

Example Constructivist Lessonplans For Thebook How

Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning. This bestselling text explains the principles of constructivism and their implications for learning and teaching. It also discusses core strategies for developing science understanding and science inquiry processes and skills. Chapters provide research-based ideas for implementing a constructivist approach within a number of content strands. Throughout there are strong links to the key ideas, themes and terminology of the revised Australian Curriculum: Science.

Among early childhood education books, this one stands in a class by itself. It is the only comprehensive, research-based guide for implementing service learning across the preK and early elementary curriculum. Based on field trials with over 2,000 students and 215 educators, this pioneering resource presents all the background knowledge and skills you need to effectively use service learning in your preK or primary classroom. Rich in both theory and practice, the book combines best practices in service with differentiated content-based learning to meet the academic and social needs of young children in meaningful ways. The guide's numerous sample service learning lesson plans are based on field-tested preK and early elementary classroom projects and correlated to national standards.

"I like to invoke the image of figure and ground. In any scene, certain elements stand out as figures, as dominant foci, against a less prominent background, which (ideally) supports the central figure. At present, test scores and rankings have become figures, so dominant that they virtually occlude everything else. In my preferred portrait of education, a well-schooled mind becomes the central figure--a mind that truly understands disciplinary ways of thinking and one that also encourages respectful and ethical behavior. All the rest--including the instruments of accountability should be in the background, providing support for that central, powerful image. Why the current ideal of school focuses so much on a certain view of knowledge, transmitted in a certain way, and documented in a certain way, is a question for historians and policy makers: That it has taken this turn is a source of regret to those of us who harbor a different view of knowledge and education." -- From the introduction by the author (p. xxviii).

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly 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 knowledge calls into 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.

The Differentiated Instruction Book of Lists

Teaching Health Professionals Online

Lesson Planning with Purpose

A Constructivist Approach

An Introduction

Social Studies for the Elementary and Middle Grades

Seven Constructivist Methods for the Secondary Classroom

The objective of this handbook is to provide all information for academic administrators and all other participants like students, parents, academicians, government agencies, industries dealing with university. This book is an attempt to give an overall picture of Universities of higher learning describing their mode of functioning, infrastructure necessary and usefulness to the society and interests of various stakeholders. The cost of higher education during last decade in a few counties is tabulated helping the student in their choice. This book also outlines the administrative structure, responsibility infrastructure, process and functions of the University system. It also elucidates checks and balances that are to be in place. With newly given insight, an academic administrator will be better equipped to arrive at innovative solutions, optimize cost, improve reliability, simultaneously concentrating on the delivery of quality education of very high order.

Teaching Health Professionals Online: Frameworks and Strategies is a must-read for professionals in the health care field who strive to deliver excellence in their online classes. This compendium of teaching strategies will assist both new and experienced instructors in the health professions. In addition to outlining creative, challenging activities with step-by-step directions and explanations of why they work, each chapter situates these practical techniques within the context of a particular theory of learning: instructional immediacy, invitational theory, constructivism, connectivism, transformative learning, and quantum learning theory. The authors also address other issues familiar to those who have taught online courses. How can a distance instructor build teacher-student relationships? How does one create a sense of community in the virtual classroom? How can an online instructor best support students in their future pursuit of knowledge and their development as competent professionals? By considering these and other concerns, this handbook aims to help instructors to increase student success and satisfaction, which, the authors hope, will in the long run contribute to improved patient care.

