

Teaching And Learning In The Language Classroom

Tricia Hedge

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Theories and Approaches to Learning in the Early Years
Human learning in the digital era
Vocabulary Learning in the Wild
Learning by Teaching
Organizing For Learning In The Primary Classroom
Personalising Learning in the Primary Classroom
Learning in the Making
Universal Design for Learning in the Classroom
Working to Learn
Introduction to the Literature of Europe in the Fifteenth, Sixteenth, and Seventeenth Centuries
Transforming Learning in Schools and Communities
Learning and Teaching in the Secondary School
Learning by Wandering
Situating Learning
The National Curriculum
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Lifelong Learning in the Digital Age
Creative Learning in the Primary School
Live and Learn
The Alumni Bulletin
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how can we help children to become independent learners the third edition of this invaluable companion for early years practitioners provides a broad ranging and up to date review of current thinking and best practice within foundation stage and key stage 1 education based on the basic truth that an effective early years curriculum must start with the children this book focuses on their needs and their potential the best teaching must have a strong element of fun wonder and excitement david whitebread and penny coltman show how play is a crucial part of this each chapter combines a review of important principles with practical and inspiring classroom examples this third edition has been fully revised and updated in light of the introduction of the early years foundation stage and includes completely new chapters concerned with classroom organisation to support independent learning outdoor learning speaking and listening and mathematics in the early years the authors review all major areas of the foundation stage and key stage 1 curriculum and a range of basic issues and principles including an analysis of current research into how children learn discussions of general issues such as classroom organisation curriculum management and assessment a detailed section on play and language chapters covering individual curriculum areas across all six foundation stage areas of learning and across the areas of the key stage 1 national curriculum the book is essential reading for all foundation stage and key stage 1 trainee teachers their tutors and mentors and serving teachers working with children in the three to seven age range wishing to reflect upon and develop their practice

by focusing on key figures in early years education and care this book considers the influential thinkers and ground breaking approaches that have revolutionized practice with contributions from leading authorities in the field chapters provide an explanation of the approach an analysis of the theoretical background case studies questions and discussion points to facilitate critical thinking included are chapters on froebel psychoanalytical theories maria montessori steiner waldorf education high scope post modern and post structuralist perspectives forest schools vivian gussin paley te whatilderiki written in an accessible style and relevant to all levels of early years courses the book has staggered levels of further reading that encourage reflection and promotes progression linda miller is professor emeritus of early years the open university linda pound is a consultant and author renowned for her work in early years education and care

this book provides a timely and valuable resource to explore second language vocabulary learning outside the formal language learning classroom rapidly evolving technology and the increasing impact of the global village have resulted in dramatic changes to and increased occasions for second language vocabulary learning this book offers new and valuable insights into the radically different opportunities both the physical and digital wild provide for language learners to increase their vocabulary knowledge practical advice is also given on how second language teachers can integrate vocabulary learning in the wild into their formal classroom instruction this collection of cutting edge studies by international experts working within the fields of second language teaching and learning second language acquisition applied linguistics informal language learning and technology enhanced learning offers an essential resource for language teachers and researchers the internet is a powerful source of incidental language learning but this is only part of language learning in the wild this excellent book shows the range of opportunities available for learning another language outside the classroom in this much neglected research area paul nation emeritus professor victoria university of wellington

this book provides an essential overview of learning by teaching unpacking the underpinning theory research evidence and practical implications of peer learning in a variety of classroom contexts it aims to offer practical guidance for practitioners in structuring effective peer learning between professionals and between students alike it locates this phenomenon in current conceptions of learning and teaching far removed from traditional ideas of one way transmission of knowledge exactly what happens to promote learning by teaching is explored examples of learning by teaching are discussed and it is noted that this happens in school university and the workplace as well as through the internet learning by teaching within the student body is then explored and many different methods described the organizational features needed to improve learning by teaching consciously and deliberately are investigated these can be before teaching during teaching or after teaching evidence based practical guidance is given of course teachers can deploy learning by teaching for themselves but what if they also organize their students to teach each other thereby giving many more opportunities to discuss practise explain and question this takes pedagogical advantage of the differences between students turning classrooms into communities of learners where students learn both from their teacher and from

