedicates a chapter to each of the following important components: the need for an educational theory, the conceptual evolution of a theory, the functionalization of a theory, the impact of a theory, and the integration of these conceptions. Written in a highly accessible style, while maintaining a base in research, Dr. Nathaniel L. Gage presents A "Concept of Teaching" with clarity and well situated within current educational debates.

Human Computer Interaction (HCI) is easy to define yet difficult to predict. Encouraging the management, study, planning, and design of the ways in which users interact with computers, this field has evolved from using punch cards to force touch in a matter of decades. What was once considered science fiction is now ubiquitous. The future of HCI is mercurial, yet predictions point to the effortless use of high-function Interfaces, Developments, and Applications is primarily concerned with emerging research regarding gesture interaction, augmented reality, and assistive technologies and their place within HCI. From gaming to rehabilitation systems, these new technologies share the need to interface with humans, and as computers become thoroughly integrated into everyday life, so does the necessity of HCI research. This handbook of research benefits the research needs of programmers, developers, students and educators in computer science, and researchers.
Simple changes in a teacher's language can bring about profound changes in students and classrooms. By paying attention to your words and tone of voice, you will: Increase students' engagement with academics Build positive community More effectively manage your classroom

That is the message of The Power of Our Words, a book that has changed the teaching lives of tens of thousands of educators since it was first published in 2007. In this updated second edition you will find practical information to help you: Lead students in envisioning themselves achieving success Use questions that encourage deep and creative thinking Listen to students in ways that support their growth Reinforce students' efforts and remind or redirect them when they go off track. Throughout, you will find an increased emphasis on using teacher language to support academic engagement and critical thinking skills as called for in the Common Core State Standards. And an updated, livelier format makes this second edition even easier to read.