This monograph is an attempt to bring together the best recent work in the field to assist teacher educators in developing successful service-learning in their programs and to promote policies and procedures that will foster successful service-learning activities at the local, state, and national levels. Part 1: "Theory, Research, and Foundational Issues" includes chapters entitled "Service-Learning: An Essential Process for Preparing Teachers as Transformational Leaders in the Reform of Public Education" (Carol Myers and Terry Pickeral); "School-Based Service: A Review of Research for Teacher Educators" (Susan C. Root); "Service-Learning and Evaluation: An Inseparable Process" (Robert Shumer); "Service-Learning Professional Development for Experienced Teachers" (Don Hill and Denise Clark Pope); and "Teacher Education and Service-Learning: A Critical Perspective" (Robert Shumer). Part 2: "Diverse Perspectives of Service-Learning and Teacher Education" includes chapters entitled: "Introduction to Part 2" (Joseph A. Erickson); "Working with Preservice Teachers to Improve Service-Learning: A Master Teacher's Perspective" (Christine Hunstiger Keithahn); "A Recent Teacher Education Graduate's View of Service-Learning" (Theresa J. H. Magelssen); "A K-12 Administrator's Perspective" (Mary J. Syfax Noble); "A Service Recipient's Perspective" (Janet Salo, with Susan O'Connor); "Collaborating with the Community: A Campus-Based Teacher Educator's Story" (Rahima C. Wade) and "Turtle Island Project: Service-Learning in Native Communities" (John Guffey). Part 3: "Models for the Integration of Service-Learning and Teacher Education" includes chapters entitled: "Introduction to Part 3" (Jeffrey B. Anderson); "James Madison University" (Diane Fuqua); "Kentucky State University" (Carole A. Cobb); "Clark Atlanta University" (William H. Denton); "Valparaiso University" (Jose Arredondo); "Alverno College" (Julie A. Stoffels); "Gustavus Adolphus College" (Carolyn O'Grady); "Washington State University" (Gerald H. Maring); "California State University-San Marcos" (Joseph F. Keating); "Mankato State University" (Darrol Bussler); "Clemson University" (Carol Weatherford, Marty Duckenfield, and Janet Wright); "Augsburg College" (Vicki L. Olson and Susan O'Connor); "University of Iowa" (Rahima Wade); Ryan); "Seattle University" (Jeffrey B. Anderson); "Providence College" (Jane Callahan and Lynne Ryan). (Contains seven figures, an annotated bibliography, and an appendix, which includes a list of service-learning resources and contributors.) (LH)

The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content-learning standards required by an increasing number of states. The author provides an easy-to-follow, step-by-step guide to designing, creating, and implementing unit and lesson plans for all learners. Both pre-service and in-service elementary and middle-school teachers will find Wood's approach to be comprehensive, with a strong theoretical foundation. Using Wiggins and McTighe's backward design process, Wood offers specific protocols for creating unit and lesson plans at the elementary and middle-school levels. By emphasizing differential instruction, constructivist educational philosophy, application of skills in meaningful context, and the art of engaging student interest, he demonstrates how diverse student populations can benefit from the interdisciplinary approach. Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving, creativity, and social interaction. Examples abound, with an appendix of sample unit plan designs filled with ideas for lessons and activities.

How People Learn

How Children Think and How Schools Should Teach

Key Questions for Teaching to Standards

Curriculum and Teaching Dialogue

The Content of Science

Science As Inquiry

Service Learning in the PreK-3 Classroom

A comprehensive introduction to middle school teaching, this textbook focuses explicitly on instructional strategies that encourage adolescents to become active participants in their own learning within a world of accountability and standardized testing. The author, an experienced middle school teacher and teacher educator, takes a constructivist approach to teaching that considers the whole child, including the emotional, psychological, social, and cultural variables uniquely associated with adolescence. The text examines the full range of middle school topics, from the development and diversity of middle school learners, to the structures, curriculum, and management of the classroom itself. Special features include:

"Empowering Middle School Students to Take Ownership of their Learning," "Teaching Scenario," "Key Points," and "Creating an Anti-Oppressive Atmosphere in Your Classroom" textboxes help teachers gain a clearer understanding of content presented and encourage them to become reflective practitioners. Callouts throughout explicitly link chapter content to NMSA standards. Discussion of the unique challenges of actively engaging bilingual students, special needs students, and students exhibiting antisocial behavior. Accounts about middle school students illustrate the ways adolescents think about school and learning. A chapter that focuses on ways teachers can apply the general teaching strategies to specific subject areas. Sample Lesson Plans, Focus Questions, Chapter Summaries, Journal Entries, and Student Activities/Assignments are included throughout to encourage readers to actively participate with the text.

Hundreds of useful ideas for meeting the needs of each child The Differentiated Instruction Book of Lists is the definitive reference for DI for teachers in grades K-12. Ready for immediate use, it offers over 150 up-to-date lists for developing instructional materials, lesson planning, and assessment. Organized into 12 convenient sections, the book is full of practical examples, teaching ideas, and activities that can be used or adapted to meet students' diverse needs. Coverage includes curriculum design, lesson planning, instructional strategies, assessment, classroom management, strategies by subject area (from Language Arts to Math to Physical Education), new media, etc. Offers an easy-to-use guide that gives quick tips and methods to plan effectively for delivering truly differentiated lessons Filled with helpful DI lists, lesson plans, strategies, assessments, and more Jennifer Fox is the author of the bestselling book Your Child's Strengths The Differentiated Instruction Book of Lists is a hands-on guide for meeting the instructional needs of all students so that they can reach their full potential.