their peers

the primary classroom is the context in which a wide range of teaching and learning experiences occur and not just for the children what is it that underlies classroom organization routines rules structures and daily occurrences what are the prime objectives and what influences the decisions of teachers and children what is it useful for teachers to consider when contemplating the issues of classroom management and organization what do different practices have to offer organizing for learning in the primary classroom explores the whole range of influences and values which underpin why teachers do what they do in the classroom context and what these mean to children and others janet moyles draws on several different research findings to examine the evidence in relation to the underlying issues of teachers beliefs and values she examines teaching and learning styles children s independence and autonomy coping with children s differences the physical classroom context and resources time management and ways of involving others in the day to day organization practical suggestions are given for considering both the functional and aesthetic aspects of the classroom context opportunities are provided for teachers to reflect on their own organization and also consider innovative and flexible ways forward to deal with new and ever increasing demands on their time and sanity

personalising learning is the hot topic on the government s education agenda it is seen to be the way forward to get the very best out of every child and it forms the focus of this timely new book by crown house publishing personalising learning in the primary classroom will challenge the schools thinking about how they teach encourage schools to put the learner at the heart of the educational agenda support primary schools in their work to meet this challenge consider all aspects of learning and teaching in the primary school and provide useful questions for the reader to consider their own working practices in the context of personalising learning personalising learning is seen as a powerful solution to reforming our current education system in order to meet individual learning needs and thereby raise standards where current thinking has personalising learning in the secondary sector the author argues that for personalising learning to be successful children must start making real choices about their learning from the earliest age and must be guided

and coached through their primary years rather than being taught in the traditional way she argues that the curriculum should be made to fit the child rather than the child being pushed through the sausage factory education systems as it currently stands the book is packed with practical ideas that have been tried and tested in a real school and have proved popular with staff parents and pupils and ofsted it considers all aspects of learning and teaching in the primary school and provides useful questions for the reader to consider their own working practices in the context of personalising learning

learning in the making disposition and design in early education authors margaret carr anne b smith judith duncan carolyn jones wendy lee kate marshall foreword by jacqueline goodnow learning in the making integrates theoretical ideas research findings and richly detailed episodes of learning to chart the development of learner identities in the early years learning dispositions are the central theme the book traces the progression of learning dispositions for fourteen young children from early childhood centres into the first year of school to quote the foreword by jacqueline goodnow this book is a rare example of work that has two firm bases one is in the conceptual analyses of learning the other is in what one learns from the longitudinal following of individual children and particular aspects of change a theoretical discussion early in the book defines a learning disposition and argues for three key learning dispositions reciprocity resilience and imagination the fourteen case studies provide verbs for these three learning dispositions suggesting what young children are doing when they are learning to live together take some authority in their lives and imagine alternatives jacqueline goodnow also comments one of the major steps that this book makes consists of translating these nouns into verbs with that translation one can pin down what these terms mean we can begin to see what children do that indicates moves towards reciprocity resilience or imagination and we can begin to see by way of those specific activities what we ourselves can do or can foster learning in the making it is argued is sited in the relationship between disposition and design the book describes six transactional and progressive processes that are at work in this relationship with implications for the design of educational environments for policy for professional development and for teacher education this book was written for teachers practitioners families tertiary educators and academics working in early education however a wider audience will be

interested in the analysis of where and how children develop a critical edge in relation to their learning and their learning opportunities learning in the making

this book has been replaced by universal design for learning in the classroom second edition isbn 978 1 4625 5396 9

international in scope and based on experience and research this book brings together the implications of workplace changes for educators managers and society

many educators have been looking for a fundamentally different approach to engage young people and encourage progress in learning supported by recent public policy developments a transformation is beginning to take place in the practice of many schools the focus of learning is shifting away from the child as an individual in a classroom detached from the surrounding neighbourhood to a learning community that embraces carers and families as well as young people and teachers this monograph analyses the organising principles of this cultural transformation and considers how it will shape learning in schools and communities throughout the world the book brings together key thinkers from the fields of new learning new communities of educational practice and new forms of educational governance arguing for the necessary interconnectedness of pedagogy institutions and governance this ground breaking book will undoubtedly shape the policy agenda in this area for years to come

