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Teacher Guide

"This book provides teachers, faculty and educational leaders with an opportunity to share their recent research with focus on best teaching practices

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Guides  
through the use of online  
platforms" --

This book disseminates  
original research on  
learning in and from  
practice in pre-service  
teacher education.

Authors such as  
Lederman and  
Lederman describe the  
student teaching  
practicum (or work-  
integrated learning  
[WIL]), which is an

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essential component of  
pre-service teacher  
education, as the

‘elephant in the room’.

These authors note that  
'the capstone experience  
in any teacher education  
programme is the  
student teaching  
practicum... [a]fter all,  
this is where the rubber  
hits the road'. However,  
many teacher educators  
will agree that this WIL

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component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher. This is the ‘gap’ that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL

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is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based

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on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “safe spaces” or laboratories are created for student teachers to

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learn and grow  
professionally. These  
could either be

simulations, such as  
software programmes  
and avatars in the  
intervention described in  
Chapter 2; student  
excursions, as the  
findings in chapters 5, 7  
and 10 portray; or  
alternative approaches to  
WIL (e.g. Chapters 11  
and 12). The book is

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devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity



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Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

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projects. It is  
clear that a  
particular  
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***such, in  
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in early childhood settings or through everyday experiences in the home and in their communities.

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Relying on a  
comprehensive  
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research,  
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Childhood lays out  
the critical areas  
that should be the  
focus of young  
children's early  
mathematics

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education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a

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call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners—those who work directly with children and their families in shaping the policies that affect the education



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opportunities  
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researchers  
invested in  
the policies  
and practices  
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design.

Children are  
inherently  
musical. They  
respond to  
music and  
learn through

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music. Music expresses children's identity and heritage, teaches them to belong to a culture, and develops their cognitive well-being and inner self

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worth. As professional instructors, childcare workers, or students looking forward to a career working with children, we should continuously

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children's  
natural  
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But how, you  
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for the  
children I'm  
working with?  
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I reach and

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perhaps, how  
can I  
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that  
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through music,  
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understand the role of music in children's lives through play, games, creativity, and movement. Additionally, the book explores ways of applying music-making

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to benefit the  
whole child,  
i.e.,

socially,  
emotionally,  
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cognitively,  
and linguistic  
ally.

The research  
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together the  
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gained from a  
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initiative for  
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mathematics  
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low socio-economic status and socially challenged environments in South Africa. The chapters show the possibilities for enhancing



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achievement in  
school  
mathematics if  
a strength-  
based approach  
is adopted to  
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teaching with  
teachers and  
when their  
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seriously. The book demonstrates that the ecological relevance – fitness for the context in which teachers are teaching – of the “goods” developed and

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to offer hope  
for  
sustainable  
implementation  
to improve  
school  
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leaders,  
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*and in solving word problems. The material correlates with the curriculum in most basic mathematics texts. The pages are presented in a suggested order, but may be used in any order which best meets a child's needs. Parents who wish their children to have practice in mathematics skills will*



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*find the book as helpful  
as classroom teachers  
will find it. The  
exercises are presented  
so that a child can work  
with a minimum of  
supervision. Answers  
are included in a four-  
page leaflet in the  
middle of the book.  
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*and their memoranda  
as well as*

*photocopiable record  
sheets and templates.*

*The COVID-19*

*pandemic drastically  
transformed the  
classroom by keeping  
students and teachers  
apart for the sake of  
safety. As schools  
emptied, remote  
learning rapidly  
expanded through*

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*online services and  
video chatrooms.*

*Unfortunately, this  
disrupted many  
students and teachers  
who were not  
accustomed to remote  
classrooms. This  
challenge has forced  
K-12 teachers to think  
differently about  
teaching. Unexpectedly  
and with little time to  
prepare, they have been*

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*confronted with  
redesigning their  
curriculum and*

*instruction from face-to-  
face to online virtual  
classrooms to protect  
students from the  
COVID-19 virus while  
ensuring that these new  
online initiatives  
remain sustainable and  
useful in the post-  
pandemic world. As  
teachers learn to take*

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*advantage of the  
affordances and  
strengths of the*

*multiple technologies  
available for virtual  
classroom instruction,  
their instruction both in  
online and face-to-face  
will impact what and  
how students learn in  
the 21st century. The  
Handbook of Research  
on Transforming  
Teachers' Online*



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*Pedagogical Reasoning  
for Engaging K-12  
Students in Virtual  
Learning examines the  
best practices and  
pedagogical reasoning  
for designing online  
strategies that work for  
K-12 virtual learning.  
The initial section  
provides foundational  
pedagogical ideas for  
constructing engaging  
virtual learning*

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*environments that leverage the unique strengths and opportunities while avoiding the weaknesses and threats of the online world. The following chapters present instructional strategies for multiple grade levels and content areas: best practices that work, clearly describing why*

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*they work, and the  
teachers' pedagogical  
reasoning that supports  
online*

*implementations. The  
chapters provide ways  
to think about teaching  
in virtual environments  
that can be used to  
guide instructional  
strategy choices and  
recognizes the  
fundamental  
differences between*

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*technology faculty,  
distance learning  
faculty, and researchers  
interested in the  
subject.*

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Inspectorate on the  
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wider spectrum  
of barriers to  
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Inclusive  
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SA. The title  
covers the*

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content of the  
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*This book  
presents a  
research focus  
on diversity  
and inclusivity  
in mathematics  
education. The  
challenge of  
diversity,  
largely in*

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*terms of student profiles or contextual features, is endemic in mathematics education, and is often argued to require differentiation as a response.*

*Typically*  
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*different curricula, text materials, task structures or pedagogies are favoured responses, but huge differences in achievement still result. If we in mathematics*

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education seek  
to challenge  
that status  
quo, more  
research must  
be focussed not  
just on  
diversity but  
also on the  
inclusivity, of  
practices in  
mathematics  
education. The

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*book is written  
by a group of  
experienced  
collaborating  
researchers who  
share this  
focus. It is  
written for  
researchers,  
research  
students,  
teachers and in-  
service*

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**Grade 6 Teacher**  
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*professionals,*  
*who recognise*  
*both the*

*challenges but*  
*also the*  
*opportunities*  
*of creating and*  
*evaluating new*  
*inclusive*  
*approaches to*  
*curriculum and*  
*pedagogy – ones*  
*that take for*

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granted the  
positive values  
of diversity.

*Several  
chapters report  
new research in  
this direction.  
The authors are  
part of, or  
have visited  
with, the  
mathematics  
education staff*

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of the Faculty  
of Education at  
Monash

*University, in  
Melbourne,  
Australia. The  
chapters all  
focus on the  
ideas of  
development in  
both research  
and practice,  
recognising*

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*that the current need is for new inclusive approaches. The studies presented are set in different contexts, including Australia, China, the*

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and Singapore.*  
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