Their eyes light up, they ask good questions, they can explain the concept to other students, and they relate what they learn in class to what happens in the world. That's how students respond to the project-based, cooperative-inquiry Earth, life, environmental, and physical science lessons this book fully describes. Theoretical discussion of constructivist learning introduces the detailed lessons, many of which hinge on reproducible handouts to present a puzzling scientific phenomenon for students to investigate. Grades 5-8. Index. Suggested resources. Illustrated. Good Year Books. 268 pages.

The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

Critical Inquiries on the Impact of Rubrics in Education

Teaching Primary Science Constructively

Mathematics and Science for Students with Special Needs

Unit and Lesson Planning Strategies K-8, Fifth Edition

Active Learning, Project-Based, Web-Assisted, and Active Assessment Strategies to Enhance Student Learning

Constructivist Teacher Education

A Planning Guide for Invisible Teaching

Designed especially for secondary teachers, this book grounds a constructivist approach in 7 discrete instructional methods. These student-centered methods, with accompanying planning templates, range from various types of discussions and interactive mini-lectures to independent student exploration. The book discusses in detail 13 techniques that carry out methods, from questioning and personalizing to heuristics and role-playing. Secondary school teachers and administrators.

Why teach drama? How can a newcomer teach drama successfully? How do we recognise quality in drama? Starting Drama Teaching is a comprehensive guide to the teaching of drama schools. It looks at the aims and purposes of drama and provides an insight into the theoretical perspectives that underpin practice alongside practical activities, examples of lessons and approaches to planning. Written in an accessible style, the book addresses such practical issues as setting up role play, how to inject depth into group drama, working with text, teaching playwrighting, as well as common problems that arise in the drama classroom and how to avoid them. The third edition of this popular text has been fully updated to take account of recent developments in policy and educational thinking and includes: The implications of drama's place in the curriculum and the way in which drama practice relates to, and in many ways has anticipated, such concepts as dialogic teaching, engagement, community cohesion and diversity; Guidance on different approaches to drama; Advice on how teachers can achieve and recognise quality work in drama; A discussion of drama concepts including applied theatre, ensemble and rehearsal approaches; A new chapter on teaching Shakespeare and an additional section on play writing; Suggestions for further reading. Written by a leading authority in the field, this textbook emphasises the need for quality drama education and will be valuable reading for trainee teachers who are new to drama and teachers who wish to update and broaden their range.

This fastback examines the theory and practice of constructivist teaching and suggests how teachers can decide what form of constructivist teaching they might want to use. Constructivist teaching theory is explored under the headings "knowledge" and "humans." According to constructivist theory, knowledge is constructed by humans, it is conjectural and fallible, and it grows through exposure. Humans have a built-in aversion to disorder and have internal knowledge structures that guide perceptions, understanding, and action. Five elements of one conception of constructivist teaching practice include: activating prior knowledge, acquiring knowledge, understanding knowledge, using knowledge, and reflecting knowledge. The four types of constructivist teaching that emerge from these five elements are application, discovery, extension, and invention. Examples of these types are given. The next section focuses on beliefs and their importance in deciding about constructivist teaching and which forms to use. In the last sections, threats to implementation and the future of constructivist teaching are discussed. (Contains 14 references.) (ND)

Child-centered lesson planning provides a system to strengthen teaching. Great lesson planning helps teachers to choose a range of strategies that match what children are learning and doing-- from directed mini-lessons to facilitated group activities.