this book uncovers an ancient irish perspective of learning and reconfigures it to offer a vitality restoring vision for education in our digital age its aim is to help re engage learners of the net generation meaningfully and with enjoyment in the learning process the proliferation of new technologies in the classroom has generally not been accompanied by new pedagogical thinking and the discourse is still framed almost exclusively in terms of the utilitarian mindset of the western world consequently education is too often delivered within a context that is unfit for purpose the author argues that we need to bring the wisdom of different cultural perspectives to bear on our understanding of the nature and purpose of learning and on the role of technology in the learning process she shares an energising vision of education based on the ancient irish understanding of learning as nourishment for the human spirit expressed as learning by wandering illustrating the universal and timeless

relevance of this understanding she demonstrates from personal experience how a synthesis of ancient wisdom and new technologies can transform the learning process this book offers a new dimension to the ongoing debate on the future of education in the western world

in this important theoretical treatise Jean Lave anthropologist and Etienne Wenger computer scientist push forward the notion of situated learning that learning is fundamentally a social process the authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation (LPP) learners participate in communities of practitioners moving toward full participation in the sociocultural practices of a community LPP provides a way to speak about crucial relations between newcomers and old timers and about their activities identities artefacts knowledge and practice the communities discussed in the book are midwives tailors quartermasters butchers and recovering alcoholics however the process by which participants in those communities learn can be generalised to other social groups

part of the national curriculum outdoors series aimed at improving outside the classroom learning for children from year 1 to year 6 teaching outside the classroom improves pupils engagement with learning as well as their health and wellbeing but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in year 6 the national curriculum outdoors year 6 presents a series of photocopiable lesson plans that address each primary curriculum subject whilst enriching pupils with the benefits of learning in the natural environment outdoor learning experts Sue Waite Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school whilst protecting teaching time and maintaining high quality teaching and performance standards all of the year 6 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments what's more each scheme of work in this all encompassing handbook includes primary curriculum objectives intended learning outcomes warm up and main activities plenary guidance natural connections ICT and PSHE links and word banks please note that the pdf ebook version of this book cannot

be printed or saved in any other format it is intended for use on interactive whiteboards and projectors only

this book provides a comprehensive overview of the issues involved in lifelong learning supported by information and communication technology ict in this overview the following issues are discussed lifelong learning in the digital age contains reviewed papers by invited authors as well as a comprehensive report with resource materials produced by a focus group of invited participants in the lifelong learning working track at the e train conference e training practices for professional organizations the conference was sponsored by the international federation for information processing ifip technical committee 3 education and was held in pori finland in july 2003 lifelong learning in the digital age will help both decision makers and educational designers to deal with the issues connected with lifelong learning solutions will have to be unique for each culture and each country but this book will certainly inform and should considerably assist decision making and problem resolution

creative learning in the primary school uses ethnographic research to consider the main features of creative teaching and learning within the context of contemporary policy reforms in particular the authors are interested in the clash between two oppositional discourses creativity and performativity and how they are resolved in creative teacher practice the book complements previous work by these authors on creative teaching by giving more consideration to creative learning the first section of the book explores the nature of creative teaching and learning by examining four key features relevance control ownership and innovation the authors devote a chapter to each of these aspects outlining their properties and illustrating them with a wide range of examples mainly from recent practice in primary schools the second section presents some instructive examples of schools promoting creative learning and how creative primary schools have responded to the policy reforms of recent years the chapters focus specifically on how pupils act as a powerful resource for creative learning for each other and for their teachers how teachers have appropriated the reforms to enhance their creativity and how one school has moved over a period of ten years from heavy constraint to high creativity the blend of analysis case study material and implications for practice will make this book attractive to primary

teachers school managers policy makers teacher educators and researchers

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