Frameworks and Strategies

Maximizing Student Achievement

Building a World of New Understandings

Handbook of Moral and Character Education

Transforming Teaching

The Unschooled Mind

Five Approaches to Curriculum Design

In Lesson Plans, Judson G. Everitt takes readers into the everyday worlds of teacher training, and reveals the complexities and dilemmas teacher candidates confront as they learn how to perform a job that many people assume anybody can do. Using rich qualitative data, Everitt's prospective jobs as teachers, and how their introduction to this profession is shaped by the institutionalized rules and practices of higher education, K-12 education, and gender. Trained to constantly adapt to various contingencies that routinely arise in schools and classrooms, continually try to reconcile the competing expectations of their jobs to meet students' needs in an era of accountability. Lesson Plans reveals how institutions shape the ways we produce teachers, and how new teachers make sense of the multiple and complicated demands that / * 2438L-2. Sunal, Cynthia Szymanski, Social Studies for the Elementary and Middle Grades: A Constructivist Approach. / Designed to help teachers facilitate students' development into problem solvers and decision makers who take an active role as citizens of the world. The authors throughout the text help to put a face on the teaching of social studies and offer concrete examples of constructivist instruction. This book demonstrates how to use developmentally appropriate strategies to help students construct important social studies ideas and activities allow the reader to integrate their personal experiences and perspectives with text materials. Drawing upon their combined teaching experience of more than 25 years, the authors illustrate flexible strategies for teaching social studies to today's diverse learners. They know how to be learned, how to help students reconstruct present ideas, and how to translate theory and recent research into lesson plans and units. Readers also receive practical applications of constructivist theory by the numerous classroom scenarios and lesson plans that and examples throughout the text help the reader arrive at more appropriate and accurate conceptions and reflection and the application of these ideas to their teaching. The book supports the reader with many opportunities for reflection on classroom events, analysis of class with exemplary social studies teachers, and analysis of classroom-tested lesson plans that focus on all content areas. Designed for elementary and middle school social studies faculty (K-8).

When teachers and students are both engaged in the educational enterprise, every day has the potential to be transformative. Lesson Planning with Purpose takes readers on a journey through many pathways to engaging and meaningful educational experiences. The text first offers a rationale for the approach, its theoretical background, practical applications, and critiques and considerations. Chapters end with a sample lesson that can be compared across approaches. Book Features: A comprehensive examination of multiple approaches to lesson planning. Goals, various approaches, as well as how they might mix and match and blend ideas. User-friendly lesson plan templates, sample lessons, and discussion questions. An appendix with lesson plan examples written by practicing teachers across content areas and age groups.

This book is a result of a workshop where 14 science educators were invited to draft chapters on the implications that the research studies in a specific content area of science have for its teaching. The relations between social forces and perceptions of purpose and content influenced the emergence of three major issues concerning science content: its variety; its complexity; and the relation between content and action. Chapters include: (1) "Science Content and Constructivist Views of Learning and Teaching" (Peter Fensham; Richard Gunstone; and Some History" (David Hawkins); (2) "Beginning to Teach Chemistry" (Peter Fensham); (3) "Generative Science Teaching" (Merlin Wittrock); (4) "Constructivism, Re-constructivism, and Tack-oriented Problem-solving" (Mike Watts); (5) "Structures, Force, and Stability. Design a Play" "Pupils Understanding Magnetism in a Practical Assessment Context: The Relationship Between Content, Process and Progression" (Galen Erickson); (7) "Primary Science in an Integrated Curriculum" (Maureen Duke; Wendy Jobling; Telsa Rudd; and Kate Brass); (8) "Digging into Science Year 5 Class" (Kate Brass and Wendy Jobling); (9) "Year 3: Research into Science" (Kate Brass and Telsa Rudd); (10) "The Importance of Specific Science Content in the Enhancement of Metacognition" (Richard Gunstone); (11) "The Constructivist Paradigm and Some Implications for Pedagogy" (Malcolm Carr; Miles Barker; Beverley Bell; Fred Biddulph; Alister Jones; Valda Kirkwood; John Pearson; and David Symington); (12) "Making High-tech Micrographs Meaningful to the Biology Student" (James Wandersee); (13) "Year 9 Bodies" (Anne Symons; Kate Brass; and "Learning and Teaching Energy" (Reinders Duit and Peter Haeussler); (15) "Working from Children's Ideas: Planning and Teaching a Chemistry Topic from a Constructivist Perspective" (Philip Scott; Hilary Asoko; Rosalind Driver; and Jonathan Emberton); (16) "States of Matter-Pedagogy Teaching Strategies Based on Cognitive Research" (Ruth Stavay); (17) "Pedagogical Outcomes of Research in Science Education: Examples in Mechanics and Thermodynamics" (Laurence Viennot and S. Rozier); and (18) "Dimensions of Content" (Richard White). (JRH)

A Hand Book on UNIVERSITY SYSTEM

Research-Based Unit and Lesson Planning

A Constructivist Approach to Its Teaching and Learning

Teaching Acting with Practical Aesthetics

Constructivist Learning Design

Learning with the Community

Creating Lesson Plans for Child-Centered Learning

While many people talk about the Constructivist philosophy, there has not been a publication that provides a detailed description of what a Constructivist classroom sounds like and looks like. This book fills that void by

examining the philosophy, translating it into teaching strategies, and providing over forty examples. These examples come from the elementary level up to and including the collegiate level, and include all content areas. These examples show how the Constructivist educator uses the linguistic mode, the visual mode, and the kinesthetic mode to create a class environment in which the Constructivist philosophy flourishes. Examples of student work are provided; the book also includes chapters on note-taking, Problem-Based Learning (PBL), action research, and other Constructivist resources. Written in user-friendly form, this book presents a concrete and step by step approach for translating the Constructivist philosophy into classroom practice. This book is intended for every Constructivist researcher, practitioner, and teacher-educator. The researcher and teacher-educator will benefit from topics such as the history of Constructivist thought, the principles of Constructivism and action research. This book is more than a list of recipes, and this will be beneficial to the practitioner. Starting with the principles of Constructivism, and bridging to four basic teaching strategies, the practitioner is guided on how to use different learning modes and "meta-strategies" to create a true Constructivist practice. An educator's life is made up of one's philosophy, teaching principles, daily strategies, resources, and research tools. This book provides an in-depth look, from the Constructivist perspective, at each one of these components. In every sense of the word, this book is truly "comprehensive."

Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning. This best-selling text explains the principles of constructivism and their implications for learning and teaching, and discusses core strategies for developing science understanding and science inquiry processes and skills. Chapters also provide research-based ideas for implementing a constructivist approach within a number of content strands. Throughout there are strong links to the key ideas, themes and terminology of the revised Australian Curriculum: Science. This sixth edition includes a new introductory chapter addressing readers' preconceptions and concerns about teaching primary science.

Science teaching has evolved as a blend of conventional methods and modern aids owing to the changing needs and techniques of education with an objective to develop scientific attitude among the students. This Fourth Edition of Innovative Science Teaching aims to strike balance between modern teaching methods and time-tested theories. FEATURES OF THE FOURTH EDITION • Chapters 3, 8 and 13 have been thoroughly revised and updated in the light of advancements of application of technology in teaching. • Chapter 13-New Technology to Promote Learning-has been expanded to include the impact of technology on teaching and learning. • E-learning materials and website addresses relevant to science teaching have been updated. • All chapters have been revised and extensive coverage of all aspects of modern teaching has been included. This edition of Innovative Science Teaching is designed for the undergraduate and postgraduate students of Education specializing in science teaching. It can also prove useful as a reference book for administrators, researchers and teacher-trainers. TARGET AUDIENCE • B.Ed (specialization in Science Teaching • M.Ed (specialization in Science Teaching) • Diploma Courses in Education

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

Interdisciplinary Instruction

From Theory to Practice

At Risk Students

Concepts and Models for Service-learning in Teacher Education

Key Concepts, Classroom Activities, and Everyday Examples, Grades K-8

Instruction in Libraries and Information Centers

Constructivist Teaching

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website and can be found on the Journal tab at <http://aatc.org/about-ctd-journal/>.

What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

By integrating the best of current research and practice in curriculum planning this book presents that comprehensive topic in a manageable form. Examples throughout are representative of different grade levels and subjects areas. It should be understood at the outset that the content offered for curriculum planning is not a rigid prescriptive formula but a careful and purposeful thought process that must be considered to obtain optimal results. In addition to developing knowledge about curriculum and instructional planning (what teachers should know), this book offers an innovative method for translating that knowledge into performance (what teachers are able to do). Knowledge is implemented by the use of coaching rubrics, sets of criteria for developing performance. Though readers will receive a thorough background in the planning process just from the content itself, its potential will be fully realized when readers also use the coaching rubrics.

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Lesson Plans

Enhancing Student Learning in Middle School

Reaching and Teaching Them

INNOVATIVE SCIENCE TEACHING, FOURTH EDITION

The Comprehensive Handbook of Constructivist Teaching

The What, Why, and How-to Guide for Every Teacher

The Case for Constructivist Classrooms

Argues for the development of classrooms based on constructivist pedagogy.

Lesson Planning with PurposeFive Approaches to Curriculum Design

"This open access textbook offers a comprehensive introduction to instruction in all types of library and information settings. Designed for students in library instruction courses, the text is also a resource for new and experienced professionals seeking best practices and selected resources to support their instructional practice. Organized around the backward design approach and written by LIS faculty members with expertise in teaching and learning, this book offers clear guidance on writing learning outcomes, designing assessments, and choosing and implementing instructional strategies, framed by clear and accessible explanations of learning theories. The text takes a critical approach to pedagogy and emphasizes inclusive and accessible instruction. Using a theory into practice approach that will move students from learning to praxis, each chapter includes practical examples, activities, and templates to aid readers in developing their own practice and materials."--Publisher's description.

This collection of essays and reviews represents the most significant and comprehensive writing on Shakespeare's A Comedy of Errors. Miola's edited work also features a comprehensive critical history, coupled with a full bibliography and photographs of major productions of the play from around the world. In the collection, there are five previously unpublished essays. The topics covered in these new essays are women in the play, the play's debt to contemporary theater, its critical and performance histories in Germany and Japan, the metrical variety of the play, and the distinctly modern perspective on the play as containing dark and disturbing elements. To compliment these new essays, the collection features significant scholarship and commentary on The Comedy of Errors that is published in obscure and difficulty accessible journals, newspapers, and other sources. This collection brings together these essays for the first time.

Creative Curriculum

Vol. 23 # 1 & 2

ENC Focus

Innovative Curriculum Materials

Starting Drama Teaching

The Institutional Demands of Becoming a Teacher

Brain, Mind, Experience, and School: Expanded Edition

Teaching Acting with Practical Aesthetics uses constructivist pedagogy to teach acting via Practical Aesthetics, a system of actor training created in the mid-1980s by David Mamet. The book melds the history of Practical Aesthetics, Practical Aesthetics itself, educational theory, and compatible physical work into the educational approach called Praxis to create a comprehensive training guide for the modern actor and theatre instructor. It includes lesson plans, compatible voice and movement exercises, constructivist teaching materials, classroom handouts, and a suggested calendar for Acting courses. Written for Acting instructors at the college and secondary levels, Acting scholars, and professionals looking for a new way to perform, Teaching Acting with Practical Aesthetics offers detailed instructions to help students sharpen their performing skills and excel on stage.

Discusses ways to help students learn to solve problems, communicate well, collaborate effectively, and think critically.

Boost student interest and understanding in the physical sciences! Teaching physical science in the elementary and middle grades can be challenging for busy teachers faced with growing demands and limited resources. Robert Prigo provides fun and engaging activities using safe, available materials that educators can easily incorporate into lesson plans. Extensive examples, sample inquiry questions, and ideas for initiating units are readily available for teachers to pick and choose from to meet student needs. The result of more than two decades of professional development work with hundreds of teachers and administrators, this resource addresses specific areas of physical science, including motion and force, waves and sound, light and electromagnetic waves, and more. Dozens of activities demonstrating physics in action help students of all ages relate physics principles to their everyday experiences. This practitioner-friendly resource helps teachers: • Address the "big ideas" in K-8 science education • Promote student understanding with ready-to-use learning experiences • Use hands-on activities to help students make larger, real-world connections • Assemble classroom learning centers to facilitate deeper understanding of basic physics principles With conceptual summaries to support teachers' proficiency and understanding of the content, this guidebook is ideal for bringing physics to life for students in the classroom and in their lives!

"Lesson Planning with Purpose takes readers on a journey through many pathways to engaging and meaningful educational experiences. The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning: behaviorist, constructivist, aesthetic, ecological, and integrated social-emotional learning. Chapters end with a sample lesson that can be compared across approaches"--

Rubric Nation

Building New Understandings

In Search of Understanding

Making Physics Fun

This book is organized around CBUPO, the basic psychological needs of all students: competence, belonging, usefulness, potency, and optimism. When teachers and schools focus on meeting these needs, the rate of at-riskness is drastically reduced. This book presents practical strategies and tips to help teachers and administrators help all students become successful learners. The revised edition offers new material on using classroom assessment, complying with standards and high stakes testing, an updated approach to evaluating At-Risk Prevention programs, and alternative strategies for meeting the motivational needs of at-risk youth, from developmental constructivism to mastery learning.